



Through NGO Lens: Gendering the Tourism Curriculum

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Abstract. Tourism has been promoted as a vehicle for female empowerment [1]. This is in line with UNWTO's project in 2011 that suggested that tourism could specifically help attain the third millennium development goal: the promotion of gender equality and women empowerment [2]. To date, Women in Tourism as an NGO found out that only 0.3% of tourism universities and institutions in Indonesia currently adopt gender curriculum in its subject. If tourism were to ambitiously become a vehicle for female empowerment, we argue that capacitating the future tourism workforce should start in classroom by infusing gender mainstreaming that adopting a feminist approach in tourism studies. Thus, in contrast to the reality that does not reflect the ideal of the tourism industry yet, Women in Tourism Indonesia held an intensive program which aims to disseminate gender equality to foster creative innovation and promote inclusive development, which later hopes to empower women in the Indonesian tourism industry. This program that was taught in five intensive classes was attended by 45 female and 5 male students throughout Indonesia. The motivation for this paper is to explore the case study; output of the program descriptively by using pre-test and post-test carried out by all the participants to measure the effectiveness of our program. Reflectively with our own practice, we also highlight the potential future strategies for academicians.

Keywords: NGO · Gender · Curriculum · Tourism

1 Introduction

Women make up over half of the formal sector and the majority of the informal sector. Unlike men, they are paid lower, found in unskilled jobs, and rarely seen in upper management level. In contrast, the United Nations World Tourism Organization (UNWTO) in 2011 produced the Global Report on Women and Tourism, which suggested that tourism could specifically help attain the third millennium development goal (MDG 3): the promotion of gender equality and empowerment of women [2]. Subsequently, if tourism were to ambitiously become a vehicle for female empowerment, capacitating the future tourism workforce in order to change the shape of the industry must be an objective [3]. Women should have the capacity whilst the industry should also give women opportunity at the top of the industry's ladder.

Therefore, to promote gender equality and to raise awareness about the imbalance of the status quo as well as achieving the common goal of women empowerment in

the tourism industry, teaching these issues is undoubtedly important in the university classroom [1]. However, Women in Tourism Indonesia (WTID) as a Non-Governmental Organization (NGO) found out that only 0.3% of tourism universities and institutions in Indonesia adopt a gender curriculum in its subject. Pedagogy in tourism should be understood as transformative practice, and yet in many cases the neo-liberalisation and patriarchal structure of higher education, including tourism major, institutions can stifle both teachers and students [1]. Critiques from scholars arose when business influenced what should be taught in university which assigns a consumer role to the student [4]. The hospitality industry and tourism academy are complicit in maintaining gender disadvantage as it has failed to critically analyze gender inequalities or proffer realistic solutions [5]. This failure made women seen as subordinates in the tourism industry [6], the notion that both women and men as categories could intersect, as they perceived to live in racial or ethnic minority of women [7]. It is problematic how women are positioned in the tourism industry, put in lower skilled job, felt the lack of security—being discriminated, and sexually violated [8] revealing the evidence of gendered privilege for men and penalty for women.

Therefore, the reflective account in this paper aims to add recent research in higher education in general, which focuses on the issues of both feminist pedagogy and gendering the curriculum [1]. WTID as an NGO senses the importance of gender mainstreaming issues in higher education as an effort to embody the future of the tourism industry which is in line with the sustainable development goal that aims to create better tourism works through women empowerment. Younger generations, especially women, are the successors and reformers of the future Indonesian tourism industry. In order to achieve a world where equal opportunity lies, WTID held an intensive program for Indonesian tourism students from all tourism universities and institutions in Indonesia that taught both ethical tourism and social sustainability through a gender perspective lens. Drawing on classroom experience and outcomes participated by 45 female and 5 male students who followed five intensive classes at three-course credits in one month (with a total of 15 credits) that was held in October 2021, WTID hopes to open further discussion on the responsibility of educators in this paper.

2 Objectives

The aim of this study is to explore critically the influence of WTIDcamp program that was held by Women in Tourism Indonesia as an effort to disseminate gender equality and to foster creative innovation and promote inclusive development, which later hopes to empower future leaders, especially women in Indonesian tourism industry. The purposes of this study are to measure the learning outcomes perceived by participants of WTIDcamp curriculum that infused gender mainstreaming in general hospitality and tourism management; identify gender challenges experienced by practitioners that later suggest WTIDcamp's participants to be more aware and resilient towards gender issue in the tourism industry; and to recommend higher and informal education to effectively analyze how gender is reflected on the tourism industry. Therefore, both formal and informal tourism institutions can better design curricula that protect as well as flourish all students' interest in the tourism industry by promoting gender equality.

3 Theoretical Framework

The research being presented here is driven by the appearance of a new general framework from Women in Tourism Indonesia's preliminary webinar discussions, articles, and reports about gender equality in tourism industries that aims to cover aspects related to the principles of equal opportunities and gender equality. The programs were mainly based on the critical aspect of promoting gender equality as the empowerment vehicle for women, with a focus on identifying and addressing power imbalances and giving women more autonomy to manage their own lives. Women's empowerment is vital for sustainable development and the realization of human rights for all. Tourism is a tool to empower women in various ways and it could also assist women to increase their power and control over natural resources, as well as economic, educational, and political empowerment.

Nevertheless, in some instances, women encounter the challenge of being taken as part of the 'product' with only attractive and young females securing employment in the industry as they are perceived to be able to satisfy the sexual needs of the tourists. Preliminary studies have shown that women are expected to dress in an 'attractive' manner, to look beautiful (i.e. slim, young and pretty) and to 'play along' with sexual harassment done by customers [9].

