

A Research Agenda for the Sustainability of the Tourism Industry:

A Childism Perspective on Overtourism

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Abstract:

Academic research focusing on overtourism, and related negative impacts have overlooked the role children could have played in the sustainability of the tourism industry. This lack of interest is surprising knowing that: first, they are the future of the industry; second, when empowered they can be agents of change. Subsequently, the objective of the study is to show that research on overtourism is totally compatible with childism. Using a bibliometric and lexicometric analysis, the study suggests how the literature on overtourism has evolved over time and demonstrates the absence of children in this evolution. As a result, this study proposes a strategy for children to be involved in initiatives to mitigate the negative impacts of overtourism. Equally important, this study is providing a research method to develop a research agenda, alongside three key main area for research.

1. Introduction

The multifaceted phenomenon of overtourism has been discussed by scholars, policy makers and the media but remains poorly understood and defined (Pasquinelli & Trunfio, 2020). In an effort to define what creates such a situation, Peeters et al. (2018, p. 15) argue that overtourism refers to “a situation in which the impact of tourism, at certain times and in certain locations, exceeds physical, ecological, social, economic, psychological and/or political capacity thresholds”, while in a perspective more centered on the consequences, Goodwin (2019, p. 110) describes overtourism as “destinations where hosts or guests, locals or visitors, feel that there are too many visitors and that the quality of life in the area or the quality of the experience has deteriorated unacceptably”. In a nutshell, overtourism is a crystallizer of all the negative consequences of mass tourism (Koens, Postma & Papp, 2018). Existing literature has studied overtourism from the perspective of a variety of stakeholders (ie residents, visitors, destination managers, policy makers, etc.), but has overlooked children, and yet, they are both the population that is most affected by environmental problems (ChildrenVsClimateCrisis [online]), and the tourists of the future (Cullingford, 1995). This study thus adopts a childism perspective on overtourism and sustainability.

Up until 2011, academic research connecting children and tourism was rather marginal (Canosa, Graham and Wilson, 2018; Cullingford, 1995; Poria & Timothy, 2014; Séraphin, 2022), due to a variety of reasons, amongst these are: the that this group was considered as unable to articulate its thoughts; a lack of interest for this group from a tourism management perspective; etc (Séraphin, 2022). However, there is now a strong belief amongst academics that children have a major role to play in tourism and cognate industries. Indeed, Ghidouche and Ghidouche (2020) explain that the industry should consider communicating with children and also surveying them for the improvement of their products and services, because the latter have their own vision of what could be considered as a ‘good holiday’. In this line of thoughts, Zaman, Dauxert and Michael (2020) suggest a kid-friendly digital communication approach. Additionally, taking the example of *ReesLeisure* (a sport events management company), Séraphin and Mhanna (2020) explain that investing on children is paying-off on the long-term.

At the image of research on children and tourism, research on children and sustainable tourism is also very limited, and yet, it is believed that they can play a major role in the long-term sustainability of the industry (Bosco, 2010; Koščak, Knežević, Binder, Pelaez-Verde, Işik, Borisavljević and Šegota, 2021; Nissen, Wong & Carlton, 2020; Trott, 2021). Indeed, when

empowered about sustainability in tourism, children, move from the stage of sustainability thinkers to actioners, and finally, transformers (Kemper, Ballantine & Hall, 2019; Séraphin, Yallop, Hall & Seyfi, 2020). Nature based activities (Mohammadi, 2022) such as wildlife tourism (Stainton, 2022), residential (Cripps, 2022); and non-nature based activities and strategies, such the implementation of the Principles of Responsible Management Education in curriculum (Martins & Gurrera, 2022; Séraphin & Vo-Thanh, 2020), a better implementation of children's right when it comes to their involvement in public affairs (Nottingham, 2022), etc. are possible approach for the attainment of a long-term sustainability in the industry.

Despite the initiatives put in place by the tourism industry (and other sectors) to reach sustainability (Han, 2021), the industry is still failing in its endeavour (Higham, Font & Wu, 2021). Overtourism and its related negative impacts is the example epitomizing this sustainability failure (Séraphin, Sheeran & Pilato, 2018). Having said that, instead of seeing only the negative aspects of overtourism, and instead of focusing merely on potential solutions to tackle overtourism as previous research has done (Capocchi, Vallone, Pierotti, & Amaduzzi, 2019), this study which is in line with Garcia-Vega and Lopez (2010), but also with Danneels and Vestal (2020), argues that more attention must be given to issues and failures for success to be reached. Failure should be perceived as an opportunity to bounce back (Shepherd, Covin & Kuratko, 2009). Lack of support from leaders is often at the origin of this inability to celebrate failure and therefore to bounce back (Forsman, 2021). The required changes can only come from activists, namely individuals and/or organizations determined to see changes happening (Tranter, 2010).

As a result of current practices in the tourism industry, and because of the positioning of existing academic research on overtourism, this study adopts a radical approach which is lacking in tourism (Brooker & Joppe, 2014). More specifically, this study adopts the positioning that children (and young adults), in other words, individuals aged 3 to 18 (Poria & Timothy, 2014), should have been involved in overtourism debates and initiatives. Subsequently, the objective, of the study is to show that research on overtourism and anti-tourism movements (more generally speaking, research on tourism sustainability) is totally compatible with childism. The overall overarching research question being: How has the literature on overtourism developed over time and what place do children have in this stream of research? This study is of importance because it gives an innovative perspective of how Sustainable Development Goal 4 (SDG4): 'Quality education' (UNSDG [Online]), which is

the only SDG (objective 4.7) focusing exclusively on children and young adults (Unterhalter, 2019), could be achieved using overtourism and anti-tourism movements as stepping stones.

