

UNWTO Virtual Interactive Training Materials on Gender Equality and Women Empowerment in Tourism

Final Proposal

1. Introduction

UNWTO, the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit German Agency for Economic Development (GIZ) and UN Women collaborate to put women's empowerment centre stage to strengthen, coordinate and focus work towards gender equality in tourism governmental institutions and businesses.

The "Centre Stage" project will foster commitment, provide support and monitor implementation of the Action Plan on Women in Tourism. The Action Plan covers 6 thematic areas (employment; entrepreneurship; leadership, policy and decision-making; education and training; community and civil society, measurement) and contains concrete measures to advance female career progression, improve the legal framework; collect sex-disaggregated tourism employment data; and activate targeted training programmes.

One of these training programmes is legacy-driven, that is, to build an ongoing access to the learning and awareness-building of gender equality issues for a large audience of tourism stakeholders, long after the completion of the Centre Stage project. This can be achieved by making the training accessible on a virtual platform. This is timely in a post-COVID-19 era, where users are increasingly familiar with, and accepting of, web-based learning.

2. The Online Interactive Course

Based on the objectives of Centre Stage's Action Plan, and bouncing off the project's existing materials, this proposal details the structure and outline of an online course – the UNWTO Gender Equality in Tourism Training (GETT) - that will ensure continuous and sustainable training on gender equality and women empowerment in tourism.

The proposed online UNWTO GETT will be hosted on www.atingi.org. The course will not require continued maintenance and/or continued interaction from UNWTO.

The total approximate time to complete the course is between forty minutes and one hour, depending on the user's familiarity and knowledge of the topic, their language competency, their mastery of digital technology, and their internet speed.

UNWTO GETT is designed to be simple, concrete and actionable, allowing for a productive and engaging online learning environment. Although the content is asynchronous (pre-recorded), the course is designed to address shorter human attention spans through short audio/visual content, interactive activities, injecting reality-based scenarios, and encouraging learners to activate practical skills. These strategies are aimed at improving engagement and retention, so learners do not abandon the course midway.

UNWTO GETT is also designed in a way that it can be easily translated into other languages for cross-cultural deliveries.

3. Target Audience

The online interactive UNWTO GETT is targeted at:

- ✓ Policy-makers and decision makers from the tourism public sector who want to empower women in tourism, promote the role of women in tourism, encourage female leadership in tourism and facilitate women's access to tourism workforce
- ✓ Practitioners and decision makers from the tourism private sector who want to overcome gender bias and improve productivity and corporate culture
- ✓ Students from tourism sub-fields including but not limited to aviation, tour-guiding, hospitality management, food and beverage management, event management, sustainable tourism, parks and recreation, who will be future tourism leaders and decision-makers
- ✓ Tourism workers employed in the travel and tourism industry who want to understand how gender inequality impacts them and the future of tourism
- ✓ Tourism teachers, trainers and academics, who are educating future leaders of tourism
- ✓ Tourism small business owners and operators who want to be better-informed on gender-sensitive business practices that can improve their business practices and productivity
- ✓ Stakeholders and specialists in tourism from the public and private sectors who want to gain a better understanding of gender equality in tourism

4. Learning Objectives

The UNWTO GETT aims to: -

- i. Introduce participants to the importance of gender equality in tourism
- ii. Introduce participants to the impacts gender inequalities can have on policy, tourism businesses, productivity and sustainable tourism development outcomes

5. Course Content (3 modules)

Module	Section Synopsis	Interactive material	Audio-visual	Completion Evidence	Time to complete
1. Introduction: Why does gender equality matter for tourism?	1.1 This section begins with a short explainer video similar to a movie trailer to foreground the course with the “soft” reasons, the whys: why does gender equality matter, why is this course important, why should learners be trained for this understanding.	1–2-minute dramatic teaser video with subtitles (in foreign languages) * The video will feature a couple of case studies derived from research papers on the positive impacts of gender equality and gender equality training. <u>Resource Note:</u> Provide video transcript (some learners might want to print this out prior to starting the training)		<u>+Self-Reflection</u> What is your why? Why are you doing this course? Why does gender equality matter to you? Complete this sentence, “I am doing the UNWTO gender equality in tourism training because.....” and post it on your social media with the hashtag #UNWTOGETT Participants tick a box to indicate which social media they’ve posted this on (Instagram, LinkedIn, Facebook, Twitter, Others) *Thank you for reflecting” will pop up on completion of task	5 minutes

