Flavours of Málaga

Women empowerment through tourism

*What’s in a name: Researching women empowerment through tourism*

19/08/2019

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Flavours of Málaga

What's in a name: Researching women empowerment through tourism

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Datum: 19-08-2019

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Welcome to the thesis “What’s in a name: Researching women empowerment through tourism”. This thesis is written to fulfill the graduation requirements of Saxion University of Applied Sciences Tourism Management Bachelor programme (NL). Additionally, this thesis is written for the project members of ‘Flavours of Málaga’, a team of experienced teachers and researchers who dedicate their amazing work to improving the livelihoods of women in Málaga. Writing this thesis was an opportunity for me to research the impact of tourism from a social perspective, which I very much enjoyed. It taught me, however, that it takes a lot of research and writing to fully comprehend such a complex subject. Although I conducted the research, I would not have been able to finish this thesis if it wasn’t for the project members of ‘Flavours of Málaga’ who helped me throughout this process. I began writing this thesis in September 2018, but unfortunately my personal health would not allow me to finish earlier. The members of the project ‘Flavours of Málaga’ have been very supportive and understanding of the situation, and I would like to express my sincere gratitude for the opportunity they gave me. In addition, I would not have been able to finish this thesis if it wasn’t for my dear mother and siblings, who have supported me every day and distracted me with their humour when I needed it. I also want to express my sincere gratitude to my partner and friends who have supported me during this process. Thank you all.

Deventer, August 2019

Nadine Overbeek
Summary

The management question formulated for this thesis was formulated as a consequence of the lack of knowledge of the project group ‘Flavours of Málaga’ on existing women empowerment through tourism projects. Therefore, this thesis aims to address this knowledge gap by researching the following management question: ‘What can the project ‘Flavours of Málaga’ learn with regard to previous women empowerment through tourism projects?’

This thesis encompasses strategic advice on implementing what can be learned from previous projects into an implementation plan and guidebook. The advice is formulated after the core concept ‘women empowerment’, is explored in the theoretical framework. Thereafter, interviews were held, based on the foundation described in the theoretical framework. Finally, participants’ perceptions of women empowerment through tourism projects have been analysed.

The research has concluded that the process of empowerment consists of an increase in making choices, gaining agency and having access to resources. Moreover, economic empowerment, psychological empowerment, social empowerment and political empowerment are perceptions of empowerment. Indicators contributing to empowerment are having an own income, an increase in the ability to make decisions, having educational opportunities, having a strong socio-economic position and good community cohesion. The biggest context related aspect influencing women empowerment is the patriarchal society structure in Spain. Successes of women empowerment through tourism projects mostly relate to the extent to which participating women are enthusiastic to work, learn and develop themselves. The challenges of women empowerment through tourism projects are affected by communal, societal and political factors.

In order to advise the project group ‘Flavours of Málaga’ on what can be learned from previous women empowerment through tourism projects, the advice aims to increase the ability of the women of La Alacena del Corralón to make decisions. The project group ‘Flavours of Málaga’ is advised to implement the workshops ‘stakeholders and negotiation’. It is expected that these workshops will increase the women’s ability to make decisions.

After receiving feedback on this thesis, changes were required and adjustments have been made. The changes are written in red and can be found throughout this thesis. The most notable adjustments are:

- Instead of two, one core concept is elaborated upon in the theoretical framework.
- The research methods have been specified.
- Several research results have been more specifically detailed.
- The explanation of the theoretical and empirical framework has been adjusted.
- The lay-out of the theoretical and empirical framework has been adjusted.
- The advisory chapter contains one new solution.
- Several adjustments have been made in the guidebook.
- The advice option is divided into actions in a PDCA-cycle.
- The afterword contains a more in-depth analysis on the day-to-day practice and a specified explanation on the value for the industry.
- Throughout the thesis, improvements in spelling, grammar and sentence structures have been made.
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1 Introduction

This chapter presents general information to introduce the project and subjects of this thesis. In order to formulate the management question and research questions, general information on the client organisation, project structure and stakeholders is given. In addition, the introduction includes a general outline of the tourism context in which this thesis takes place. With this information provided, the management problem is presented and suitable research questions to answer the management question are obtained.

1.1 Client organisation

The project ‘Flavours of Málaga’ (hereafter referred to as FoM): empowering women through gastronomic heritage tourism, is a project founded by the Hospitality Business School of Saxion University of Applied Sciences in Deventer, the Netherlands. The project is funded by the TUI Care Foundation and carried out by Saxion University of Applied Sciences. The research is carried out and led by the research group of Saxion Hospitality Business School.

1.2 Stakeholders of the project ‘Flavours of Málaga’

Several stakeholders are involved in the project and are identified as follows: A) Saxion University of Applied Sciences, which carries out the research. B) The main funder of the project, the TUI Care Foundation. C) the gastronomic club Asociación Kilómetro Cero, which aims to promote and spread the culinary and gastronomic wealth of Málaga. D) the Municipality of Málaga and the departments of Social Affairs and Tourism who contribute to the project by providing information and statistical data, as well as acting as a contact person for local women, community members and other stakeholders and lending support through the development of training materials and touristic product and activity development. E) The collective of local food suppliers ‘Sabor a Málaga’. F) The women’s association ‘La Alacena del Corralon’ (hereafter referred to as LAC), which is a group of seven women who have founded the association aiming to preserve and promote the gastronomic heritage of Málaga. Besides the main stakeholders, TUI Destination Services and UNWTO have expressed their interest in the project. This thesis is primarily written for the research group FoM, but may also be of interest to the other stakeholders involved.

1.3 Motivation for the project ‘Flavours of Málaga’

Málaga is one of the most popular holiday destinations in the Spanish region of Andalusia. The city has a population of 569,000 inhabitants and hosted over 1.3 million visitors in 2017. Málaga is considered the fastest growing urban destination in Spain (Dollimore, 2018). The women of LAC live in the areas of Trinidad and Perchel, which are working-class neighbourhoods outside Málaga’s city centre. However, the women in the neighbourhoods of Trinidad and Perchel do not benefit from the growing tourism sector in Málaga. Trinidad and Perchel are working-class neighbourhoods and the women in these neighbourhoods are behind in agency, economic opportunities and workforce participation. According to Grupo de Apoyo Local (2014), these differences are closely associated with a low level of education, a low socio-economic position and a strong masculine culture in these neighbourhoods. Therefore, one of the objectives of the FoM project is to increase the workforce participation and reinforce the women’s socio-economic position within society (Saxion, 2018). Additionally, the objectives of the project include an advancement of the women’s entrepreneurial skills and leadership through trainings and workshops,
improving the livelihood of the wider community through sustainable business development in the area and identifying a link with women empowerment strategies and sustainable tourism development within an urban development context (Saxion, 2018).

The seven members of LAC participating in the FoM project expressed their desire to participate in and contribute to the development of gastronomic tourism products and activities. These are developed as a part of the FoM project. This presents an opportunity to introduce tourism to empower women in the neighbourhoods. However, project members have expressed their concerns regarding several barriers the women of LAC face in taking up opportunities the FoM project offer them. The barriers are:

1. Education. The women of LAC lack skills and knowledge regarding entrepreneurship.
2. Communication. The women of LAC lack the ability to directly approach and communicate with stakeholders.
3. Operationalisation. The women of LAC lack professionalism in their operations. Therefore, they experience difficulties in making assertive decisions.

Within the FoM project, five graduate students currently perform research. Five researchers, working for Saxion University of Applied Sciences, are working on the FoM project. All students involved research different topics such as establishing a measurement tool for women empowerment, hospitality performance, branding strategies and business models of social entrepreneurship. This thesis focuses on the lessons that can be learned from previous women empowerment projects and is therefore significantly different from the other topics that are being researched.

1.4 The tourism context

Within tourism management, the United Nations World Tourism Organisation has an active role in destination management and sustainable and responsible tourism planning. UNWTO aims to maximise economic, social and cultural benefits for local communities and to minimise negative impacts of tourism (Morrison, 2013). In 2017, the United Nations established 17 Sustainable Development Goals, aiming to reach these goals before the year 2030. The SDG’s were adopted by UNWTO to promote responsible, sustainable and universally accessible tourism (Tourism4SDG’s, 2019). SDG number 5 aims to achieve gender equality by 2030. This SDG is adopted by the FoM project because tourism can empower women, particularly by increasing employment opportunities from small and medium enterprises (Tourism4SDG’s, 2019).