This study adopts a similar perspective as Rauter, Jonker and Baumgartner (2017) who suggest that existing conventional models for sustainability need to be adapted or extended. To do so, a Janusian thinking approach is needed. This way of thinking is a reference to Janus, a two-faces Roman god who could look into opposite directions simultaneously (Rothenberg, 1996). This way of thinking is crucial in tourism due to the industry Janus-faced character (Sanchez & Adams, 2008). This study is also in line with Canosa and Graham (2022) who argue for ‘the need for a child rights informed approach to participation in tourism research, policy and practice’.

2. Literature Review

2.1. *Overtourism, anti-tourism movements, and sustainability*

Broadly speaking, previous research on overtourism has focused on two main themes. First, a significant number of studies have sought to understand the impact of overtourism by differentiating between environmental consequences and social consequences. From an environmental point of view, Wall and Mathieson (2006) show that mass tourism is linked to degradation of vegetation and soils, water and air quality, as well as pollution. These degradations have significant consequences on wildlife and ecosystems. From a social point of view, overtourism has been shown to have an impact on local communities and their quality of life (Mihalic & Kuščer, 2022) and creates a sense of loss of control over their place (Gössling et al., 2020). Confronted with the invasion of their living space, Séraphin et al. (2020) suggest that residents' reactions are morphing from helpless victims who passively accept the consequences of mass tourism, to vandals who violently express their dissatisfaction regarding the continuously growing number of tourists. Most of the time, locals choose collective actions to make their voices heard through anti-tourism movements (Hughes, 2018).

Second, literature focusing on solutions to tackle overtourism opposes conservative approaches and more radical approaches (Pasquinelli & Trunfio, 2020). Conservative approaches tend to preserve established tourism growth models. For instance, Dodds and Butler (2019) synthesize the fight against overtourism through a “mitigation, reduction and prevention” framework (mitigating the impact of tourists; reducing the number of tourists; and preventing overtourism). Radical strategies imply to transform more deeply the industry in line with principles of equity, inclusion and degrowth (Cheung & Li, 2019; Milano et al., 2019).

Through these two major themes, literature has focused on a multitude of actors and stakeholders, namely residents, visitors, destination managers, policy makers, tourism professionals and anti-tourism movements, as well as on their interactions (Dodds & Butler, 2019; Milano, Cheer & Novelli, 2019). For instance, Cheung and Li (2019) study the complex and conflicting relationships between locals and visitors in Hong Kong; while Sibrijns and Vanneste (2021) investigate the cooperation between two Dutch destinations, Amsterdam and The Hague. However, children remain surprisingly neglected in the literature, which leads us to adopt a childism perspective.

2.2. Childism and Sustainability

Childism is an emerging stream of research within childhood studies. As explained by Wall (2019, p. 2), childhood studies (or new sociology of childhood) argue that “children should be studied, not as developing adults, but in their own right as socially constructed agents”. Rather than passive stakeholders waiting for adult socialisation, children are therefore active not only in the construction of their own lives, but also in the life of their community in general (James & Prout, 1997). For childhood studies, there is not a single childhood, but multiple childhood experiences marked by particular contexts (Katz, 2004). The new sociology of childhood calls for the recognition of children’s agency and rights (Tisdall & Punch, 2012).

Continuing this initial trend, childism goes further by adopting a critical perspective of the place of the child in society. Similar to feminism, childism is not limited to the understanding the position of children in society, but also includes the understanding of the political, social and cultural conditions that underpin such a position (Wall, 2019). Childism thus starts from the postulate that practices, modes of operation and knowledge are largely dominated by adults’ visions. Sundhall (2017) shows for example that even in a youth council, democracy remains strongly marked by the “invisible” presence of adults, thus leaving children aside or reduced to a minor role. Childism therefore seeks to challenge this adultism vision in order to restore autonomy to the child.

Structurally, children not only represent an increasingly important part of the world's population, but they are also the population that is and will be the most affected by the problems of sustainability (von Braum, 2017). Adopting a childism perspective on sustainability thus implies to understand their position, but also to consider that they can play an active role not as future adults, but as children. Research has suggested that when they are well informed and educated, children can act as agents of change (Percy-Smith & Burns, 2013). Indeed, children have a central position in society as they relate to their peers, they interact with their parents and they are at the heart of their local community (von Braum, 2017). As Heft and Chawla (2006, p. 199) suggest, “if practices consistent with sustainable development are to be carried forward through time, then children must be the bridge conveying their value and ways”.

An increasing number of environmental initiatives aimed at children are developed, from specific programs within the class (Bürgener & Barth, 2018) to youth activism in non-for-profit

association (Torres-Harding et al., 2018). Subsequently, this article argues that children should be considered as agents of change when it comes to overtourism (and related negative impacts). All over the world, more and more individuals and organizations are developing a sustainability consciousness or life cycle thinking (Kikuchi-Uehara, Nakatani & Hirao, 2016), due to the many sustainability strategies put in place (Han, 2021). This study argues that all these strategies could all fall under the umbrella of ‘empowerment’, and more specifically, ‘education’, as when an individual has a clear understanding of a specific issue (causes and impacts), this individual not only tend to change his behavior, and also tends to encourage others to do the same, (Han, 2021). Indeed, education plays a significant role in the transmission of values (Schill, Godefroit-Winkel & Hogg, 2020), which in turn play a major role in unlocking changes, towards sustainability (Visser, 2015).