Scheyvens (2000) remarked that NGOs have also been instrumental in influencing positive changes in gender relations especially in the growing community by ensuring that women take the lead in project management and benefits accruing from it. Training for women involved in tourism might bring positive leverages for the batik project in Jambi, Sumatra, in Indonesia. The project has been able to provide needed technical support for example, training, access to capital and marketing of the products for women [10]. In addition, there is a noble ethic from NGOs such as The Dutch organization RETOUR who would not be likely to finance the project unless women took part in the project fully. Furthermore, training or education is one of the tools to level up women's empowerment whilst learning is not just determined by the curriculum, but by how it is assessed. Some previous studies that put the assessment practices in reputable education can be enlarged through improvements in the design of assessment. Feedback, participation, empowerment, and self-regulation are identified as mediating effects of the quality of assessment tasks on learning [11]. Moreover, evaluation in teaching is an integral part of successful and effective teaching [12]. Hence, any training program may use an evaluation design, which was- and post-test, defined as a before and after assessment to measure whether the expected changes took place in the participants in a program. A standard test, survey, or questionnaire is applied before participation begins (pre-test or baseline), and reapplied after a set period, or at the end of the program (post-test or endline). Pre- and post-tests can be given in writing or orally. The goal of this guidance is to help programs avoid some of the most common errors in the use of pre- and post-evaluation [20]. UNWOMEN (2018) also stated that pre-training assessment can be used as a guide towards measuring capacities and transformations towards gender equality. Previous training that was held by the Organizer: Cooperative Development Foundation of Canada used pre-test and post-test for public sector gender capacity development in Bishoftu to strengthen the participatory approach in evaluating the training program (Cooperative Development Foundation of Canada, 2020). Following that, the research

in evaluating the effective inclusion of gender dimensions in STEM Higher Education used a simple pre and post-test to collect data [11].

4 Methods

4.1 Sample and Site

WTIDcamp training used a participatory approach and the methodology was based on adult learning principles where participants were expected to do self-learning before class began which was guided by each mentor's guidelines. After that, the class was taught with powerpoint presentations that are problem-centered. Students then participated actively by presenting their project based on mentor's guidelines if any, and raised their takeaways to measure the impact of each class. Later, the class was followed by a mentorship's question and answer session. In addition, pre-tests and post-tests were held to measure the impact and learning outcomes of the training which will be explained later.

This program was held in October 2021, participated by 45 female and 5 male students who followed five intensive classes at three-course credits in one month (with a total of fifteen credits) via Zoom (Table 1). The selected participants were vocational students in the fifth semester, university students in fifth or seventh semester, and fresh graduates in tourism and social sciences who have interest in the tourism industry. The sessions were conducted two and a half-hour in every session.

4.2 Pretest and Posttest Comparison

The purpose of these tests were to determine and measure WTIDcamp participants' learning outcomes towards gender infused curriculum. The scores aimed to indicate

Table 1. WTIDcamp's Activities

Activities	Time	Participants	
		Expected Participants	Real Participants
Project Management in CBT	9- 11.30	52	44
Sharing and Networking in Tourism Opportunities	9- 11.30	46	40
Respond to Sexual Harassment in Tourism Sector: the Elimination of Violence Against Women	9- 11.30	45	43
Gender bias in tourism workspace	9- 11.30	45	37
Enhancing economic resources: promoting equality based on Women Empowerment Principles (WEPs)	9- 11.30	45	40

participants' comprehension about the materials that WTIDcamp taught. The programs were attended by participants via zoom class, then pre-tests were filled before the session began and post-test were done after the participants finished the class. Both the pre-tests and post-tests required to be done in ten minutes. Quantitative data were collected from participants to determine if there was noted student improvement in the WTIDcamp program.

4.3 Secondary Data Review

Publications relevant to the study were accessed from libraries, search engines, and online reports.

5 Findings and Discussion

5.1 Curriculum Formulation in WTIDcamp

WTIDcamp is a training program made to build students' capacity from both vocational and university level of tourism studies; aimed for those who are currently in their fifth semester or above and fresh graduates. The curriculum of this program targets the young generation, especially women, as the forefront to enter the tourism workplace in the future – as the UNWTO (2019) stated that women are the majority of the tourism workforce.

Although the number of women workers in Indonesia's tourism sector is higher than the number of male workers, this sector can be a double-edged sword for women. Even with the number of potentials in it, the tourism sector can also be an arena of injustice against women workers. *Komnas Perempuan* or Indonesian commission for women's data shows that sexual violence occurs in all areas; both private, public, and state, including in the world of tourism [8] research, it stated that tourism has strong presence of power-dependence relation. Various aspects of tourism created various dimensions of power and force workers, especially women who are in subordinate positions, to be vulnerable in the acts of discrimination arising from inequality of power. As customer satisfaction used in the tourism industry which one of the main dimensions in the hierarchy that forms power relations in tourism, women workers are subjected to force themselves to be submissive, comply with the discrimination to obtain high rating of customer satisfaction.