Tourism is defined by UNWTO (2008) as:

The activity of visitors. It is a social, cultural and economic phenomenon which entails the movement of people going outside their usual environment to countries or places for personal or business/professional purposes. These people are called visitors, tourists or excursionists, residents or non-residents. Tourism has to do with their activities, some of which involve tourism expenditure. (p.1)

As mentioned in the definition of tourism, tourists' consumption can directly or indirectly generate economic activity in the destination (UNWTO, 2008). In this thesis, it is relevant to understand the responsible and sustainable character of tourism, as well as its economic character because this influences the position of tourism within women empowerment projects. In the FoM project, tourism functions as a tool to empower the local women of LAC. However, considering the economic benefits
tourism can bring to communities, the profitability of a business in the tourism industry depends on income generated by tourism.

1.5 The management problem

In the following paragraph the management problem, management question and approach to the advisory chapter are presented.

The goal of the project ‘Flavours of Málaga’ is to empower the women of LAC through the development of tourism products. As a result, it is expected that the socio-economic position of the women of LAC will improve. Women empowerment is commonly perceived from socio-economic perspective and mainly focuses on measuring the female labour force (Cole, 2018). However, there are more perceptions effecting women empowerment through tourism than the commonly perceived socio-economic perspective. Other perspectives, as psychological and political, could also be of interest to research in women empowerment through tourism projects which aim to improve not only the socio-economic position of women. Researching multiple perspectives of women empowerment through tourism can help understand the concept from a holistic perspective and its various aspects influencing it.

Within the project, no study has been conducted on different perceptions of women empowerment. Moreover, the project lacks knowledge on what can be learned from previous women empowerment projects through tourism. It is expected that researching what can be learned from previous women empowerment through tourism projects contributes to an understanding of the different perceptions of women empowerment and can help the FoM project succeed in successfully implement women empowerment into the project to its best extent. Therefore, this thesis aims to address this knowledge gap by researching previous women empowerment through tourism projects, resulting in the following management question:

What can the project ‘Flavours of Málaga’ learn with regard to previous projects on women empowerment through tourism?

The the most important lessons that can be learned will be addresses in the advisory. Aimed at the specific context of the ‘Flavours of Málaga’ project, conclusions can be drawn on what the successes and challenges of women empowerment through tourism are, by ways of an implementation plan outlined in a PDCA-cycle and guidebook form, in order to implement women empowerment into the FoM project. The PDCA-cycle consist of four stages: Plan, Do, Check and Act. The guidebook presents a checklist with do’s and don'ts, a relevant quote from a research participant, questions for project leaders, a key message and the barriers that have been tackled as presented in paragraph 1.3.

1.6 The research strategy

As the management question globally aims to learn from previous projects on women empowerment through tourism, the research questions and sub-research questions are developed to answer the management question. This paragraph presents the research questions, corresponding sub-research questions and explains the relation between the research question and sub-research questions.

In order to formulate advice on what can be learned from previous projects, understanding the concept is mandatory. If the concept is thoroughly researched and understood, important components can be extracted, and advice can be given. Moreover, researching successes and challenges offers an opportunity to give advice. Research on successes and challenges can result in an understanding of a
variety of components influencing women empowerment. Therefore, two research questions are formulated, because it is expected that answering these two research questions will lead to an inclusive answer on what can be learned from previous women empowerment through tourism projects.

The first research question is:

- **1. What is the conceptualisation of women empowerment?**

The first research question aims to identify the conceptualisation of women empowerment in this thesis. The concept is divided into two subjects, the process of empowerment and the perceptions of women empowerment. The sub–research questions to answer this research question are:

- **A) Of which aspects does the process of empowerment consist?**
- **B) What are perceptions of women empowerment?**

Both sub–research questions will be answered by literature and field research on women empowerment and the process of empowerment. When the process of empowerment and perceptions of women empowerment are researched, the conceptualisation of women empowerment can be developed in a theoretical and empirical framework model, which aims to conceptualise women empowerment from a theoretical and empirical perspective. Research into the successes and challenges of women empowerment through tourism can gain further insights into the in–depth elements of the concept and conclusions can be drawn on the successes and challenges of women empowerment through tourism. Therefore, the second research question is:

The second research question is:

- **2. What are successes and challenges of women empowerment through tourism?**

The second research question aims to identify the successes and challenges of women empowerment through tourism projects. Three sub–research questions have been developed to answer this question:

- **C) What indicators of empowerment present in tourism appear to be most relevant for the project ‘Flavours of Málaga’ to succeed in empowering women?**
- **D) What are context specific aspects that positively and/or negatively affect women empowerment?**
- **E) What do participants perceive as successes and challenges of empowering women?**

Sub–research question C aims to identify the indicators of empowerment in tourism which appear to be relevant for the FoM project. Sub–research question C will be answered by literature and research results conducted by interviews. Sub–research question D aims to take context specific aspects into consideration when empowering women. Sub–research question E aims to identify successes and challenges of empowering women through tourism projects. Due to the tight time schedule in which this thesis operates, sub–research questions D and E will be answered by empirical research.

### 1.7 Reading guide

Firstly, a theoretical framework is established to give a comprehensive understanding of women empowerment. Thereafter, the methodology used in this thesis is described, in which the research strategies, research methods, sampling plan and coding and statistical analysis are described. Followed by the research results, which are based on the structure and data presented in the theoretical
framework. Subsequently, the sub-research questions and research questions are answered, followed by a description of the validity and reliability of this study. Based on the conclusions of the research questions, the advisory chapter follows. The advisory chapter presents advice to the client. Lastly, an afterword and reference list are presented. The appendices complete this thesis. The USB–stick which may be included with this thesis contains the recordings of the interviews held, a list of participants, signed consent forms and transcripts of the interviews.
2 Theoretical framework

This chapter presents a description of the research methods used to collect data, as well as a literature review in which the core concept ‘women empowerment’ is elaborated upon.

2.1 Description of search methods

The aim has been to find secondary sources in databases. Secondary literature is literature in which authors refer to and report on topics that have been researched and often provide new insights (Verhoeven, 2015). The search terms used are: ‘women empowerment’, ‘tourism’ and ‘process’. Search terms are also combined by using ‘and’ or ‘or’, as in ‘women empowerment and tourism’ and ‘process of empowerment’.

Most of the literature has been retrieved from databases whose access is provided by Saxion University of Applied Sciences. The databases used are: ‘EBSCO (Full Text), Taylor & Francis, Google Scholar, ScienceDirect and Sage Premier. If the required information could not be found in these databases, the search was expanded to newspapers and websites throughout the internet. The used literature is evaluated based on the AAOCC-criteria (Kapoun, 1998). Documents which fully comply with the five AAOCC-criteria limit the literature that can be used and therefore the decision has been made to also use documents that comply with at least three out of five AAOCC-criteria. A detailed explanation of the AAOCC-criteria and an evaluation of the sources used in this thesis can be found in appendix A.

2.2 Literature review

In the context of this research, defining women empowerment is paramount to determine what can be learned from previous women empowerment through tourism projects. Current insights of women empowerment include a description of the process of empowerment, levels of women empowerment and dimensions of women empowerment through tourism.

2.2.1 Core concept ‘women empowerment’

Because the FoM project is working specifically with women, this section focuses on definitions of women empowerment. The operationalisation of women empowerment can be found in appendix B.

According to Cornwall (2016, p. 343), women empowerment is about “transforming power relations in favour of women’s rights and greater equality between women and men.” Young (1993) describes women empowerment as a complete change of processes and structures for women’s inferior status in society. Therefore, Young (1993) states that women empowerment is enabling women to gain control over their own affairs and make demands on the state and society for change. Griffen (as cited in Rahman, 2013, p. 11) defines women empowerment as “having control or gaining further control, having a say and being listened to, being able to influence social choices and decisions affecting the whole society and being recognised as equal citizens to men”. Huis, Hansen, Otten and Lensink (2017, p. 3) focus the definition of women empowerment on increasing the ability to make strategic life choices in a context where this ability was previously denied to them. Consequently, Huis et al. (2017, p. 3) state that women’s empowerment is a process from being disempowered to empowered. Gaining the ability to make choices is achieved by means of a process to take up control over their own lives in aspects where this was previously denied to them.
The definition of women empowerment as presented by Cornwall (2016) mainly focuses on the issue that, in order to achieve women empowerment, an adjustment is required in power relations between men and women. Both Young (1993) and Griffen as cited in Rahman (2013) explain that women empowerment is about gaining the control to influence and change social choices. Central in the definitions of women empowerment is power. Power can be the ability to transform power relations, the ability to gain control over someone’s own affairs or power to influence choices. In contrast to the other definitions, Huis et al. (2017) state empowerment is a process from being disempowered to empowered. Huis et al. (2017) define women empowerment as a process of taking up control over their own lives in aspects where this was previously denied to them.