3. Methodology

3.1. Research Approach

Developing a research agenda for a specific topic is relatively important as it contributes amongst other things to open the topic to other domain of research, and to structure research in that domain (Dubois & Ceron, 2006). However, when it comes to develop a research agenda, there are different approaches (Albrecht, 2013; Dubois & Ceron, 2006; Maximilian, 2019). For instance, Dubois and Ceron (2006) suggest a four steps approach: (1) identifying research gaps (2) identifying action to put in place to fill the gaps (3) identifying a research method (4) and finally, the disciplines in which the study is anchored in. As for Maximilian (2019) and Albrecht (2013), they adopted a Nominal Group Technique (NGT) as an approach to develop research agenda. NGT consists of six steps: (1) generation of ideas (2) recording of ideas (3) organisation of ideas by themes (4) vote for the selection of most important ideas (5) discussion outcome of the vote (6) choice of key themes and their priority. This technique can only be used within a think tank involving a range of participants (Albrecht, 2013). Both approaches appear as complementary. Indeed, chronologically, NGT would come first, followed by Dubois and Ceron (2006) approach. For Perraton (2000) and Suarez-Orozco (2001), an agenda of research is about the formulation of propositions or research themes, which would fall under step 3 of the NGT.

This study adopts a three-step approach to develop a research agenda.

Step 1: Identification of key themes. Instead of the ideas and key themes being generated by discussions and votes within a group, they are generated from a literature review, which to some extent could be considered as an equivalent of group discussions, as a literature review ‘covers what has been said, who has said it’ (Hammond & Wellington, 2013: 99).

Step 2: A critical examination of each topic is provided using appropriate literature. Further questions to be explored are also provided (Albrecht, 2013; Maximilian, 2019), alongside identifying both: home disciplines; actions and research methods to put in place to fill the gaps (Dubois & Ceron, 2006).

Step 3: Implications and benefits of childism in sustainable tourism are then discussed (Albrecht, 2013)

3.2. Data Collection and Analysis

To identify the key themes, a systematic literature review on overtourism was conducted. A systematic literature review is a way of categorizing and analysing academic articles on a given topic, to reduce the academic knowledge on the topic to its essential contributions (Chistov, Aramburu & Carrillo-Hermosilla, 2021). The choice to perform the review on Scopus was based on three criteria. First, according to Aksnes and Sivertsen (2019), Scopus includes a broader range of subject areas and categories than Web of Science. Second, Falagas et al. (2008) find that Scopus is more reliable than PubMed, Web of Science and Google Scholar. And third, since part of the bibliometry is performed using CiteSpace, Chen (2016) argues that the use of Scopus is more relevant because it enables a wider set of analyses. An initial search (conducted in January 2023) using ‘overtourism’ and ‘over tourism’ as keywords was performed. This initial search yielded a set of 359 articles. In line with prior systematic reviews (Chistov, Aramburu & Carrillo-Hermosilla, 2021; Pizzi et al., 2020), only articles published in English language were considered for this study. As a result of the screening performed, only 261 were considered for this study.

Two different analyses were performed to provide an in-depth investigation of the topic of overtourism: a bibliometric analysis and a lexicometric analysis. The bibliometric analysis was used to observe the evolution of the literature over time; determine the most influential publications; and finally, to identify the domain of contribution of the publications (Goyal & Kumar, 2021). To do so, a range of data (author, year, document title, journal, citation count, etc.) was exported and run through CiteSpace. CiteSpace is a freely available application for visualizing and analyzing trends and patterns in scientific literature (Chen, 2016). As a complement to the bibliometric analysis, the lexicometric analysis helped identifying not only the main themes covered in the selected articles, but also the way these themes are interconnected (Illia, Sonpar & Bauer, 2014). Indeed, contrary to the bibliometric analysis, lexicometry is a textual analysis that makes it possible to understand the meaning of texts (Rizzoli, Norton & Sarrica, 2021). The lexicometric analysis is performed using Iramuteq which is a free software developed in the Python language that enables different processing and statistical analysis of texts (Chaves et al., 2017).

4. Step 1: Identification of key themes: results and discussion

The bibliometric analysis reveals a steady progression of both publications and number of citations on overtourism over the period 2017–2022 (figure 1).

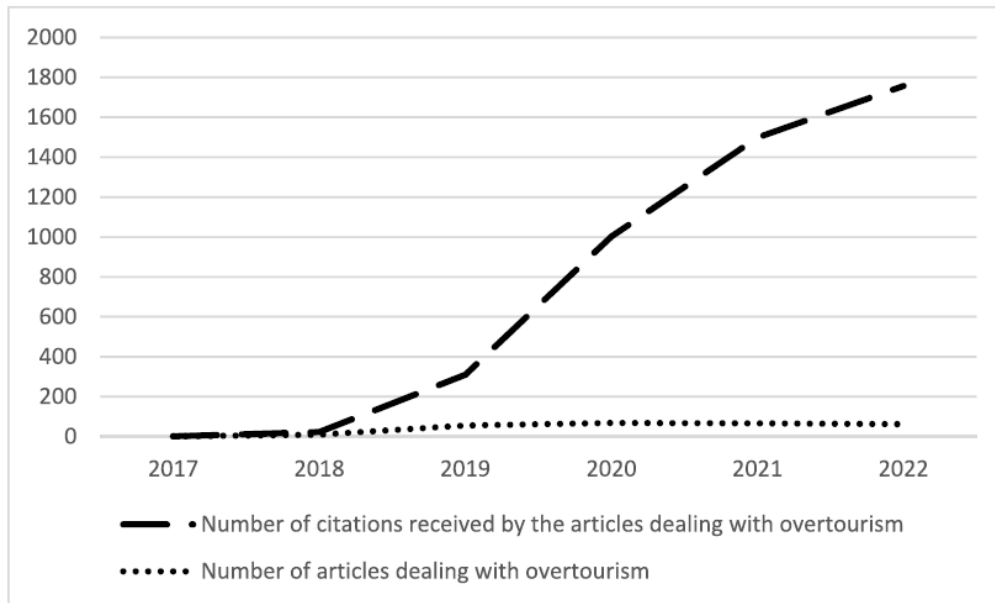


Fig. 1. Number of articles and citations about overtourism.