For those reasons, the curriculum of WTIDcamp as a program is crafted based on the issues mentioned in the Global Report on Women in Tourism published by the UNWTO (2019) and ASEAN Gender & Development Tourism Framework and Work Plan in 2020 - 2030. There are five key areas of the status of women in tourism: leadership, employment, education, community, and entrepreneurship (UNWTO, 2019) whilst the ASEAN Gender & Development Tourism Framework and Work Plan includes six issues and gaps: education, conscious-building, violence against women, leadership and employment, economic empowerment, and policy. These issues are infused with gender perspective lens, highlighting women and marginalized community in the forefront of the class which hopes that this can challenge the neo-liberalisation, power-dependence,

and overall patriarchal structure of tourism industry and higher education; the curriculum wish to mitigate the adversity that tourism industry create for women and the minority of community. Empowering youth (female) leaders to take initiative in the social system within the tourism industry, strengthen competencies of youth (female) leaders, promoting structured and quality education in the tourism industry, and increasing competitiveness of youth female leaders, improving their employability in the tourism industry. Over a decade, women's empowerment in tourism has been overlooked to find ways of facilitating local level empowerment through social, political, economic, and psychological (Scheyvens, 2000). Thus, there are at least three reasons why gender issues should be considered when educating for effective curriculum in both universities and vocational.

- (1) to increase the competitiveness of youth female leaders, improving their employability in the tourism industry.
- (2) to strengthen the competencies of youth (female) leaders, promoting structured and quality education in the tourism industry.
- (3) to empower youth (female) leaders in order to take initiative in the social system within the tourism industry. This chance may broaden the skills and knowledge of a large range of community members.

5.2 Pre-test and Post-test Result of WTIDcamp

We measured the impact based on pre-test and post-test questionnaires through Google Form. 50 samples were obtained from five class sessions. Without intending to summarize all the activities carried out throughout the WTIDcamp program and the corresponding results obtained, below there are only the results of the key actions to obtain evidence to reach some conclusion.

5.2.1 Project Management in Community Based Tourism (CBT)

This class was taught by Lita Hutapea, a project coordinator of an international NGO. She taught the participants about project management in general. She infused the class with her perspective on how it feels to work in upper management level: her challenges as a woman specifically and challenges that she generally finds in the field as project coordinator. She told the class that as a woman, her work environment is supportive. However, women are physically not as strong as men, thus on some occasions, she needs help from her colleagues to do physical work in the field. To summarize, there is nothing different other than physical strength that she might find lacking. Moreover, when she carries out her project, she finds out about social changes in society, lack of knowledge and skills, politics and security, and limited resources as challenges that she generally finds in the field during her project execution. The existence of these various challenges is something that needs to be considered, especially in a community based tourism (CBT). Community Based Tourism is one approach in the paradigm of sustainable tourism. The CBT approach places the community as the main actor in tourism development. The community is given a great opportunity to take part in planning, managing, implementing, and making decisions in tourism development (Table 2).

Table 2. WTIDcamp Result Test of Project Management

No	Initial Name	Score		Discrepancy
		Pre-Test	Post-Test	
1	AN	2	5	60%
2	ARK	3	0	-60%
3	AM	2	1	20%
4	AS	2	5	60%
5	DRC	3	5	40%
6	DR	3	4	20%
7	DAS	2	2	0%
8	ESI	2	4	40%
9	EYN	0	3	60%
10	EC	1	4	60%
11	FNA	3	5	40%
12	FM	2	4	40%
13	HF	3	0	-60%
14	IGNASBS	0	4	80%
15	INK	3	5	40%
16	KSF	2	2	0%
17	KDE	2	2	0%
18	KDE	3	5	40%
19	LK	3	3	0%
20	LKAC	3	2	-20%
21	MRH	2	3	20%
22	MDA	2	4	40%
23	MR	2	0	-40%
24	MGVS	1	3	40%
25	MF	2	5	60%
26	MA	3	4	20%
27	PD	2	5	60%
28	NLSD	0	5	100%
29	RAM	2	2	0%
30	RD	3	5	40%
31	RW	3	3	0%

(continued)

Table 2. (continued)

No	Initial Name	Score		Discrepancy
		Pre-Test	Post-Test	
32	RAM	3	3	0%
33	RAHP	3	3	0%
34	SMA	1	2	20%
35	SA	2	3	10%
36	SM	2	4	40%
37	TPS	4	5	20%
38	WR	2	2	0%
39	YAS	2	4	40%
40	YT	3	5	40%
41	YP	2	5	60%
42	WS	1	1	0%
Average		44%	69%	25%

The questionnaire was filled out by 42 participants, which means 84% of the participants joined the program in the first week. From the pre-test, participants were asked to answer three multiple choices about the basics of the project of Community Based Tourism. Based on the first pre-test question about “What’s the definition of project management?”, most students 97.6% gave the correct answers, of which only 2.4% were incorrect. Following that, “How to connect with communities while doing the community- based tourism?” showed that about 80% of the students were still able to sense that training, certification, and workshop are essentials to utilize the key success of building the CBT concept, whilst the pre question assignment about “How to increase community’s capacity during the project?”, only 71.5% of participants were correct. With that being said, 28.5% of participants were still unsure to understand the connection steps in implementing Community Based Tourism (Figs. 1 and 2).

Moreover, the participants were given the yes or no question in the post-test as for “Are you interested in empowering local/local communities in the tourism sector?”, surprisingly, 100% of the students chose “yes” over “no”.

The result indicated that the program was able to convince the participants’ self-confidence to handle project management in Community Based Tourism (CBT). After the first week was finished, the participants experienced a 25% increase from both pre-test and post-test in understanding what project management is about, the key success of doing project management, the definition of community-based tourism, how to stay connected with communities while doing the project, how to increase community’s capacity during the project, and how to do project marketing.