The objective of the FoM project is to empower the women of LAC by increasing their ability to take up power and control their own affairs. In this thesis, it is important to understand empowerment as a process, which refers to an increase in the ability to take up power. Therefore, the chosen definition is based on the definition of women empowerment of Huis et al. (2017): "Women empowerment is a process of taking up control over someone’s own life in a context where this ability was previously denied to them."

2.2.2 Current insights into women empowerment

The process of empowerment

As aforementioned in the definition of women empowerment, empowerment is a process of taking up control and gaining mastery over someone’s own affairs. This insight is valuable for this study, because understanding the process can help the FoM project to assist the women of LAC in taking up opportunities which can lead to greater control. Therefore, the process of empowerment is researched.

Malhotra and Schuler (2002) argue the component of ‘choice’ is at heart of the empowerment process. The extent to which a person is able to make choices is influenced by their access to resources, agency and achievements as defined by Malhotra and Schuler (2002). Choice can be divided into three interrelated aspects: ‘resources’, ‘agency’ and ‘achievements’. Resources do not directly increase or decrease empowerment but are supporting the conditions under which empowerment is more likely to occur (Malhotra & Schuler, 2002). Resources refer to material, human and social expectations and allocations (Huis et al, 2017). Thus, resources are an enabling factor for empowerment (Malhotra & Schuler, 2002). Agency can be described in various forms as control, awareness, voice and power. Agency refers to the extent to which an individual, group or community is able to make strategic choices and control resources. In other words, agency is the ability someone has to exercise control over decisions, control resources, formulate strategic choices and act upon them. In order to strategically act upon decisions, women need to be aware of the options they can choose from. Thus, alternatives must not only exist but also have to be seen (Kabeer, 2005). According to Malhotra and Schuler (2002), achievements are outcomes of empowerment such as an improvement in political participation and economic security, not as empowerment per se. Achievements refer to the outcomes of using resources and acting in an assertive manner to reach certain achievements. Examples of achievements are: personal development, greater political participation or greater economic security (Malhotra & Schuler, 2002; Kabeer, 2005).
The levels of women empowerment

Women empowerment in a patriarchal society structure increases the support system and bargaining power of women which could lead to change in society on individual, group, organisational and communal level. For women in a patriarchal society, this could be seen as a positive influence (Chen & Mahmu, 1995; Sofield as cited in Thien, 2009). Huis et al. (2017) states that both collective and individual empowerment is necessary for the process of becoming empowered. The process of becoming empowered increases the expansion of women’s capacities to exercise free choice. However, women’s capacity to choose is historically and structurally influenced by social structures and specific cultural contexts (Huis et al., 2017). According to Huis et al. (2017) working together in a collective manner as group, organisation or community within a society can start a movement towards understanding the cause of suppression and act in a collective towards gaining power and change in society. These insights are valuable for this thesis because the FoM project is working with the organisation of LAC, which can experience empowerment individually and collectively. Moreover, social structures and cultural contexts are influencing factors for empowerment because they determine the ability and capacity of women to make decisions in their society (Huis et al., 2017).

Dimensions of women empowerment through tourism

Scheyvens as cited in Thien (2009), Boley, Ayscue, Maruyama and Woosnam (2017) and Cole (2018) describe four dimensions of women empowerment through tourism. Because tourism is used as a tool to empower the women of LAC in the FoM project, this section presents existing insights into women empowerment through tourism. Scheyvens as cited in Thien (2009) explains women empowerment as a multidimensional construct. Meaning that women’s empowerment in tourism is possible in economic, psychological, social and political dimensions (Scheyvens as cited in Thien, 2009). The dimensions of empowerment are useful for this thesis because it divides women empowerment into aspects that are measurable during further research. These dimensions are included in the topic list and interview guides to give structure to the interviews as well as clearly identify how empowerment can develop in these dimensions. Because participants give their perceptions on empowerment, the dimensions of empowerment are in the research results considered as perceptions of empowerment.

Economic empowerment

The first dimension, economic empowerment, addresses the consideration whether a community is able to capture the economic profits tourism can bring. Scheyvens (2000) divided economic empowerment into various indicators:

- The availability of opportunities for employment for residents; the opportunities for businesses for residents; gaining of control on own/good income; gaining of valuable skills or capacity building; access to productive resources; ways of enabling earned cash to be shared among the households and visible evidence of livelihood improvement (as cited in Thien, 2009, p. 16.)

Psychological empowerment

The second dimension, psychological empowerment, refers to the extent to which residents are optimistic, faithful, confident and proud of themselves and their own qualifications and image, as well as the traditions and cultures of the community they live in. Psychological empowerment can either be experienced individually or communally (Thien, 2009).
According to Scheyvens (2000), psychological empowerment means:

- Improving self-esteem, self-confidence, self-reliance and pride; having a feeling of being in control over the place and direction of development; gaining confidence and motivation to go back to school themselves; self-perception of social status and as perceived by other; impact of status perception on ability to influence decision-making; individuals role in the group organisation; recognition of local culture and knowledge resulting in high self-esteem; increasing confidence resulting in desire a for training and education opportunities (as cited in Thien, 2009, p. 17).

Cole (2018) likewise mentions the psychological aspects of empowerment as self-worth, self-confidence, dignity and learning new skills. In addition, Cole (2018) states that contact between local women and tourists contributes to the feeling of being connected to the ‘outside world’. Tourism can bring a feeling of specialness to residents of a community (Boley et al., 2017). Psychological disempowerment on the other hand, can occur when residents feel inferior; do not have a feeling of uniqueness; have a low perception of self or are confused, disinterested and frustrated with the initiative; feel they have nothing of importance to share with visitors (Boley et al., 2017; Thien, 2009).

Social empowerment

Thirdly, the social empowerment dimension refers to the relationship between members of a community and how tourism development influences the community’s cohesion. Tourism development can either strengthen a community or tear it apart (Boley et al., 2017). The indicators are:

- Scheyvens (2000). . . Enhancing community cohesion; gain of greater respect within their communities which can indirectly lead to greater freedom; reconsideration of gender role stereotypes; gain of wider recognition within their society; greater local access to services and better facilities; supporting the upkeep of the community; the reduction of inequalities in terms of income and wealth between different groups; reduction of incidences to negative impacts associated with tourism such as crime, overcrowding, displacement and prostitution (as cited in Thien, 2009, p. 16).

Social disempowerment holds the power to create tension within a community, resulting in jealousy, greed and eventually in an unequal distribution of the positive and negative impacts (Boley et al., 2017).

Political empowerment

The fourth dimension of political empowerment addresses the power relations within tourism development. Political empowerment focuses on the ability and agency community members have or do not have over tourism development, as well as the ability community members have to make choices and to which extent community members can influence those choices and implement actions (Boley et al., 2017). Indicators are:

- Scheyvens (2000) “their voices and concerns should guide the development of any tourism projects, from the feasibility stage through to its implementation; involved in monitoring and evaluating the project over time; involved in decision making processes” (as cited in Thien, 2009, p.17).
3 Methodology

This chapter presents the methodology used in this thesis. The chapter contains the used research strategies, research methods, a sampling plan for selecting participants, the procedure of coding and statistical analysis. For an overview of questions, please see paragraph 1.6. The topic list can be found in appendix C. The interview guides can be found in appendix D. For the construction of codes, please see appendix E.

3.1 Research strategies

The research carried out in this thesis is of a qualitative nature. Qualitative research does not search for causal relationships between numbers, but rather the perception of subjects (Verhoeven, 2015). Therefore, qualitative research is interpretative and inductive. In the process of doing qualitative research, models can be developed. Broad data can be narrowed down to models or theories on a topic (Verhoeven, 2015). In this thesis, the data analysis will be applied to the casus of FoM as specifically as possible. This is especially applicable to research question 1, because the conceptualisation of empowerment will be determined. Therefore, qualitative research is applied to the search for perceptions of subjects and developing a conceptualisation of women empowerment.