As for table 1, it presents the five most cited papers on the topic. None of them refer to children. However, what comes up from these papers is that authors are mainly from Spain (46), the United Kingdom (33), Italy (31), Poland (25) and Portugal (15). Overtourism is thus essentially a European-based issue.

Table 1
The five most cited papers on overtourism (Scopus).

	References	Number of citations
1	Koens, K., Postma, A., & Papp, B. (2018) . Is overtourism overused? Understanding the impact of tourism in a city context. <i>Sustainability</i> , 10 (12), 4384.	346
2	Seraphin et al, (2018) . Over-tourism and the fall of Venice as a destination. <i>Journal of Destination Marketing & Management</i> , 9, 374–376.	338
3	Oklevik, O., Gössling, S., Hall, C. M., Steen Jacobsen, J. K., Grøtte, I. P., & McCabe, S. (2019) . Overtourism, optimisation, and destination performance indicators: A case study of activities in Fjord Norway. <i>Journal of Sustainable Tourism</i> , 27 (12), 1804–1824.	144
4	Martín Martín, J. M., Guaita Martínez, J. M., & Salinas Fernández, J. A. (2018) . An analysis of the factors behind the citizen’s attitude of rejection towards tourism in a context of overtourism and economic dependence on this activity. <i>Sustainability</i> , 10 (8), 2851.	142
5	Postma and Schmuecker, 2017 . Understanding and overcoming negative impacts of tourism in city destinations: conceptual model and strategic framework. <i>Journal of Tourism Futures</i> , 3 (2), 144–156.	134

Note: the number of citations provided by Scopus differs from the number provided by Google Scholar since Scopus only considers citations from articles published in peer-reviewed journals.

Figure 2, shows that the most influential research and authors investigated overtourism from a socio-demographic perspective (Koens, Postma and Papp, 2018; Séraphin, Sheeran and Pilato, 2018; Milano, Cheer and Novelli, 2019). Once again, children (as tourists and/or residents) are not considered.

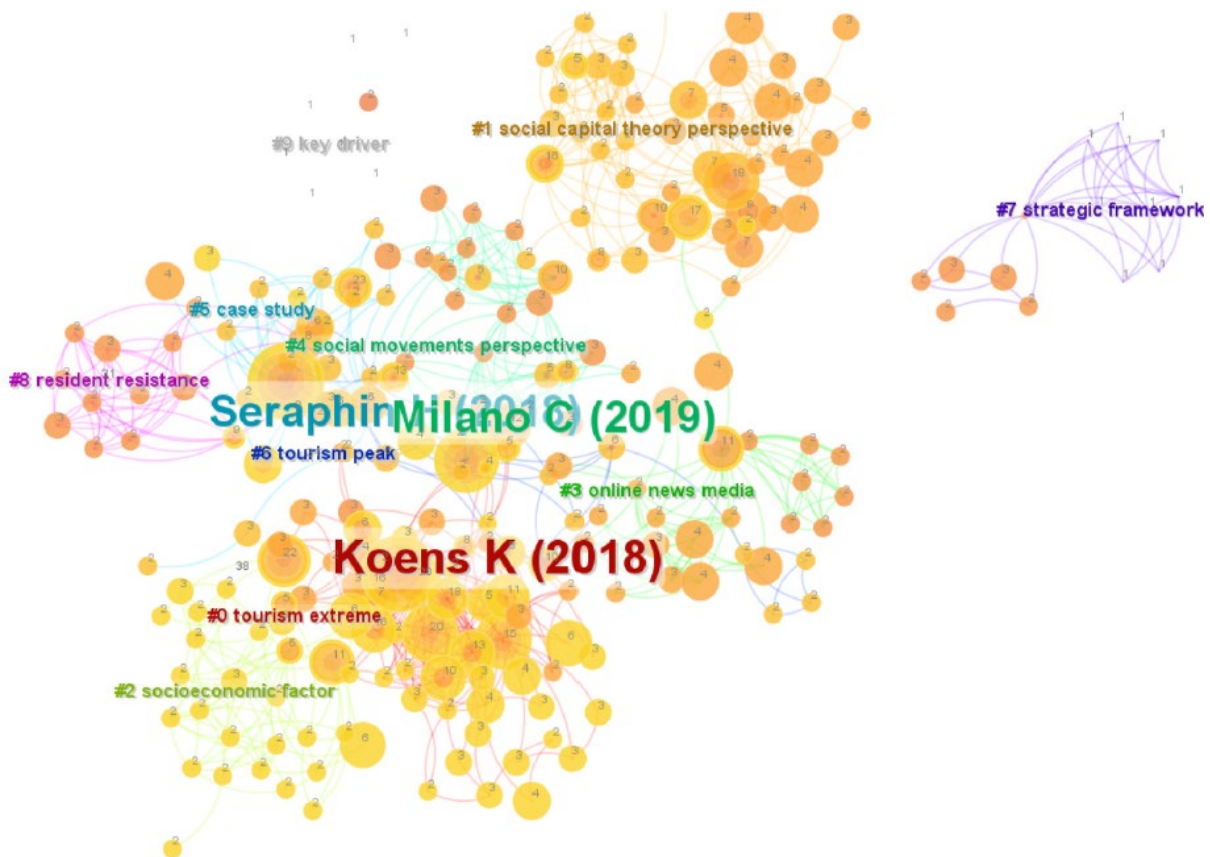


Fig. 2. Themes and authors of the most influential papers on overtourism.