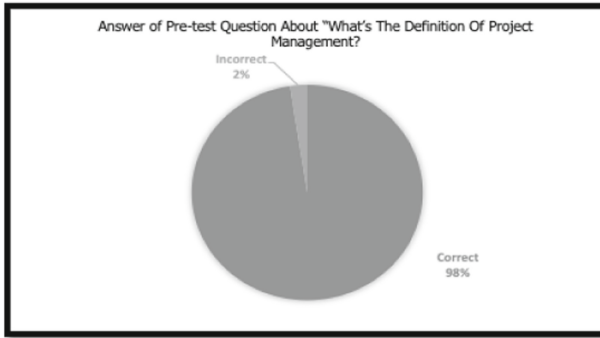


Fig. 1. Results of participant about project management

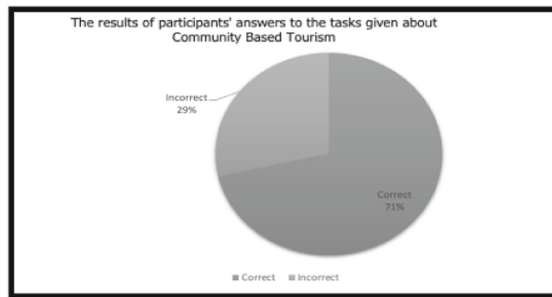


Fig. 2. Results of the task about community-based tourism

5.2.2 Women on Soft Skills: Sharing and Networking on Tourism Communities

The second week class was delivered by Artin Wuriyani, a Business and Development Director of HS Group. She explained about the importance of networking to utilize personal development and community empowerment. In her session, she explained that networking skills will succeed by knowing the positive capabilities by ourselves. At this stage, Artin encourages the participants to become people who are passionate, eager to learn, and continuous to develop themselves so that later they can utilize their potential to embrace their networking skills. Artin also elaborated that there are three aspects that need to be considered for utilizing networking skill: *why*, *how*, and *what*. In regard to *why*, Artin explained that someone who wants to build a network must understand the goals they want to be achieved. *How* is concerned with how we are able to set then succeeding the goals. Lastly, *what* is that we must be consistent with the goals we have set (Table 3).

The questionnaire was filled out by 39 participants which makes up 78.5% of participants who joined the second week's class. There were 4 multiple choices given for both the pre-test and post-test. Furthermore, the participants were given checkbox questions to see their point of views in harnessing the networking skill. During this class, there is a 15% gradual increase on how participants can utilize their networking skill in

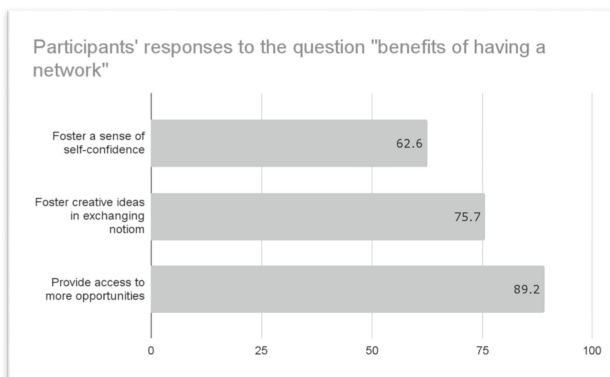
Table 3. WTIDcamp Result Test of Women and Softskill

No	Initial Name	Score		Discrepancy
		Pre-Test	Post-Test	
1	ARK	0	4	100%
2	AM	4	4	0%
3	AS	3	3	0%
4	CD	4	3	-25%
5	DRC	2	4	50%
6	DA	3	4	25%
7	ESI	2	3	25%
8	EYN	2	2	0%
9	EC	2	2	0%
10	FNA	3	4	25%
11	FM	3	3	0%
12	IGNASB	2	0	-50%
13	INK	2	4	50%
14	JT	3	3	0%
15	KSF	3	4	25%
16	KPP	1	3	50%
17	KDE	2	3	25%
18	LK	2	3	25%
19	LKAC	4	3	-25%
20	MRH	2	3	25%
21	MDA	3	3	0%
22	MR	2	3	25%
23	MGVS	4	4	0%
24	MF	4	4	0%
25	MA	3	4	25%
26	NLSD	3	3	0%
27	PD	3	0	-75%
28	RD	2	3	25%
29	RW	3	4	25%
30	RAM	2	2	0%
31	RAHP	2	3	25%

(continued)

Table 3. (continued)

No	Initial Name	Score		Discrepancy
		Pre-Test	Post-Test	
32	SMA	3	3	0%
33	SA	2	4	50%
34	SM	2	2	0%
35	TPS	3	3	0%
36	WR	3	4	25%
37	YAS	3	4	25%
38	YP	3	3	0%
39	AM	4	4	100%
Average		64%	76%	15%

**Fig. 3.** Survey of Benefit for having network

the tourism sector, comprehend the formation of passion, and understand the various of passionate people (Fig.3).

Based on the pre-test survey, the current benefit of networking according to the participants is to provide access to more opportunities 89.2%, and 75.7% stated to foster creative ideas in exchanging ideas. Another benefit of networking is that 62.6% participants believe it may foster a sense of self-confidence. Finally, on the post-test survey, 69% stated that through WTIDcamp Week 2, it helped them to build their self-confidence, foster creative ideas in exchanging notions, and provide access to more opportunities in the future.