The data collected in this thesis will be conducted by means of a case study. A case study consists of multiple data collection methods such as literature research, content analysis document studies and interviews (Verhoeven, 2015). Moreover, a case study can be considered more as a research design rather than using one fixed method. Several research methods can be used to answer the research question (Verhoeven, 2015). In this thesis, literature research, interviews and additional desk–research, if necessary, are used to answer the research questions 1 and 2.

3.2 Research methods

Interviews were held to collect data. An interview is a conversation in which the aim is to gather information whereby the interviewees’ perceptions are leading (Verhoeven, 2015). All sub–research questions are leading topics in the interviews, meaning the conceptualisation of women empowerment, perceptions of women empowerment, successes and challenges of women empowerment and context related aspects are leading topics in the interviews. The interviews conducted are of a semi–structural nature. A semi–structured interview is structured somewhere in between a topic list and structured questions (Verhoeven, 2015). A structured interview is the most efficient when it comes to processing data (Verhoeven, 2015). However, considering the importance of the free contribution a participant can make to the research, a semi–structured interview has been chosen. This gives structure to the interview as well as providing the participant with the possibility to freely contribute what the participant considers to be relevant. Because of the semi–structural nature, questions asked can vary from the interview guide. If necessary, participants have been asked to give a more elaborate explanation, providing examples from practice or answers based on personal experiences. If the participant did not have knowledge on the topics, background theory is given to support the interviewee and support the standard of the research to make sure the participant elaborates on topics that are included in the topic list. The topic list used to establish the interview guide can be found in appendix C. The interview guide is moreover semi–fixed. Most of the questions are fixed questions but openly formulated and at the end of each
The participant is asked to include final remarks on the topic before the interview is finished. The interview guide can be found in appendix D.

The aim of the interviews is to collect data on various topics. The first topic discussed in the interviews focuses on identifying insights to conceptualise women empowerment. In order to gain these insights, participants are asked to explain the process of women empowerment. The second topic discussed focuses on perspectives of successes and challenges of women empowerment through tourism, based on opinions and experiences. To collect this data, participants are asked what they consider valuable aspects of economic, social, psychological and political dimensions. In addition, participants are asked about their experiences regarding economic, social, psychological and political empowerment or disempowerment. Participants are also asked to explain successes and challenges of empowering women. The third topic focusses on identifying positive and negative influences of societal or context related aspects of women empowerment.

The initial number of interviewees aimed for was ten. However, due to a lack of response, only six remained. The interviews were held shortly before the holiday break and close-off of the first academic semester. The majority of the people who received an invitation for an interview are academics and were occupied during this period. This is likely to be main reason for the low response and low availability of the invitees. This reduction of participants means that less information is collected than initially anticipated. However, the interviews held took approximately 45 minutes to ensure enough information on the subjects was collected.

3.3 Sampling plan

Only a portion of the population has been approached to participate in this research. This portion (sample) is a small part of the population that possesses information on the subjects. Because the participants have to meet certain characteristics, random sampling is not possible. Therefore, non-probability sampling is applied. Non-probability sampling can be used when random sampling is not possible (Verhoeven, 2015). Verhoeven (2015) states that non-probability sampling can be carried out in different ways, one of which is ‘purposive sampling’. Purposive sampling is used to select samples on the basis of given characteristics and find the information at the source. For this research, the characteristics of purposive sampling are divided into three profiles. The main objective of the distinction in profiles is based on the need to extract the right kind of information from the right source and include multiple perspectives in the study in order to get a complete image of the concept and its successes and challenges.

Central to the first profile are participants who have experience with leading women empowerment projects. Project leaders’ experiences can lead to conclusions on successes and challenges of empowering women and their knowledge contributes to the establishment of the conceptualisation. Two participants match this description.

Participants matching the second profile are characterised for their knowledge and experience with women empowerment through tourism projects. The participants are academics, researchers, authors and project leaders of women empowerment through tourism studies and academic publications on the topic. Therefore, this group can be considered experts on the subject and experienced with women empowerment through tourism projects. This group is contributing to the establishment of the
conceptualisation of women empowerment as well as explaining successes and challenges of women empowerment through tourism projects. Three participants match this description.

The third profile aims to include a sociological perspective to the study. If true insight in context related aspects is to be gained, a sociological perspective can explore the successes and challenges of societal related aspects and societal influencing factors to women empowerment. One participant matches this description.

However, the profiles of participants are not completely fixed. It is possible that an expert can also have knowledge on context related societal aspects affecting women empowerment in the context in which their project took place. The main objective of the distinction in profiles is based on the need to extract the right kind of information from the right source and include multiple perspectives in the study in order to get a complete image of the concept and its successes and challenges.

Participants contributing to this research have signed a consent form, which states that their personal background information is confidential to third parties. Their personal information will exclusively be shared with members of the project group of ‘Flavours of Málaga’. Therefore, the list of participants, signed consent forms, transcripts of the interviews and recordings of the interviews can be found on the USB-stick which may be included with this thesis.

3.4 Coding and statistical analysis

Verhoeven (2015, p. 295) explains eights steps of coding that can be used to analyse data conducted by interviews. The eight steps are:

1. Explore the information by reading the transcripts and summarise texts into one key term.  
2. Evaluate the key terms and interpret the meaning of the words.  
3. Start open coding, one word is used to describe that piece of information.  
4. Group the terms.  
5. Structure the codes from important to least important.  
6. Start axial coding, look for relationships between constructs and group codes into one axial code.  
7. Start selective coding and bring relationships together in a model.  
8. Discuss whether the model answers the questions and evaluate if more information is needed.

Most of the data is analysed by means of the 8 steps of Verhoeven (2015). Firstly, texts are summarised in one key term. The key terms are interpreted, and open coding is applied to group the terms. The most important open codes of the corresponding axial code are presented in chapter 4 ‘research results’.

To display the relationships between the codes, an empirical framework is made.

To answer the sub-research questions, different approaches are used. Either the eight steps of Verhoeven (2015) are followed, comparisons between codes are made or summaries are provided.

To answer sub-research question A, summaries are provided of each participant’s explanation of the empowerment process. The data regarding this subject is summarised because during the coding process, it appeared to be difficult to code the process of empowerment because many components described by participants are left to the interpretation of the researcher. To still hold on to the structure of coding, the summaries are compared to the theory presented in section 2.2.2. Although these stages
could have been unknown to respondents, similarities were searched for based on words, synonyms and descriptions used to limit the opportunities of the researcher to interpret the meaning.

To identify participants' perceptions of women empowerment, the axial codes are analysed to identify if participants' contributions matched the axial codes to answer sub-research question B.

To answer sub-research question C, D and E, the eight steps of Verhoeven (2015) are followed. During the coding process, it appeared that multiple aspects are similar to literature presented in paragraph 2.2. Descriptions participants gave of 'economic empowerment', ‘psychological empowerment’, ‘social empowerment’ and ‘political empowerment’ matched the descriptions of these dimensions in literature. Therefore, the open codes related to these axial codes are divided into codes deriving from literature or codes identified by participants.

The open codes deriving from literature regarding economic, psychological, social and political empowerment are described in neutral terms so there is no difference in empowerment or disempowerment. This is to prevent having twice as many codes, one regarding empowerment and one regarding disempowerment. For example: the open code extracted from the literature of social empowerment (Thien, 2009) of 'enhance community cohesion' is adjusted to 'community cohesion'. If 'enhance community cohesion' is used, there also must be an open code 'decrease community cohesion'. To prevent doubling the amount of the open codes, where possible, the codes are adjusted to neutral terms.
4 Research results

This chapter presents the research results from the six interviews that have been conducted. Firstly, insights into the process of empowerment are described. Secondly, the perceptions of women empowerment are presented. Thirdly, indicators of economic, psychological, social and political empowerment are presented. Fourthly, societal related aspects are presented. Fifthly, other aspects which could not be categorised into existing axial codes are presented. Lastly, participants’ perceptions on successes and challenges of women empowerment through tourism are presented. The topics mentioned most by participants are included in this chapter in order to present the most important and relevant information. The construction of codes can be found in appendix E. For the fragments per code, please see appendix F. Summaries of the empowerment process and fragments can be found in appendix G. Participants, including their number, are mentioned once. Thereafter, the participants are referred to as P followed by their participant number.