	1.2 This section underscores the importance of gender equality from an international legal and policy level (SDGs, WE Principles, CEDAW, ILO) and their challenges in the 5 thematic areas of the Global Report.	This section is presented as interactive text. An example content could be:- Why is it important to uphold gender equality in tourism? 3 flip cards, one on each i. It is good business practice. ii. It is a universal sustainable goal. iii. It is the law. Each card will flip when the participant clicks on it, revealing the facts.	<u>+Category cards</u> Learners drag a series of challenges into the 5 thematic categories	10 minutes
2. The Impacts of Gender Inequalities on policy, tourism businesses, productivity and sustainable tourism development outcomes	2.1 This section introduces participants to the impacts gender inequalities can have on tourism businesses and the public sector. The sub-section begins with a quiz of 3 multiple choice questions.	The content will be presented in text, as an interactive quiz. Three quiz questions are proposed: - Which of these does gender mainstreaming in the tourism sector wants to change? ☐ Cultural values ☐ Social Norms ☐ Power structures ☐ The roots of inequalities Which of the following is a challenge for female tour guides? ☐ Judgment from male tour guides ☐ Domestic responsibilities ☐ Sleeping arrangements Which of the following is NOT a gender-inclusive strategy for tourism businesses?	<u>Multiple-choice Quiz</u> Similar to the Gender Trivia at the UNWTO Regional Conference on the Empowerment of Women in Tourism in Asia and the Pacific 2021, learners attempt a quiz. Their answers, whether right or wrong will be accompanied with the right answer and explanation.	(5 minutes)

		☐ Adopt the Women's Empowerment Principles (WEPS) ☐ Assess current progress on gender equality ☐ Implement gender-responsive procurement ☐ Complete the Action Plan for Gender Equality in Tourism as a mandatory process for all key departments and staff		
	2.2 The activities in this section allow for an exploration of how gender inequalities impact tourism business and productivity. This subsection will showcase stories of two fictitious women in tourism.	Two main scenarios of two fictitious women in tourism whose business, employment, leadership, training and/or community have been impacted by gender inequalities. Learners can choose to do one or all two fictitious scenarios. <i>*Both scenarios will reflect the Thematic Areas and key challenges highlighted in the Global Report.</i> Similar to "Choose Your Adventure" book series, there are different storyline twists and endings that depend on the learners' choices.	<u>Two Branched Scenarios</u> Each of the 2 scenarios will have at least 2 branches, and those 2 branches will branch out to at least 2 more. (see <u>Appendix A</u> for an illustrative explanation) * If Branched Scenarios are not supported by the platform, there is option to continue using interactive quiz for this subsection, which will reduce the participant completion time of the module.	(10 minutes)
3. Practical Strategies for Increasing Gender Equality	This final section introduces the learners to the Action Plan from the Global Report and Centre Stage project, and features materials	5 flip cards, one each for the 5 thematic areas. Each card will be accessible to learners one at a time on a rotational left and right arrow. Each card will flip twice, once to reveal the action plans for that theme, and another flip will provide a	<u>Flip Cards</u>	10 minutes

	from the Gender Mainstreaming Guidelines and Action Plan for Tourism Businesses	concrete real-life example of that action plan. See <u>Appendix B</u> for a more detailed explanation with example.		
Closing “module”	This contains a congratulatory remark from UNWTO for completing the course.	A photo of the UNWTO representative accompanies the congratulatory remark. There is option here to also include a recorded video that participants can click to watch.	A short 2 question survey : 1. Did you learn something new from this training (Yes/No) 2. Would you recommend the course to others? (Yes/No)	

6. How the course differs from GIZ's Micro13: Women's Rights & Gender Equality in Tourism



An audit of Micro13 online course was conducted to ensure that the UNWTO GETT does not duplicate the content of Micro13.