The lexicometric analysis revealed three main trends (figure 3). First, research is articulated around a limited number of stakeholders of the tourism industry, namely: tourists/visitors (center of the map); locals and residents (slightly above); and destination managers in the middle (between tourists/visitors and locals/residents). Second, the literature has focused on experience of locals and visitors, and strategies put in place to improve their experience (Cheung & Li, 2019; Fyall & Garrod, 2020; Jover & Díaz-Parra, 2022). Third, the literature has extensively studied the consequences of overtourism on the stakeholders of the tourism industry (Koens, Postma & Papp, 2018; Nepal & Nepal, 2021; Oklevik et al., 2019; Séraphin et al., 2019).

5. Step 2: A Critical Examination of Key Themes

Table 2 below summarises some of the key elements of the research agenda developed by this study.

Table 2
Research agenda connecting childism and overtourism.

Research gaps/ themes	Required steps	Methods	Disciplines
The role of children in overtourism	Further develop research aiming at identifying stakeholders of the tourism industry Develop empirical research i.e., children in tourism (and related topics) Further develop research regarding networking and stakeholders in the tourism industry	Development and/or adaptation of existing data collection tools to make them suitable for children Development of an exhaustive list of stakeholders (hidden/unhidden) involved in the tourism industry	Childhood studies Geography Ethnography Social movement
Children's engagement in overtourism	Development of tourism communication and marketing approach specific to children	Development of empowerment tools for children Games and case methods	Communication Education sciences Sociology
The consequences of children's engagement in overtourism	Development of pedagogic tools Development of health and safety guidebook specific to children involvement in social movement	Forecasting research methods Modelling	Sociology Events management

5.1. *The role of children in overtourism*

In tourism academic research children are very often overlooked, which is considered by many academics as disconcerting (Canosa & Graham, 2016; Canosa, Graham and Wilson, 2018; Canosa, Wilson & Graham, 2017; Cullingford, 1995; Poria & Timothy, 2014). This situation is partly due to the lack of credits given to children's ability to clearly articulate their opinions; a lack of expertise in collecting data from children, etc (Khoo-Lattimore & Yang, 2020), etc. As opposed to tourism academic research, the tourism industry, and related sectors highly value

children, as they fully appreciate the influence of children on the family segment (Cullingford, 1995; Lugosi, Robinson, Golubovskaya & Foley, 2016). The tourism industry and tourism academic research therefore go in opposite directions when it comes to children, what makes it very difficult for tourism academic research to conceptualise the importance of children in the tourism industry.

Future research opportunities identified by the literature review include the following:

1. Identify whether children are sensible to sustainability issues in the tourism industry
2. Has overtourism and anti-tourism movements impacted their experience and perception of the tourism industry?

Furthermore, research in tourism has largely overlooked children as stakeholders of the industry (Cullingford, 1995; Koscak et al., 2023). Strategies suggested in academic research to tackle overtourism and related perverse impacts have subsequently overlooked the potential children could play in this endeavor (Hughes, 2018; Milano, Novelli & Cheer, 2019). Other fields of research such as social movement research acknowledge the role and importance of children for the long-term sustainability of the communities they live in (Bosco, 2010; Moor, Vydt, Uba & Wahlstrom, 2020; Nissen, Wong & Carlton, 2020; Trott, 2021).

Future research in the field of (over)tourism could investigate:

1. How anti-tourism movements could collaborate with schools to develop some activities. To the best of the knowledge of the authors of this study, anti-tourism movements (such as *Associació de Veïns de la Barceloneta*, *Arran*, *Assemblea de Barris per un Turisme Sostenible*, etc) have not involved children in their initiatives, and yet activism projects have been hailed to have the potential to ‘have much potential to foster civic engagement, self-efficacy, and positive youth development’ (Torres-Harding et al, 2017: 3).
2. The most suitable type of cluster for children to be involved in would have to be decided. It can be a triple helix model (Etzkowitz, 2015), involving schools, anti-tourism movements, and government; quad helix model (Kimatu, 2016), involving schools, anti-tourism movements, government, and industry; quintuple/penta helix model (Kholiavko, Grosu, Safonov, Zhavonok, Cosmulese, 2021), schools, anti-tourism movements, government, industry; civil society; etc. Whatever helix model is

chosen, the involvement of schools is central is the childism transformative strategy (Martins & Jorge da Costa Guerra, 2022) advocated in this study.

5.2. Children's engagement in overtourism

A wide range of tools are available to enable children to voice their view about tourism development. While the literature has recently emphasized some recent tools to empower children, including participation in rallies and anti-development protests (Canosa, Graham & Wilson, 2020) or in beach clean-up initiatives (Canosa et al, 2020), this study focuses on two main approaches: games and case methods. These two approaches were selected for two reasons. First, these are two approaches that have been positioned in the literature as being effective in awakening children to environmental issues (Figueirò & Raufflet, 2015). Second, these are two complementary approaches insofar as games are a tool centered on play and intended for young children, whereas case method is a more academic approach that targets young adults.