4.1 The process of empowerment

Participants were asked to explain the process of empowerment. The insights are presented in this paragraph. The aspects of the empowerment process as described in the theoretical framework (section 2.2.2) function as structure to analyse the summaries. The stages of the key-component model of Malhotra and Schuler (2002) could not have been known by participants unless participants are familiar with the literature. Nevertheless, the data is categorised in accordance to this literature, when possible, because it gives structure and makes it possible to find overlapping terms between participants answers and Malhotra and Schuler’s (2002) theory. Besides giving structure to analysing the data, it is expected that participants answer truthfully. It is assumed that participants honestly answer the question, and therefore explain stages or aspects that they consider part of the process. Moreover, the structure decreases the possibility for the researcher to interpret the terms. The aspects agency and resources are described by Malhotra and Schuler (2002) and participants. The aspects education, internal quality, small actions and external factors are described by participants exclusively. The objective of this paragraph is to contribute to answering research question 1.

Stages

Participant 1, participant 2 and participant 5 did not define stages of the empowerment process. P1 explained the process of empowerment as facilitating access to resources and emphasised women’s need to possess an internal ability to change. P2 did not explain nor define the process of empowerment. P2 used the words ‘more empowered’ which could indicate that empowerment exists of several stages. However, it is not possible to indicate how ‘more empowered’ is defined. P5 does not know the stages of the empowerment process. P5 only emphasised societal structures should allow equal access to resources for women and men.

P6 stated there is no one size fits all guide to empowerment, nor steps to follow. According to P6, the process of empowerment is facilitating opportunities and multiple components need to come together.

Participant 3 and participant 4 explained several stages of the empowerment process. P3 mentioned the ‘realisation’ phase. P4 mentioned that the empowerment process exists of ‘awareness raising’,


‘decision-making’, ‘policy-making’ and ‘agency’. P4 emphasised the importance of education and awareness to create agency and make decision differently.

Aspects

Agency
As presented in section 2.2.2., agency refers to the extent to which an individual, group or community is able to make strategic choices and control resources (Kabeer, 2005). As discussed in the literature review, agency exists of overlapping terms, e.g. control, power, voice and awareness. Agency is mentioned by P1, P3 and P4. P4 explained that awareness of someone’s own situation can increase the ability to make decisions differently. P3 identified the ‘realisation’ phase. P3 explained realisation as being aware of which opportunities are available, which broadens the spectrum and can result in being able to make different choices. Therefore, awareness increases agency. P3 mentioned interaction with tourists can raise awareness of doing things differently, which broadens the spectrum and can result in being able to make different choices. According to P4, creating agency is the first step in the empowerment process.

Resources
According to P5, an equal upbringing for boys and girls can be a good foundation for empowerment and equality. As a child and adult, one can be affected by societal, political and economic structures. If these structures distribute equal opportunities and access for boys and girls, it can be a basis for empowerment. P6 stated that access to education is very important for empowerment.

Education and training
According to P1, training and employment can help develop skills, courage and confidence which can lead to empowerment. Nevertheless, this does not guarantee empowerment, because empowerment comes from the inner capacity someone has to chance their own lives. P2 also emphasised the importance of education and skill development in order to be empowered. P4 explains education as a stage of the empowerment process but did not elaborate. P6 explained education as the number one tool for empowerment. Education can cause awareness and consideration of more options available. Facilitating educational opportunities can cause awareness, develop skills which can lead to an increase in self-esteem and courage and increases the agency to make decisions.

Internal quality
Even though P1 did not define stages of the empowerment process, P1 confirmed empowerment will not happen if women are not willing to make a change for themselves. P1 explained that women need to possess an internal quality to change. This is supported by participant 6, stating women themselves need to want to access opportunities.

Small actions
P3 and P6 explained that the process of empowerment exists of many small actions. P3 explained empowerment can be achieved by providing women with access to small actions such as education and resources, which can lead to a multiplying effect. This theory is supported by P6: emphasising that the process of empowerment consists of small actions.
External factors

P5 explained one can be affected by societal, political and economic structures. If these structures distribute equal opportunities for boys and girls, it can be a foundation for equality and empowerment. P6 explained there are two external factors contributing to empowerment. Firstly, government programmes can allow people to access support, funding or help with establishing a business. Secondly, a mentoring community network can help women to establish a business. These external factors influence the agency women have to make choices.

4.2 Perceptions of women empowerment

One objective of this research is to identify perceptions of women empowerment beyond socio-economic perspectives in research question 1. The perceptions identified in literature and field research are economical perceptions, psychological perceptions, social perceptions, political perceptions and household perceptions. Insights into the perceptions are presented in this paragraph.

Economical perception

P1 explained women can be empowered in economic fields. P1 explained women’s economic position and financial independence can result in motivation to learn and be empowered. According to P3, involvement in tourism can increase financial independence. P3 additionally explains that even if involvement in tourism does not lead to complete financial independence, women can be empowered in other fields. P4 explains economic empowerment can increase when a woman is in charge of her own bank account. This is supported by P5, stating that the responsibility and control of money earned increases the economic position. P6 explains that gender inequalities influence the distribution of men’s and women’s opportunities on the labour market. Education is a factor that influences this distribution. When women have fewer opportunities for education than men, low-paid jobs are more often performed by women. This is also the case in the tourism industry, where women often perform tasks in housekeeping and office administration jobs. Therefore, improvement of women’s economic position is possible.

Psychological perception

According to P1, there is a relation between economic empowerment and psychological empowerment. P1 explained employment can lead to an increased self-esteem, courage and skill development. P2 supported this statement. P2 explained that an increase in the value and perception of self contributes to empowerment. P3 perceives psychological empowerment as being equally important to economic empowerment.

Social perception

Perceiving empowerment from a social perspective is elaborated upon by five participants. In the case of P1, the community responded distrustfully towards the initiative, resulting in signs of social disempowerment. P2 experienced the same prejudice from community members. P2 explained roughly 85% of the community members was initially distrustful. P3 explained women can be empowered in social fields. P4 explains the process of empowerment is a social transformation process of including people in decision-making processes. According to P4, social empowerment can only increase if the need for economic resources is fulfilled. P6 explained that there is a lot cultural dynamic in the cultural
associations with what women can do and what men can do. Cultural boundaries can create conflict within the community or household.

**Political perception**
P3 does not extensively elaborated on the political perception but stated that external parties such as the government should facilitate educational opportunities, employment, infrastructure and social services. Without these resources, women cannot be fully empowered. P4 explained that creating policies is critical to improve the position of women in society. P6 stated that the role of the government should not play a big part in empowerment. However infrastructure and access to resources are important, using local resources available is a sustainable way to not be dependent on external factors.

**Household perception**
Three participants elaborated that the household is a field in which empowerment is possible. According to P3, a woman can be recognised and empowered in public spaces, but she can still have unequal relations in the household, especially with male members of the family. The position of a woman within the household has a relation to the ability to share the earned cash among the household or deciding how the earned money is spent. P5 stated that a supportive partner and sharing in economic benefits in the household and household tasks can be empowering for women because it creates a more equal distribution of tasks. In addition, P6 states that cultural boundaries can create conflict within the household.

### 4.3 Economic empowerment

The theory of economic empowerment presented in the theoretical framework by Thien (2009), showed indicators of economic empowerment. The most important topics within the axial code of economic empowerment are presented in this paragraph. Moreover, the information presented contributes to answering research questions 1 and 2. The topics ‘income’, ‘opportunities for businesses’ and ‘access to resources’ are described by Thien (2009). The topic ‘general comments on economic empowerment’ is introduced during interviews. This paragraph aims to contribute to an understanding of research question 1 and 2.

**Income**
P3 explained that participation in tourism can provide financial independence or financial support for local communities. However, this depends on the destination. Working in a well-established destination can generate more income from tourism compared to destinations with fewer tourism arrivals. It can be possible that locals cannot fully depend on income generated by tourism. P2 tackles this problem by providing the women in her community with daily tasks. According to P2, financial independence can be the foremost reason for women to participate in tourism. Financial independence can increase the conditions in which empowerment is likely to occur. Moreover, P1 stated that having an own income can increase someone’s self-esteem.