In summary, Micro13 consists of 2 major modules (Key issues & What Can be Done). The 'Key Issues' module consists of 5 short unit lessons covering discrimination against women; salary gaps and career opportunities; employment conditions for women; sexual harassment of female workers; and working mothers in the tourism sector. The module on 'What Can You Do About it' comprises 3 unit lessons covering, women in tourism; the situation of women in the travel industry; and female entrepreneurship. Although some of the content in 'Key Issues' are better suited in 'What can you do about it' and vice versa, the overall content differs from the proposed course in four major ways.

First, Micro13 does not emphasize the importance of gender equality in tourism from a legal and policy perspective, but UNWTO GETT does so in Module 1.

Second, the UNWTO GETT is aligned with the Global Report, and focusses on the five thematic areas while the Micro13 is structured according to key issues such as pay gaps, sexual harassment and childcare.

In addition, Micro13 does not highlight structural barriers that impact the delivery of tourism experiences while UNWTO GETT does so in Module 2.1.

Finally, from a pedagogical perspective, Micro13 delivers factual and conceptual knowledge. In contrast, UNWTO GETT incorporates procedural and metacognitive knowledge where participants are not only fed information but are required to reflect (through the self-reflection activity), evaluate and judge (through the branched scenario activity).

It is anticipated that some of the practical strategies in Micro13 may be similar to those in Modules 2.2 and 3 of UNWTO GETT but the format in which they are presented will differ. Care will also be taken to phrase them differently.

7. Certificates

A **certificate of completion** will be issued to those who have completed 90% the course.

8. Desirable Elements

A Closing Congratulatory Video from UNWTO

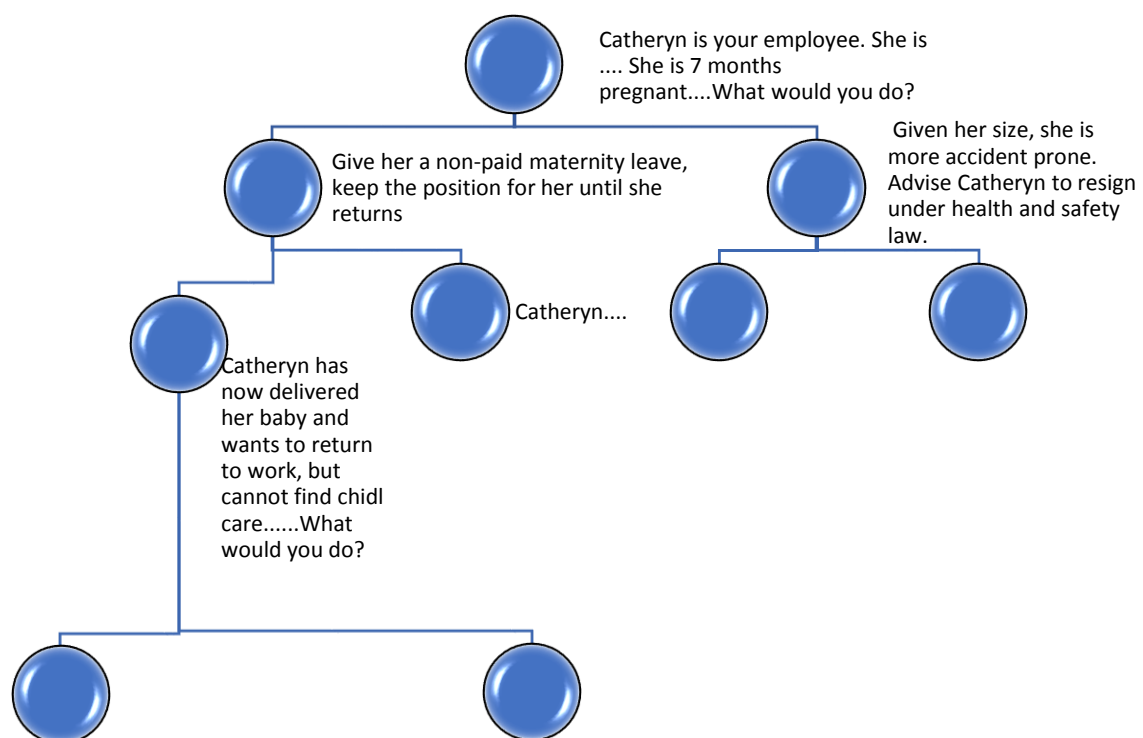
This video would provide a more personal message compared to a text and photo image.