The first approach relates to the domain of gamification, which has been proven to be an effective tool to educate for sustainable development (Gatti, Ulrich & Seele, 2019). As suggested by Stanitsas, Konstantinos and Vareilles (2019), while education is a key element to encourage sustainability, it does not necessarily ensure a sustainable change in young children. At the opposite, games, because they allow to appropriate a domain while playing, have the ability to transform children on the long term. According to Dieleman and Huisinigh (2006), games have six major characteristics that are in line with overtourism:

- Games provide learning experiences: children can learn by doing, but without being afraid of the consequences of their actions since it remains a game;
- Games offer the possibility to create shared experiences: since overtourism is complex phenomenon that involves many stakeholders with different cultural, social and experiential backgrounds, play can help children share their points of view and lead to a co-constructed and shared experience;
- Playing games contributes to team-building, which makes the educational experience more memorable: playing games facilitate communication and collaboration. Thus, it contributes to the creation of a sense of belonging to a team. Furthermore, since games are purely experimental and not for real, they can help to engage children who normally prefer to not become part of team.

- Playing games helps get to know oneself better: games have this ability to bring participants to better know their thoughts, values and attitudes. With a better understanding of who they are, children can therefore better understand the world around them and therefore become aware of what they need to change in themselves and in others.
- Games helps to test alternative solutions. As mentioned previously, the game has this particularity that it remains in the realm of the fake. Therefore, participants can freely imagine and test original, innovative alternatives outside the framework.
- Playing games is fun and entertainment: empowering children through games has two main advantages. First, games put children in a positive mood and attitude, which has an impact on the experience itself. Second, while playing, children do not feel like they are working and learning and are therefore more open.

Games can be combined with the Cathartic, Catalytic and Supportive (CCS) approach, which is a term coined by this study, but based on Adam (2008) who argued that to empower individual, a Cathartic and facilitative approach (which enables individuals to express their feelings), alongside a Catalytic (which enables individuals to engage in self-discovery, self-directed living; and problem-solving), and a Supportive (all about supporting individuals to build self-confidence so that they can speak for themselves) approaches are needed. As an empowerment tool, CCS can lead to contribute to three types of empowerments, namely psychological empowerment (development of a sense of pride); social empowerment (development of social capital within a community or small group), and finally political empowerment (getting involved in the local community affairs) (Strzelecka et al., 2017).

As for games, it also has the potential to empower children if children can express themselves and act freely, are engaged in a process that encourages them to reflect, all in a safe and protective environment. For instance, KidZania which is a day care, education and entertainment centre for children up to the age of 6 years old, aims to empowers children through real life role-play activities (Tagg & Wang, 2016), while offering businesses an opportunity to market indirectly through play, their products and services to children (Di Pietro, Edvardson, Reynoso, Renzi, Toni & Mugion, 2018). Another example comes from Canosa and colleagues (2021) who study children participation in a social theatre in Australia during COVID-19 and who show that these kids have used their involvement in plays to reclaim the place they live in.

Practically, games and CCS could be imbedded within a guided walk / scavenger hunt, set up by tutors during a school trip for instance, or by a resort mini club, within the boundary of the resort (table 3). Indeed, Winchester City Council (in the United Kingdom) for instance has put in place a guided walk across the city to both empower children as stakeholders of the tourism industry, but also to educate them about the impacts of COVID-19 and how to keep themselves and their family safe (S raphin, 2020). As for resort-mini clubs, they have been identified by S raphin and Vo-Thanh (2020), as having the potential to educate children about sustainability during their holidays.

Table 3
Edutainment/TCA based activities to empower children.

Activity	Types of fun (Poris, 2006)	Tool to collect data	Indices/metrics to evaluate children work	Material needed
Observation of the interaction locals/visitors (Mihalic & Ku�cer, 2022)	Empowering fun Adventurous fun	Taking notes	Quality and quantity of notes	Logbook Pen/ pencil Camera/ mobile phone
Identifying and reporting impacts of tourists (Koenis et al., 2018)	Competitive fun Rebellious fun Adventurous fun Empowering fun	Taking pictures	Number of impacts provided (quality + number of pictures)	
Identifying and reporting recycling facilities (Schill et al., 2020)	Empowering fun Adventurous fun	Taking pictures	Variety of strategies identified (quality + number of pictures)	
Identification of popular spots with visitors (Adie et al., 2020)	Empowering fun Adventurous fun	Taking notes + pictures	Variety of sites identified (quality + number of pictures + how detailed notes are)	
Identification of sites or areas which should not be accessible by tourists (Koh & Fakfare, 2019)	Creative fun Empowering fun	Taking notes + pictures	Variety of sites identified (quality + number of pictures + how detailed notes are)	

The second approach to empower children about overtourism is Case Method (CM). CM is an educational and empowering active learning tool widely used, which immerses learners as protagonists into a real case scenario to elevate their thinking abilities, enhance their understanding of particular complex issues; develop their problem-solving skills to be able to make critical and informed decisions, acquire managerial skills, develop some ethical values, take ownership of their learning, build on their confidence (Kunselman & Johnson, 2004; Puri, 2022), and work as part of a team (Hassal, Lewis & Broadbent, 1998).

Equally important, Banning (2003) explains that CM can improve learners' tolerance for ambiguity (ambiguous environment), and as a result, question assumptions (Hassal et al, 1998). This is even more important as in the real world, particularly in businesses, it is important to be able navigate within ambiguity, as it impacts on performance (Banning, 2003). As a teaching (and learning) tool, CM which has emerged as a response to an existing gap between theory and practice (which is now stopping learners to understand real-life issues) is based on interaction, participation, and discussion (Puri, 2022). This approach which is primarily aiming at empowering learners (Puri, 2022) can be considered as social activism method or social activism projects, that Torres-Harding, Baber, Hilvers, Hobbs, and Maly (2018), define as projects with a potential to foster civic engagement, self-efficacy, personal development, and development of a sense of community.