**Opportunities for businesses**
P4 explained how education and opportunities for businesses are closely related. Women need to know how to establish a business, expand a business, how to do business with the resources available. Furthermore, women need to learn what they are selling or what customers want. P4 elaborated on how
cultural restrictions in communities can limit women to establish a business. In some communities, establishing a business as a woman can have social consequences. Cultural and gender barriers can prevent women from starting a business.

Access to resources
Access to resources can provide access to jobs, various educational opportunities, as well as economic development. In the tourism context, using resources people have available can contribute to the tourism experience.

General comments on economic empowerment
In general terms of economic empowerment, P1 explained that providing women with economic opportunities can increase their self-esteem, courage and confidence which contribute to empowerment. However, providing a woman with economic opportunities will not directly mean that she is empowered. According to P3, economic empowerment is one component of a complex process. Additionally, P4 indicated that economic empowerment can also be allowing people their own bank account over which they themselves have control. According to P5, another component of economic empowerment is sharing in the household economy. Regardless of the person who provides income for the household. Furthermore, P6 indicated that the type of job is related to gender restrictions. P6 explained that the tourism industry as an industry in which women generally have undertaken low paid jobs, whereas management jobs have been reserved for men.

4.4 Psychological empowerment
This paragraph presents psychological empowerment indicators as described in the theory by Thien (2009). The indicators ‘value and perception of self’, ‘contact between local women and tourists’, ‘self-perception of social status and as perceived by others’ and ‘the impact of status perception on ability to influence decision-making’ are described by Thien (2009). The topics ‘exchange of experiences’ and ‘ability to explore’ are identified during interviews. The data presented in this paragraph supports the formulation of an answer to research questions 1 and 2.

Value and perception of self
P1, P2, P3 and P5 stated that women’s self-esteem, courage and confidence are related to psychological empowerment. When a woman realises she can do it and she can make a change, she immediately starts growing. P2 mentioned that the feeling of being inferior contributes to disempowerment and the feeling of not being inferior contributes to psychological empowerment. P3 explained that trainings can develop self-esteem for individual women. P5 explained that her taking an interest in the local women of a community was empowering to them.

Contact between local women and tourists
P1 and P3 mentioned the benefits contact between local women and tourists can bring to communities or projects. Meeting tourists and learning from them can contribute to psychological empowerment. Moreover, observing how female tourists behave and act differently to community members can raise awareness on these differences and attitudes and local women can consider more options on how to behave or perceive opportunities and challenges.
Self-perception of social status and as perceived by others
Empowering people psychologically can be **achieved** by helping women realise their situation. This applies to local women as well as people involved in empowerment projects. P4 explained that, when aiming to empower other women, it is important to understand someone’s own social status and someone’s own social status as perceived by others. This can increase awareness.

Impact of status perception on ability to influence decision-making
P4 explained the impact of status perception on the ability to influence decision-making is related to the self-perception of social status and **social status** as perceived by others. She explained that the people should reflect upon their own decisions. In this way, someone can bring back knowledge into the community and take responsibility for actions and choices made.

Exchange of experiences
According to P1 and P3, exchanging experiences can broaden the scope of women participating in projects and can contribute to psychological empowerment. Different groups in similar situations can exchange ideas and experiences and use them in their own community or project.

Ability to explore
The importance of providing women with the ability to explore options is mentioned frequently by P1. According to P1, it is important for women to try and find out what they like and dislike. In the context of P1’s initiative, there is a lack of educational opportunities for residents. Therefore, there is a need for exploration to find suitable tasks for each participant.

Mentoring relationship
P1 and P2 explained that it is important to be there for women involved in projects and provide them with counselling classes if necessary. However, this could be due to the societal setting of P1 and P2. According to P4, having a network of support is very important for women in social exclusion. Someone who feels stronger and supported could be more capable of gaining control. Moreover, P6 explained that a mentoring relationship can also be in the form of practical help, for example when establishing a business.

4.5 Social empowerment
The social indicators affecting empowerment are ‘community cohesion’, ‘gender role stereotypes’, ‘cultural dynamic’ and ‘inclusion’. ‘Community cohesion’ and ‘gender role stereotypes’ are mentioned by Thien (2009). ‘cultural dynamic’ and ‘inclusion’ are introduced by participants. This paragraph aims to contribute to an understanding of research questions 1 and 2.

Community cohesion
P1 and P2 explained the reactions the received from the community towards their women empowerment initiatives. In both cases, the community was sceptical towards their initiative. The local initiatives needed to prove towards the community that their intentions were genuine. P1 explained that community members tried to pull them down, were jealous or distrustful towards her initiative. Moreover, community members experienced difficulties accepting the initiative because the initiative worked with women. Community members expressed their concerns as: ‘women should not be guides’, ‘women should not leave the house’. Interpreting this data, the reactions of the community could be
connected to cultural beliefs and cultural dynamics, which define what tasks need to be carried out by men and which tasks need to be carried out by women.

Gender role stereotypes
Insights on gender role stereotypes are given by P3, P5 and P6. P3 explained that gender approach classes can raise awareness on gender issues and inequalities. However, P3 researched that tourism can promote gender stereotypes. This can be a barrier to the empowerment process. P5 explained gender role stereotypes are related to economic empowerment. P5 stated that being a woman can affect the flexibility someone wants in their work because societies assume women want to take more care of the children. P6 described that gender role stereotypes are connected to social systems. Patriarchal and matriarchal systems define which gender hold the primarily power distributions in societies. These society systems both create a different type of social inequality.

Cultural dynamic
P6 stated that cultural dynamics and cultural boundaries influence the ability of community members to take up opportunities. These cultural dynamics and cultural boundaries roughly define which tasks must be carried out by women and which must be carried out by men.

Inclusion
Inclusion is mentioned by P2, P4 and P6 as an important component to integrate in society. As mentioned by P2, inclusion is an important component of integrating into society. P4 explained that inclusion is important when you want to empower someone. However, if someone is in a position to empower someone, they are part of the problem because they were never included in the first place. Therefore, empowerment can never work on people, but works with them.

4.6 Political empowerment
The political topics presented in this paragraph are ‘involvement in decision–making’, ‘policy–making’, and ‘political structures’. ‘Involvement in decision–making’ and ‘policy–making’ are topics presented by Thien (2009). The topic of ‘political structures’ was introduced by participants. The topics presented aim to contribute to an understanding of research questions 1 and 2.

Involvement in decision–making
P2 explained that she included the women she works with in the decision–making process to give them a feeling of independence and courage, which contributes to psychological empowerment. P4 explained that, at its core, empowerment is about trying to include groups who are outside the decision–making process. According to P4, including people in the decision–making process is a key component of the empowerment process. It should be taken into consideration that sometimes people are not used to making decisions. However, including people in a decision–making process can provide them with power to take charge of their own decisions. This can be in the context of tourism development as well as decisions on other aspects of someone life. Additionally, P4 gave in–depth information on the strengths of the Corralones in Málaga. She emphasises that the people living in the Corralones in Málaga have an amazing power of self–organisation and decision–making. She empathises this as strengths of the Corralones in Málaga.
Policymaking
P3, P4 and P6 provided elaborations on the topic of policymaking. According to P3, the government should take responsibility in the development of a country. Governments should facilitate educational opportunities, employment, infrastructure and social services. Without these facilities, women will not be able to be fully empowered. Not only in political participation but also other aspects. P4 elaborated that policies should facilitate practical help for inhabitants to access resources. These resources can lead to empowerment. Moreover, policymaking can cause social transformations and access to resources. P6 elaborated that there need to be multiple tools in place to enable people to access opportunities. This includes government programmes and offer of support or funding for start-ups.

Political structures
According to P5, political structures affect welfare or maternity leave. These structures influence to what extent women and men are responsible for childcare. Furthermore, men and women do not have equal opportunities because of economic and welfare structures. P5 additionally pled that an improvement of political structures can result in a more equal distribution of responsibilities such as household tasks. P6 elaborated on the components of transport, access to resources, lack of resources such as access to infrastructure can result in difficulties when empowering women in rural areas.

4.7 Society
There are several societal related topics which influence empowerment introduced by participants. The topics ‘household relations’ and ‘availability of education’ are elaborated on this paragraph. These aspects aim to contribute to answering research questions 1 and 2.