5.2.3 Response to Sexual Harassment in Tourism Sector: The Elimination of Sexual Violence Against Women

This class was taught by Ulfa Kasim, a women activist and a program coordinator in an NGO that focuses on women empowerment. She taught the class about how Indonesia, as a country, is still experiencing patriarchy and sexual harassment. Ulfa also addressed 15 types of sexual harassment in order to give the students' self-awareness about what kind of harassment experiences that they might encounter. By understanding the types of sexual harassment, Ulfa hoped that the participants then realize that customer satisfaction might be the root cause of the sexual violence in tourism sector as also stated in Yvonne Guerrier and Amel S. Adi (2000) explained that the obligation of hospitality workers to provide the best service to their guests sometimes creates a dilemma when guests who should also behave politely commit acts of harassment to workers in the hospitality industries (Table 4).

The questionnaire was filled out by 41 participants. It shows that 82% participants joined the third week's class. There were 4 same multiple choices given for both the

Table 4. WTIDcamp Result Test of Respond to Sexual Harassment

No	Initial Name	Score		Discrepancy
		Pre-Test	Post-Test	
1	AN	3	3	0%
2	ARK	3	3	0%
3	AM	3	0	-75%
4	AS	3	4	25%
5	CD	3	2	-25%
6	DRC	3	3	0%
7	DR	2	3	25%
8	DA	3	3	0%
9	ESI	4	4	0%
10	EYN	2	2	0%
11	EC	3	3	0%
12	FNA	2	4	50%
13	FM	1	3	50%
14	HFF	2	0	-50%
15	IGNASBS	4	3	-25%
16	INK	1	3	50%
17	JT	2	1	-25%
18	KSF	1	4	75%
19	KPP	1	4	75%

(continued)

Table 4. (continued)

No	Initial Name	Score		Discrepancy
		Pre-Test	Post-Test	
20	KDE	3	4	25%
21	LK	3	4	25%
22	LKAC	4	3	-25%
23	MRH	1	3	50%
24	MDA	3	2	-25%
25	MR	1	3	50%
26	MGVS	2	4	50%
27	MF	3	4	25%
28	MA	4	4	0%
29	NSDW	2	4	50%
30	P	3	4	25%
31	RD	3	2	-25%
32	RW	1	3	50%
33	RAM	2	0	-50%
34	SMA	0	2	50%
35	SM	2	4	50%
36	TPR	4	4	0%
37	WR	2	4	50%
38	YAS	3	4	25%
39	YT	3	4	25%
40	YP	2	2	0%
41	WS	0	2	50%
Average		61%	78%	18%

pre-test and post-test. This actually proposed to see the discrepancy of the participants' score before and after class. In addition, there were only 2 'yes' or 'no' questions just for the survey about the initial class (Fig. 4).

Based on one of the pre-test surveys, showing from a scale of 1–3, the average score given by participants regarding what extent the importance of gender-inclusive Standard Operating Procedures in enforcing the protection of women in the tourism industry is 97.6% whilst 78% of participants stating that they still feel unsafe when they are working in the tourism industry (Fig. 5).

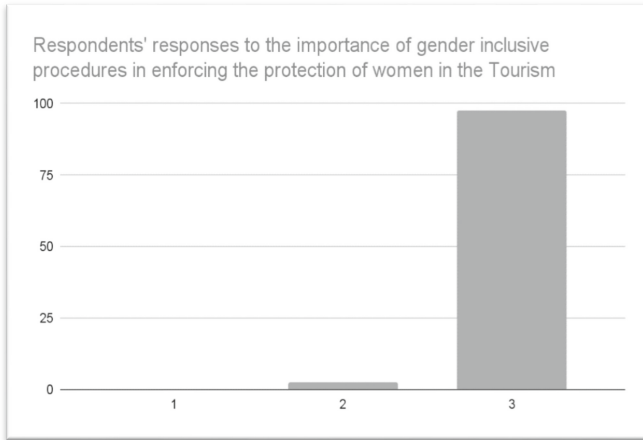


Fig. 4. Survey for the importance of gender inclusive

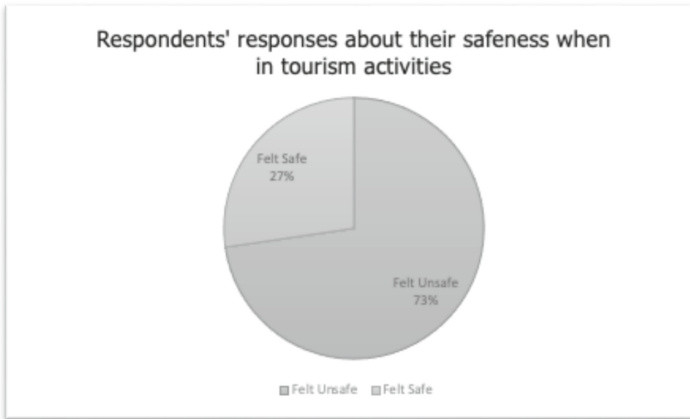


Fig. 5. Survey of their safeness in tourism activities

Furthermore, regarding one of the post-test, 29 (72.5%) participants stated that they feel safer because they already know the insights on how to respond and protect themselves from acts of sexual violence, 9 of them stated neutral, while 2 others still did not feel safe (Fig. 6).

During this class, there is an 18% increase on how participants can understand and mitigate sexual harassment in tourism sector, the definition of power relation, how power relation can cause sexual harassment, and how many sexual harassment types there are.