Appendix A

Example of a Branched Scenario.

This scenario is based on the UNWTO's Gender-Inclusive Strategy for Tourism Businesses, and touches on:

- Women's Empowerment Principle 2
- Three of the six thematic areas in the Global Report (Employment; Leadership, Policy and Decision-Making; and Measurement)



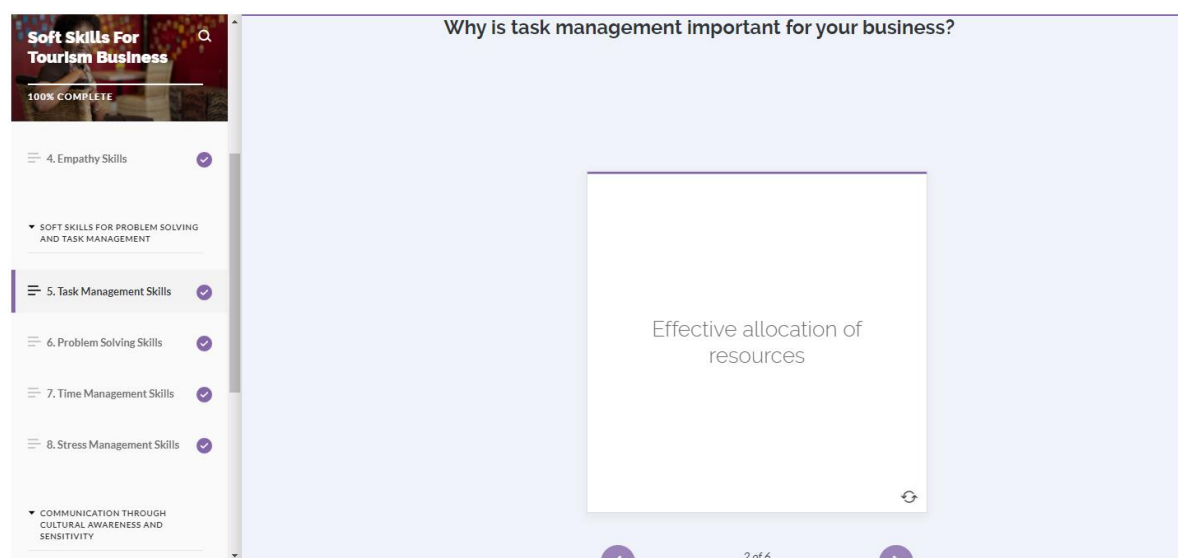
Appendix B

Explanation of a twice-flip card

This is a screenshot extracted from one of the courses available on atingi.org (Soft Skills for Tourism Business). For this task, there are 6 flip cards that learners access one after another with a left and right arrow. Each card allows one flip. When the learner flips on this card, “Effective allocation of resources”, they will see a more detailed explanation of what “Effective allocation of resources” means.

In UNWTO GETT, module 3.1 will consist of 5 flip cards, and each card will allow two flips. Some cards may also have three or four flips, depending on the real-life cases we want to include.

The course manuscript will contain materials from the [UNWTO Gender Mainstreaming Guidelines for the Public Sector in Tourism](#) and the [UNWTO Gender-inclusive Strategy for Tourism Businesses](#).



Example for GETT