Household relations
P3 elaborated that women can have unequal relations with male members of the family. P5 explained that male members of a family usually have the power. Furthermore, P5 explained that an improvement of social structures can result in a more equal distribution of household tasks. She explained the origin of household relations going back to the industrial revolution, in which men went to the factory to work and women stayed at home and took care of the household. She assumes that because of this workload division and men earning money, this equals some sort of power and control over women. Therefore, P5 is in favour of an equal distribution of household tasks. When the distribution of household tasks is equal, it will be a step forward to empowerment. P6 elaborated on the existence of distribution of household tasks resulting from previous centuries as well. Additionally, P6 explained the influence of household and society relations on women taking up jobs. In some communities, it can be risky for women personally to work outside the home.

Availability of education
Participant 1, 3, 4 and 6 explain how the availability of education affects several aspects. According to P1, the availability of education is related to opportunities for women to receive education. P1 explained that the women she worked with do not have many educational opportunities because there is a lack of resources in the area. This affects economic empowerment for women. Moreover, because women don’t have educational opportunities, they personally do not know what they like or dislike. According to P3, the government should facilitate educational opportunities. P4 explained that factors such as migration, missing resources and missing inclusion are factors influencing how education is perceived and
someone’s ability to access resources. P6 clarified that women can be subjected to an unequal distribution of education and consequently have fewer educational opportunities than men. Because of this unequal distribution, women would not be able to compete with a man who has a better degree. Therefore, P6 explained that access to education is a tool for empowerment.

4.8 Other

Topics discussed that could not be categorized into the existing axial codes are presented in this paragraph. The topic ‘education’ is frequently mentioned by Thien (2009) in the theoretical framework (section 2.2.2). Because education relates to economic, psychological, social, political empowerment and societal related aspects, the education is discussed in this paragraph. Moreover, this paragraph aims to contribute to answering research questions 1 and 2.

Education

P1 empathised the relation between education and the ability to explore opportunities. If women did not have many educational opportunities, it is important to explore what someone thrives on. In the project of P1, women get trainings to work on their practical skills and knowledge what is required in order to work in the project. Additionally, P1 explained that education can lead to an increased pride and psychological empowerment and economic empowerment. Both P2 and P1 provide the women with training to improve their practical skills and knowledge. P2 provides the women with workshops on how the tasks need to be done by showing examples of the work. Moreover, P2 sends women to other locations to get trainings and hires specialised trainers. Moreover, P2 explained that education can lead to psychological empowerment and states that developing skills is important to empower in all aspects. P3 explained education can lead to an increased awareness on gender differences in society and in the community. Moreover, education not only increases economic development, women can also be empowered on other levels such as communal and household. However, in order to be empowered, women need to know what to do with the information they are provided with and make strategic decisions. P3 therefore provides training on how businesses can be established, how businesses can be expanded and how sufficient operations can lead to greater income. According to P3, this leads to an increased knowledge on how to make strategic decisions. P4 explained the importance of education from a sociological perspective, meaning that education has the power to increase employment opportunities, as well as the fact that missing education can lead to fewer economic opportunities. Moreover, P4 explained the importance of education by ways of an example, stating that when a woman is educated, she can empower her children as well. Empowerment can therefore be passed on to the next generations. Additionally, P4’s perspective is that educating women in the neighbourhoods of Trinidad and Pécherel can be a challenge, because it must be clear where the focus is and what the project group FoM can facilitate. Lastly, P6 explained that education is a very important tool for empowerment. P6 states that at the base level of becoming empowered lies the realisation of which opportunities exist and providing education about what is available or what might be available. Education can help women to make strategic tourism decisions, understanding tourism behaviour, learning how to do business with the resources they have available as well as noticing opportunities. Therefore, it is important to educate women to realise which opportunities exist and facilitate access to education to increase women’s knowledge and practical skills.
4.9 Successes and challenges

Participants’ perspectives on successes and challenges of empowering women are presented in this paragraph. The objective is to contribute to an answer to research question 2, which will be answered in chapter 5, conclusions. The successes and challenges presented are introduced by participants only.

4.9.1 Successes

Effort

P1 and P2 explained the success of empowering women as when they are dedicated to the project, make a change for themselves and are making an effort to develop themselves.

Power

P4 explained a success of empowering women as when they are taking (back) power over their own lives.

Acknowledgement

P5 stated that it can be empowering for women if someone is taking interest in their lives and work. According to P5, this contributes to a feeling of acknowledgement and empowerment.

Education

P6 explained a success of women empowerment projects as facilitating educational opportunities and skill development. P6 elaborated that a successful project she had worked with started out as developing skills of local women but later turned into a cooking school where local women taught tourists how to cook local dishes.

Commitment

P2 mentioned that it is important to involve the women in the project every day by providing them with tasks, information and so on, to continuously keep them committed to the project.

4.9.2 Challenges

Community cohesion

According to P1, it was a challenge to get acceptance and support from the community. P1 experienced jealousy and greed from community members.

Communication

P4 explained a challenge for empowering women as realising empowerment can only be done with people and not on them. Moreover, P4 stated a challenge can be to bridge the gap in perspectives between participants and experts, because what someone can wish for a participant may not be what they want or need.

Society

According to P4, the setup of society is challenging for women’s empowerment, because of patriarchy, racism, discrimination against women and poor people.

Household

P5 found it challenging to talk to women when they need permission from their husbands to talk to her.

Tools

According to P4, it is difficult to develop tools that clearly work towards empowerment.
5 Conclusion

In this chapter, the conclusions regarding each sub-research question and corresponding research question are presented. The answers to sub-research questions A and B in conjunction aim to answer research question 1. Sub-research questions C, D and E in conjunction aim to answer research question 2. The sub-research questions related to the research question are answered before answering the research questions.

5.1 Sub-research question A: Of which aspects does the process of empowerment consists?

This paragraph presents the aspects of the empowerment process as identified in literature and field research, aiming to answer sub-research question A: ‘Of which aspects does the process of empowerment consists?’

Participants explained the following stages influencing the process of empowerment: ‘realisation’, ‘awareness raising’, ‘decision-making’, ‘policy-making’ and ‘agency’. Interpreting participants’ explanations of the process resulted in identifying aspects of the empowerment process. These aspects are: ‘internal quality’ and ‘education and training’. Participants elaborated on external factors such as societal structures, government programmes and mentoring relationships which can have a positive or negative impact on the empowerment process. Lastly, participants perceive that the process of empowerment exists of small actions which can have a multiplying effect.

In contrast with the theory of Malhotra and Schuler (2002), the identified aspects are rather similar. According to Malhotra and Schuler (2002), choice is at heart of the empowerment process, interpreted as ‘decision-making’ in field research. Agency and resources can be described in various terms as power, control, awareness and voice, described by participants as ‘agency’, ‘awareness raising’ and ‘realisation’.

The majority of participants explain that the process of empowerment consists of multiple aspects: ‘choice’, ‘agency’ and ‘resources’ as, policymaking, education and other external factors. ‘Achievements’ is described by Malhotra and Schuler (2002) as improvements in political participation and economic security. However, this study did not measure an increase in political participation or perceived achievements of the women of LAC. Therefore, achievements are not perceived as a key component in the process. It can be concluded that the theory of Malhotra and Schuler (2002) is confirmed to be the process of empowerment, except for the aspect ‘achievements’. At heart of the process of empowerment is choice, which is influenced by agency and resources.

5.2 Sub-research question B: What are perceptions of women empowerment?

As described in the introduction and literature review, the objective of sub-research question B is to identify perceptions of empowerment beyond socio-economic perspectives.

The perceptions of women empowerment identified in literature are: economic empowerment, psychological empowerment, social empowerment and political empowerment by Thien (2009). These four perceptions of women empowerment are confirmed by participants as perceptions of women empowerment. Moreover, during interviews participants acknowledged household as an additional perspective. Therefore, it can be concluded that based on the data collected by interviews, empowerment can be perceived from a socio-economic perspective, but it can also be perceived from psychological, political and household perspectives.
Economic empowerment is mentioned by five out of six participants as a perception in which women can be empowered. Participants frequently mention income, opportunities for employment and opportunities for businesses as the prime indicators for economic empowerment. The majority of participants acknowledge empowerment can be perceived from a psychological perspective. Participants mostly mention an increase in self-esteem, courage, pride and confidence as components which developed when women were psychologically empowered. Social empowerment is mentioned by all participants as an empowerment perception. Social empowerment most often includes an increased community cohesion and reconsideration of gender role stereotypes. Participants state that social empowerment can only develop if the need for economic resources is fulfilled. Participants elaborate that subjects such as ‘decision-making’, ‘policy-making’ and ‘political structures’ are indicators for political empowerment. Contrary to political empowerment in literature, the only subject confirmed by participants is ‘decision-making’. The majority of the participants state ‘household’ as an additional perception on empowerment. This perception of empowerment is not identified in literature. Participants state that the household affects economic, social and political empowerment.