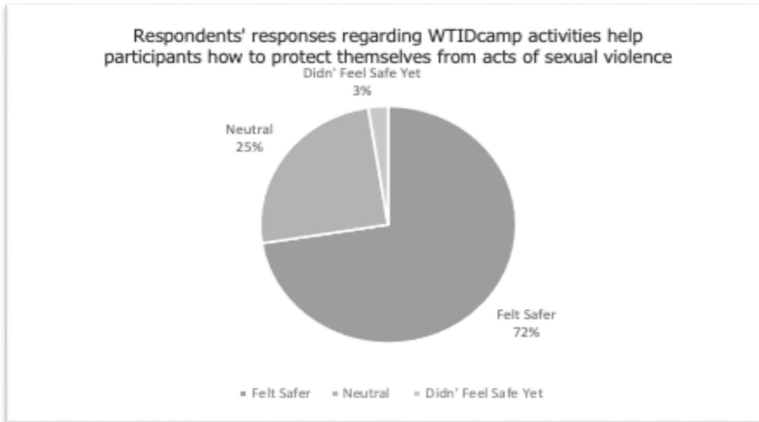


Fig. 6. Survey of their safety after WTIDcamp

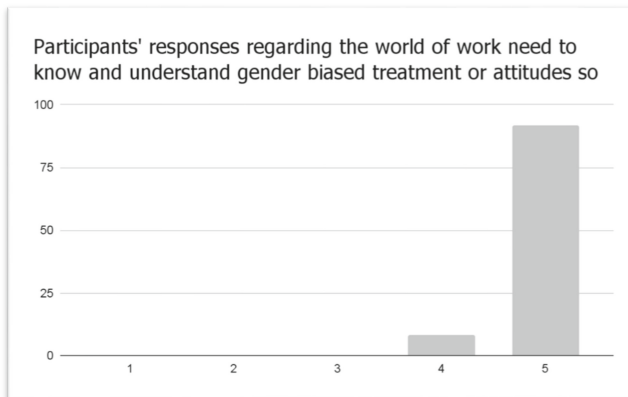


Fig. 7. Pre-test results about gender bias

5.2.4 Gender Bias in Tourism Workspace

This class was taught by Toni Almuna, an Indonesia UN Women's program coordinator. He explained about the attachment of certain gender roles given to humans since they were born. UN Women through Toni explained that several types of gender bias often appear in everyday life, one of them is likeability, which is a bias based on being liked because of their gender, for example, men are able to be assertive and become the standard qualification of a leader, while women have soft and subjective nature so that it is considered not good if they becomes a leader and is not suitable to have leader's qualifications. As a result, women get less promotions which also happens in the tourism industry. This class expects participants to defend their own rights as well as the rights of others when facing gender bias issues in the current and future workspace in a calm, positive, and non-aggressive manner after the session (Fig. 7).

The participants’ pre-test results show that from a scale of 1–5, the average score given by participants regarding the importance of the work environment to understand gender bias therefore there will be no discriminatory environment is 4.97. This means that 91.7% of participants agreed that work environment in the tourism industry was not yet gender inclusive (Fig. 8).

Meanwhile, the post-test result indicates that from a scale of 1–5, the average score given by WTIDcamp participants on the material “Understanding Gender Bias - Be Assertive” is 4.8 which is an indicator that they know the types of treatment or attitudes that are gender biased, both from oneself to others, and from others to oneself. Then from a scale of 1–5, the average score given by WTIDcamp participants is 4.63 which explains that they already understand how to communicate assertively, especially when dealing with gender-biased treatment or attitudes (Table 5).

To sum up, the measurement of the pre-test and post-test indicated that there was 11% increase on how participants can understand gender bias in workspace and how to be assertive to acknowledge gender bias issue in the workspace.

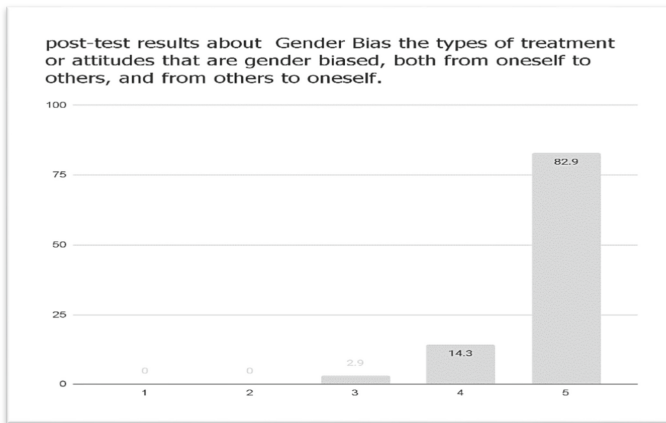


Fig. 8. Post-test about gender bias

Table 5. WTIDcamp Result Test of Gender Bias

No	Initial Name	Skor		Discrepancy
		Pre-Test	Post-Test	
1	AN	3	4	20%
2	ARK	4	4	0%
3	AS	3	3	0%
4	CD	3	3	0%
5	DR	3	4	20%

(continued)

Table 5. (continued)

No	Initial Name	Skor		Discrepancy
		Pre-Test	Post-Test	
6	DA	4	4	0%
7	ESIB	3	3	0%
8	EYN	0	2	40%
9	EC	4	3	-20%
10	FNA	3	3	0%
11	FM	2	4	40%
12	HFF	1	0	-20%
13	IGNAS	3	4	20%
14	INK	4	5	20%
15	JT	3	3	0%
16	KPP	0	4	80%
17	KDE	3	2	-20%
18	LK	2	2	0%
19	LKAC	2	2	0%
20	MRH	2	2	0%
21	MDA	2	2	0%
22	MGVS	3	4	20%
23	MF	1	5	80%
24	MA	5	5	0%
25	NLSW	3	2	-20%
26	PD	2	2	0%
27	RD	3	3	0%
28	RW	3	4	20%
29	SMA	4	2	-40%
30	SALG	0	4	80%
31	SM	3	3	0%
32	TPS	2	3	20%
33	VE	3	0	-60%
34	WR	3	3	0%
35	YAS	0	5	100%
36	YT	4	4	0%
37	YP	1	2	20%
Average		51%	62%	11%