Preparing learners to be involved in a case involved 5 steps (Puri, 2022): *Framing* (identifying the problem/issue); *labelling* (identifying the potential roots and consequences of the problem); *synthesising* (question raised from participation); and finally, *concluding* (suggestion of strategies to be adopted). Torres-Harding et al (2018) have explained that the involvement of learners in social movements or a case, to refer to the terminology used by Puri (2022), triggered a variety of emotions. First, enthusiasm and excitement (as they were involved in the planning and delivering of the campaign, they found the experience rewarding from a learning point of view), development of sense of community (learners not only were proud to join their community for a common fight, but they also feel they have to contribute positively to that community, and be agents of change); and finally, accomplishment and empowerment (learners found it particularly rewarding to be part of a movement working positive change in the society, and people lives).

Overtourism and anti-tourism movements are suitable Case Methods to be used by lecturers and/or teachers, as the industry issues meet all the required criteria to be considered as a case (table 4).

Table 4
Compatibility Case Methods with overtourism and anti-tourism movements.

Criteria for a Case Banning (2003) ; (Kunselman and Johnson, 2004) ; Puri, 2022 ; Torres-Harding et al, 2018)	Overtourism/anti-tourism movements keys features
Complex issue	In an overtourism context, it is important to investigate the impacts from locals and visitors' perspectives, and find solutions meeting the needs of both parties (Cheung and Li, 2019)
Reality	Overtourism is threatening the sustainability of many destinations from a political, economic, and social point of view (S�raphin et al., 2018)
Leadership issue	Overtourism is a result of the 'Laissez faire' management style of local, national and international tourism authorities (S�raphin et al., 2018).
Dilemma for decision markers	The dilemma for decision makers is the choice between profit and well-being (Cheung and Li, 2019)
Enable an insight into a real issue	Benner (2020) has developed a research agenda so that overtourism and perverse impacts can be investigated in depth.
Can accomplish more than one function (theoretical/practical/prototype/etc)	Theoretical – a wide range of articles, book chapter, books, etc have been published on the topic (Capocchi et al., 2019) Practical – Government reports have been written (Peeters et al., 2018)
Formats (newspaper articles, films, online feeds, videos, photographs, artwork, etc)	Anti-tourism movements (S�raphin et al., 2018)
Ambiguity	There is a question mark on the term 'overtourism' ie if there is such a thing + its actual use (Koens et al., 2018)
Social activism	Anti-tourism movements (S�raphin et al., 2018) Theatre company performing to educate locals and visitors (Webber et al., 2019)

Based on an adaptation of the [Puri \(2022\)](#) and [Torres-Harding et al \(2018\)](#), methodological approach, the following offers a procedure to follow to get learners involved in anti-tourism movements as part of CM:

1. Overtourism and anti-tourism movements to be studied at school/Higher Education Institutions (video, newspaper articles, academic journal articles, online feeds, TV programmes, posters, etc) so that learners have a good understanding of the issue. The CM is to be delivered in partnership with a peaceful an anti-tourism movement (such as the theatre company discussed by Webber et al, 2019), but also local tourism authorities, and city councils.
2. Parental consent forms (if under age) and information pack to be sent to all parents and learners to get consent for participation
3. When back to their learning environment, learners will be involved in a series of activities framing, labelling, synthesising overtourism as a societal issue. Finally, they will work on formulating strategies to tackle the issue to be presented to stakeholders supporting the project (CM).
4. Discussions and activities with children are to be recorded for analysis. The results to be the compared against the findings from Torres-Harding et al (2018), and conclusions drawn.

It is also worth mentioning the fact that CM can also play a significant role in pro-environment behaviour (PEB) development, as this learning and teaching tool (CM) has many common points with PEB (table 5).

Table 5
Compatibility case methods with PEB.

Benefits of CM	Pro-environment behaviour
<p>CM is an active learning tool widely used, which immerses learners as protagonists into a real case scenario (Kunselman and Johnson, 2004; Puri, 2022).</p> <p>The involvement of learners in social movements or a case triggers a variety of emotions. They feel they have to contribute positively to that community and be agents of change (Torres-Harding et al., 2017).</p>	<p>Education is a determinant to behaviour change. Educating children about recycling can contribute to develop their sensibility to the environment (Schill et al., 2020)</p> <p>Activists are individuals who are highly involved in the affairs of their local community. Their actions are often related to politics, affairs related to the well-being of the community, the mode of consumption of members of the community, as encouraging eco-friendly products consumption.</p> <p>Activists are individuals who are highly involved in the affairs of their local community, etc. (Brochado et al., 2017)</p> <p>Children activists, are moving from different stages: community thinkers, actioners, and transformers (Kemper et al., 2019; Séraphin et al., 2020)</p> <p>Children are at the forefront of many pro-environment activist movements (Moor et al., 2020)</p>
<p>Development of ethical values (Kunselman and Johnson, 2004; Puri, 2022)</p>	<p>Development of pride and ethical attitude (Han, 2021)</p>

Future research in sustainable tourism (and/or focus on overtourism) suggested in this study offer very practical approaches intended at increasing children's participation in tourism research, policy and practice. For Canosa and Graham (2022) this active participation of children in tourism is important for the long-term sustainability of the industry. It is also a way to mitigate some of the injustice children are facing. This was even the more the case during the COVID-19 pandemic (Canosa & Graham, 2022). Subsequently, future research could look at:

1. How should the tourism industry and social movements (such as anti-tourism movements) communicate with children?
2. What kind of games and CM should be developed?
3. How should all stakeholders involved in the industry (including parents), collaborate to develop a sense of belonging between children and the place they live in?
4. How can this communication strategy contribute to turn the children into sustainability tourism activists?