Participant's agreement about "Developing is important to understand the core problem"

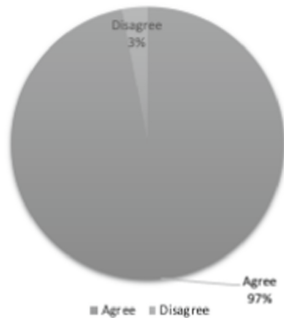


Fig. 9. Survey of their Pre-Test about the importance of developing

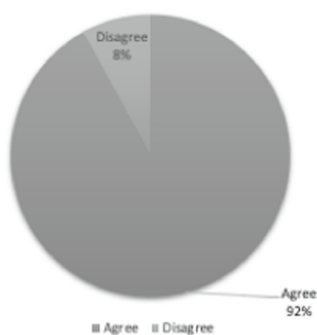
5.2.5 Enhancing Economic Resources: Promoting Equality Based on Women Empowerment Principles (WEPs)

The fifth class that WTIDcamp held was taught by Varrel Vendira, a Policy & Community Affairs Specialist from DANA Indonesia. This class—Enhancing Economic Resource: Gender Mainstreaming in Promotions, Marketing and Development, taught the participants about the detailed plans that tourism stakeholders need to do in organizing tourism projects. Participants were expected to be an event organizer of a tourism project that knows the reason why the project needed to be held and what impact could be generated through the event that they made. This class was taught in a more detailed manner rather than the first class about project management as the class was expected to browse every events' objective in the proposal. This was to ensure that the project was addressing challenges or issues that happened in the tourism industry therefore it can be appealing to be marketed yet it is indeed beneficial and effectively solve or lead further discussion to ensure that the challenges are addressed. This class aims to improve participants' competencies in developing effective strategies to promote economic growth through Women Empowerment Principles (WEPs) (Fig. 9).

Based on the results of the pre-test, it can be concluded that 92% participants agreed that developing it is important to understand the core problem of why an event should be held. In addition, 97% of them agree that developing a promotion strategy requires careful project-based planning. However, out of all participants, only 8% of them have learned about storytelling as a strategy in project planning (Fig. 10).

Furthermore, based on the post-test results, it can be concluded that after this class—enhancing economic resources: promoting equality based on Women Empowerment Principles in WTIDcamp, 97% of participants stated that in developing a project, it is necessary to know the core problem and agreed that developing a promotion strategy requires careful project-based planning. Unfortunately, 95% of the participants stated that they had enough understanding of storytelling strategy after the WEPs class was held. Yet interestingly, 92% of the participants agreed that every project needs to mainstream gender in the project plan (Table 6).

Participant's agreement about "Developing is important to understand the core problem"

**Fig. 10.** Survey of their Post-Test about the importance of developing**Table 6.** WTIDcamp Result Test of Enhancing Economic Resources

No	Initial Name	Skor		Discrepancy
		Pre-Test	Post-Test	
1	AN	1	1	0%
2	ARK	1	1	0%
3	AM	0	1	50%
4	AS	1	1	0%
5	CD	1	1	0%
6	DRC	2	1	-50%
7	DR	1	2	50%
8	DA	0	1	50%
9	EYN	0	0	0%
10	ESIB	1	1	0%
11	EC	1	1	0%
12	FNA	1	2	50%
13	FM	2	2	0%
14	IGNASBS	2	2	0%
15	INK	0	0	0%
16	JT	1	2	50%
17	KPP	0	0	0%
18	KDE	1	2	50%

(continued)

Table 6. (continued)

No	Initial Name	Skor		Discrepancy
		Pre-Test	Post-Test	
19	LK	0	0	0%
20	LKAC	1	1	0%
21	MRH	0	0	0%
22	MDA	2	2	0%
23	MGVS	1	1	0%
24	MF	1	1	0%
25	MA	2	2	0%
26	PD	1	1	0%
27	RD	2	2	0%
28	RW	1	1	0%
29	RAHP	1	0	-50%
30	RAM	0	0	0%
31	SMA	1	1	0%
32	SA	0	2	100%
33	SM	1	0	-50%
34	TPS	1	2	50%
35	VE	1	0	-50%
36	WR	2	2	0%
37	YAS	2	2	0%
38	YT	2	1	-50%
39	YP	1	1	0%
Average		27%	32%	55%

As a result, the measurement of the pre-test and post-test indicated that there was only 5% increase on how participants can develop basic understanding of basic program planning; started from understanding problems to theory of change and goal setting, how participants can promote individual perspective on WEPS, and how participants can understanding the implementation of branding strategies through impactful storytelling.

5.3 Impact Measurement of WTIDcamp

Impact is tough to measure. Along the way, we learned through industry leaders and modeled the impact framework through their guidance. WTID once followed an intensive course by the United Nation Development Program (UNDP) to measure its overall impact as an NGO. Therefore, based on the training, we analyzed WTIDcamp's overall

impact by determining the root cause of gender equality in the tourism industry that focused on the academic sector. There are two root causes that we found out, first is the lack of gender-relevant curriculum and access to mainstream tourism education in the marginalized community, proved by the lack of research literacy about gender equality in/and tourism sector: there are only 0.3% of universities & tourism institutions put gender and tourism in their subjects and there is only 22.5% of research in Indonesia discuss women or gender equality in tourism [23].