5.3. The consequences of children's engagement in overtourism

The strategies suggested so far (new technologies, new policies, management of experience, etc.) to tackle overtourism (Cheung & Li, 2019; Milano et al, 2019; Séraphin et al, 2018) are most of the time reactionary or incremental (Brooker & Joppe, 2014), as opposed to transformative approach, which is more a long-term, radical approach (Brooker & Joppe, 2014). Transformative strategies in sustainability aiming at empowering children and young adults seem to have worked (Esfandiar, Pearce & Dowling, 2019), as many of them have turned into sustainability activists (Bosco, 2010; Jourdan & Wertin, 2020; Moor, Vydt, Uba and Wahlstrom, 2020) at the vanguard of sustainability movements (Pickard, 2019).

As tomorrow's tourists, it is therefore important to consider the long-term consequences of including children as full stakeholders in the tourism industry. In particular, the COVID-19 pandemic was a major crisis for the tourism industry (Canosa et al., 2021). Because it halted all tourism activity for a period of time, the pandemic led individuals to question some of their practices and thus raise awareness about the sustainability of tourism (Chaney, 2022). Future research opportunities identified by the literature review include the following:

1. What can be the long-term impacts of the involvement of children in tourism sustainability initiatives (such as the participation to anti-tourism movements, etc)?
2. Is the long-term impact going to be the emergence of tourism activists, as it is already the case for climate change (ChildrenVsClimateCrisis [online])?
3. What health safety and pedagogic protocols need to be put in place to ensure that not only children are safe but also enjoying, and learning from the experience of being involved in anti-tourism movements? Indeed, despite the fact that the involvement of individuals in sustainability activism movements plays a significant role in unlocking changes (Jourdan & Wertin, 2020), it is also important to consider the experience they are getting from activism, as a poor experience can lead this individual to totally change its perception and attitude towards the importance of the issue (Kim, 2012; Maki, Carrico, Raimi, Truelove, Araujo & Yeung, 2019).
4. What behaviors will the children adopt in the long-term following the COVID-19 crisis? Will they have a revengeful behavior with a tenfold desire to live and travel? Or on the contrary, have they become aware of some of the negative impacts of tourism and therefore travel differently than their elders?

6. Step 3: Implications, Benefits of Childism in Sustainable Tourism, and Concluding Remarks

The need for the tourism industry to embark the transformative pathway is not new as many academics such as Ivlevs (2017) and Uysal, Sirgy, Woo and Kim (2016) have argued that the objective of the tourism industry should go beyond delivering a good experience to tourists whether locals of inbound, but it should also be about promoting happiness and well-being for all parties involved (Ivlevs, 2017; McCabe, Joldersma & Li, 2010). Overtourism and anti-tourism movements are evidence that the tourism industry has not fully embraced the transformative aspect that has been hailed by many to be necessary for its long-term sustainability (Uysal, Sirgy, Woo and Kim, 2016). The fact that the importance of children in tourism academic research is still overlooked (Koščak et al, 2021), let alone research combining both children and overtourism, are additional evidence that neither the industry nor academic research have embarked this transformative journey.

Only one example of this transformative approach using a problem and failure to turn it into something positive (successes), to tackle overtourism and related perverse impacts have been found in existing literature. Indeed, in Lucerne, actors from an independent theatre company developed a street show to express how locals feels about the overflow of visitors, and to educate both visitors and locals about the impacts of overtourism (Weber, Eggli, Ohnmacht & Steller, 2019). In line with Weber at al. (2019), this study has suggested a way to turn anti-tourism movements into a leaning tool for children (and young adults), subsequently addressing and providing an alternative way to achieve SDG4, and particularly the following objective (UNSDG [Online]):

'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.'

The main practical contribution of this study is the provision of a guideline (through a practical example) of how schools (and children) could be involved in anti-tourism movements, therefore in the collective effort to achieve sustainability in the tourism industry. As for the conceptual contributions of the paper, they are varied. First, a new perspective of overtourism and anti-tourism movements have been offered. While the bibliometric and lexicometric

analysis of the literature revealed that children are not considered as key actors of overtourism, the importance that children could have in this field has then been discussed. This study thus sheds light on the fact that to advance research (in tourism), a topic needs to be investigated from perspectives which are going beyond existing boundaries and practices. Second, a guideline of how to develop a research agenda has been provided. Specifically, we propose a three-step approach: (1) identification of key themes in the literature based on a systematic review, (2), critical examination of each topic using appropriate literature and (3) implications and benefits of the new approach. Third, a detailed research agenda with regards to sustainable tourism have been outlined. Specifically, the agenda highlights the role that children can play in overtourism, how they can be empowered and the impact that their engagement can have in the long-term.

In terms of limits, the bibliometric and lexicometric analysis was conducted using Scopus. While some scholars argue that it is the most reliable database (Falagas et al., 2008), others suggest that there is only an overlap of around 50% between the articles in Scopus and Web of Science (Chistov, Aramburu & Carrillo-Hermosilla, 2021). Further research could thus conduct additional studies combining Scopus and Web of Science to have a bigger picture of how the literature on overtourism has evolved over time and the place of children on this stream of research.

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