After that, we determine the effort to solve the root cause by inviting resourceful speakers or teachers in the tourism industry and creating an inclusive class about gender equality in the tourism industry. The output that we expect was with the input and activities that WTID did. This will develop individual or participants' perspective to be more aware of gender equality in the tourism industry and participants are inspired to empower women in communities to promote economic growth and are inspired to empower women in communities to promote economic growth. By these, we want to achieve outcomes that will lead to increasing numbers of female leaders in upper management level and female entrepreneurs in the tourism industry and students or participants represented as changemakers at the forefront of the class to promote gender equality in the tourism industry.

To measure overall impact, we sent out the questionnaires through google form to all WTIDcamp's participants online. We found out that 93% of social and tourism students and fresh graduates that have interest in the tourism industry understand and are able to implement leadership and gender awareness after participating in WTIDcamp classes and activities. Interestingly, out of 85% of participants aspire to be leaders in tourism industry after followed WTIDcamp classes and activities.

6 Conclusion

The lack of an academy in promoting gender equality causes the lack of leadership diversity of the hospitality and tourism sector. From WTIDcamp program finding when determining its root cause, it is noted that tourism students need to learn and flourish the skills to supply the tourism industry to be more gender inclusive. 9Women make up over half of the tourism sector, unlike men, they are paid lower. Therefore, it is necessary to integrate inclusive curriculum if tourism is to ambitiously become a vehicle for female empowerment. We argue that capacitating the future tourism workforce should start in classroom by infusing gender mainstreaming that adopting a feminist approach in tourism studies that can integrate 21st century tourism management in general.

WTIDcamp, as a training program, is expected to influence tourism universities and institutions in Indonesia to actively participate in implementing gender-based courses, curricula, or training. These changes will educate students as part of tourism stakeholders to be more sustainable in future in terms of equity, inclusion, diversity, prosperity and justice, and other key aspects included in the Sustainable Development Goals (SDGs). Gender equality is a fundamental pillar and need to be considered in tourism curriculum in order to raise awareness about gender stereotypes, gender bias, promote women's empowerment in managerial position, and respond sexual harassment in workplace.

The WTIDcamp program used pre-test and post test as the tools to measure participants' understanding of the program's curriculum and to detect possible improvements

in the introduction of gender mainstreaming in the subjects. From the first class, the result indicated that the program was able to convince the participants' self-confidence to handle project management in Community Based Tourism (CBT). After the first week finished, the participants experienced a 25% increase from both pre-test and post-test in understanding what project management is about, the key success of doing project management, the definition of community-based tourism, how to stay connected with communities while doing the project, how to increase community's capacity during the project, and how to do project marketing. During this second class, there is 15% gradual increase on how participants can utilize their networking skill in tourism sector, comprehend the formation of passion, and understand the various of passionate people. Meantime, there is 18% increases on how participants can understand and mitigate sexual harassment in tourism sector in the third class, the definition of power relation and how power relation can cause sexual harassment, how many sexual harassment types. Meanwhile, in the fourth class, the measurement of the pre-test and post-test indicated that there was an 11% increase on how participants can understand gender bias in workspace and how to be assertive to acknowledge gender bias issue in the workspace. Finally, in the fifth class there was only a 5% increase on how participants can develop basic understanding of basic program planning; starting from understanding problems to theory of change and goal setting, how participants can promote individual perspective on WEPs, and how participants can understand the implementation of branding strategies through impactful storytelling.

The WTIDcamp program has highlighted the possibility of reaching a consensus on most actions to be implemented in order to achieve a gender integrated curriculum among universities and vocational institutions, as Women in Tourism Indonesia found out that only 0.3% of tourism universities and institutions in Indonesia adopt gender curriculum in its subject. The most immediate and gender-specific outcomes in which there is a greater consensus include the introduction of female referents, the consideration of teaching material to input gender and tourism in the curriculum. Moreover, in the analysis of the questionnaire to the participants, evidence was obtained of the need to apply these actions. The actions in which there is more resistance on the part of the tutors correspond to actions in which the students participate more actively in the design of the subject. Finally, a network of contacts between tutors and participants have been created for future collaborations and the know-how of their knowledge regarding the introduction of the gender dimension in tourism. The authors believe that this methodology based on a cooperative project can be a reference in other centers and institutions in order to reach a consensus among the participating members and serve as a reference for institutional change.

7 Areas for Future Research

This study explores the impact of WTIDcamp as the intensive training classes that taught gender and general tourism management to participants that consisted of vocational and university students in fifth, seventh, and fresh graduates in tourism and social studies that have interest in the tourism industry. The time was limited to conduct the study and considering that WTIDcamp was only held in one month, there is a possibility that the

assessment might be ineffective, unlike subjects or credits that are taught in semesters. Furthermore, participants accessed the class through online meetings when a collaborative session was needed to deliver the project. Some participants that were in different time zones than the majority of their group might need to attend the pre-discussion late, attended the pre-discussion with less focus. The program was also restricted in benefits due to the lack of sponsor and donation; therefore, there were few students that were not able to attend the class fully as they did not have backup internet during the electricity outage.

In addition, research on gender and tourism curriculum is limited with few or no empirical studies in existence. Future articles will hopefully cover more comprehensive and collaborative work with other educational tourism institutions if needed to develop effective methods and implementable gender mainstreaming curriculum that result in transferable skills for students in tourism studies.

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