5.3 Research question 1: What is the conceptualisation of women empowerment?

The insights of sub-research questions A and B have led to the development of a theoretical and empirical framework, which in conjunction aim to present the conceptualisation of women empowerment. The theoretical framework is composed of findings presented in the literature review. The empirical framework is composed exclusively of data collected in interviews. The theoretical framework can be found in appendix H. The empirical framework is presented in appendix I.

The division between the two frameworks is made to illustrate the difference in data collected in literature and interviews and both contribute to an understanding of the conceptualisation of women empowerment composed of theoretical information and participant’s perspectives. Both frameworks aim to illustrate the concept of women empowerment from holistic perspective and present the relations between different components within the models. Because of the distinction between literature and field research findings, a comparison is made to detect differences and similarities between the concept in order to get a thorough understanding of the conceptualisation.

The literature review has explored the concept of women empowerment and insights into the concept have shown that women empowerment is composed of several aspects that influence each other. This section refers to the theoretical framework in appendix H. The left dark-grey cell presents external social factors influencing women empowerment as described by Huis et al. (2017) in section 2.2.2. Concluding, the ability a woman has to access and control resources is affected by social structures and cultural contexts. The red cell represents the definition as presented in section 2.2.1. “Women empowerment is defined as a process of taking up control over someone’s own life, in a context where this ability was previously denied to them” (Huis et al., 2017, p. 3). This definition states that women empowerment is a process. This process is described by Malhotra and Schuler (2002) as having ‘choice’ at heart, an in influenced by resources, agency and achievements. This process is presented in the orange cell. As presented in the theoretical framework, women empowerment in tourism is thoroughly described by Scheyvens as cited in Thien (2009). Women empowerment through tourism can be divided into four dimensions: economic, psychological, social and political empowerment. Under each dimension, indicators are described in the yellow cell. Gaining control over economic, psychological, social and
political aspects increases the ability to control resources, agency and achievements and results in empowerment.

The empirical framework is based on data provided by participants during interviews. This section refers to the empirical framework presented in appendix I. The lay-out of the model is similar to the lay-out of the theoretical framework, because the essence of the concept remains the same. Participants explained several social factors that influence women empowerment, which are presented in the left dark-grey cell. It is concluded that the process of empowerment exists of the component’s choice, resources and agency, which are presented in the orange cell. Participants confirm that women empowerment exists of economic, psychological, social and political dimensions. Within the four dimensions, indicators described by participants are presented in the yellow cells.

The perceptions of women empowerment as stated in literature by Thien (2009) are confirmed as perceptions of women empowerment. The process of empowerment as presented by Malhotra and Schuler (2002) is adopted in the empirical framework because of the majority of overlapping components, except for ‘achievements’.

Prominent in the empirical study is the frequency with which participants mentioned education as a valuable indicator for women empowerment, because it affects empowerment in all fields. Within field research, 36 indicators have been identified. These indicators are part of the conceptualisation of women empowerment because participants introduced or confirmed the presence of this indicator, regardless of the fact if the indicator is presented in the theoretical framework. Therefore, the empirical framework is the leading conceptualisation of women empowerment in this study, because all components of the model are either extracted from literature and confirmed by participants or explained by participants as influencing women empowerment.

5.4 Sub–research question C: What indicators of empowerment present in tourism appear to be the most relevant for the project ‘Flavours of Málaga’?

To answer sub–research question C, the data has been analysed for aspects that are important to take into consideration in the FoM project. Because the literature and field research to answer this sub–research question is limited, an expert of the FoM project was asked to help determine the relevance of each indicator. The objective of this sub–research question is to identify indicators of women empowerment that are significant for the project ‘Flavours of Málaga’ to take into consideration when working with the women of LAC.

The following indicators appear to be most relevant for the FoM project:

- Education

Education is the indicator for women empowerment most frequently mentioned by participants. Education is also mentioned in the literature review in different forms, as ‘gaining of valuable skills’ (economic empowerment), ‘desire for education’, ‘confidence to go back to school themselves’ (psychological empowerment). Education can contribute to economic, psychological, social and political empowerment. According to P6, education on available options is very valuable in order to develop practical skills, gain knowledge on how to do business, gain knowledge on how businesses can be expanded, gain knowledge of the tourism industry, make strategic decisions and increase the realisation of available options. For the FoM project, education can be a valuable tool to increase the knowledge of
the women of LAC because many of the women did not have many educational opportunities. Therefore, it can be helpful to provide them with educational opportunities to increase their ability to make decisions, increase self-esteem, self-reliance, confidence and pride, increase economic opportunities, develop professional skills, raise awareness on gender inequalities and increase their inclusion in society.

- **Income**

Income is an indicator presented in the literature research and elaborated upon by participants. Participants have stated that income can increase financial independence or partial financial independence, which can increase economic empowerment and improve the conditions in which empowerment is likely to occur. Economic empowerment can also result in an increased self-esteem, courage and confidence which contributes to psychological empowerment.

- **Decision-making**

In the literature review, the indicator ‘decision-making’ is placed within the dimension of political empowerment. Decision-making focuses on the ability women have over tourism development. Decision-making increases the feeling of independence, courage, inclusion and power to take charge over their own decisions. In some situations, women are not used to making decisions because institutions or superiors have made decisions about their lives. According to P4, this is the case with the women of LAC.

- **Community cohesion**

Community cohesion is an indicator belonging to social empowerment. This indicator is also frequently mentioned by participants. Participants explained the negative effect of a community’s attitude towards a women empowerment initiative as experiencing jealousy and distrustfulness from sceptical community members. This could be connected to the cultural beliefs and cultural dynamic in a community. In the FoM project, the position of the women of LAC in their neighbourhoods can affect the opinion of community members towards the project. If the opinions of community members are positive, this can lead to social empowerment. When the opinions of the community members are negative, distrustful or jealous, it can lead to an unequal distribution of positive or negative impacts. Therefore, this indicator is relevant for the FoM project.

- **Current socio-economic position of the women of LAC**

One participant has stated that although the women of LAC have a strong ability to make decisions apart from institutional processes, their ability to access educational opportunities is low. Therefore, the current socio-economic position of the women of LAC is an indicator relevant for the FoM project.

### 5.5 Sub-research question D: What are context specific aspects that positively and/or negatively affect women empowerment?

This paragraph presents conclusions on sub-research question D. As also stated by Huis et al. (2017), social structures and cultural context influence the ability and capacity of women to make decisions in their society. Therefore, this chapter presents context specific aspects that influence women empowerment. The effect of different context specific subjects are divided into positive effects, negative effects and subjects that can affect women’s empowerment positively and negatively.
Positively affecting women empowerment:

- Gender equality on national level

Negatively affecting women empowerment:

- Patriarchal society system
- Discrimination

Paramount to context specific aspects is the patriarchal society system in Spain. Therefore, a positive context related aspect influencing women empowerment is achieving gender equality on national level, so the distribution of roles and access to resources are equal for women and men.

Positively and negatively affecting women empowerment:

- Availability of education
- Access to resources
- Accessibility
- Gender role stereotypes
- Opportunities for exploration

This study explored influencing factors to women’s empowerment. Participants elaborated on how the availability of education, access to resources, accessibility, gender role stereotypes and opportunities for exploration can affect women empowerment positively or negatively. Whether a subject positively or negatively affects women empowerment depends on the context in which women empowerment takes place.

5.6 Sub-research question E: What do participants perceive as successes– and challenges of empowering women?

As presented in the research results, participants explain several successes and challenges of empowering women. The successes of empowering women are as follows:

- Participants have put a lot of hard work and effort into the project or initiative;
- Participants continue training and are enthusiastic about participating;
- Participants (desire to) make a change for themselves;
- Participants desire or take back control over their own lives;
- Outsiders take interest in the women’s daily lives and work, which contributes to feeling acknowledged;
- Talking with stakeholders involved to work towards the same goal;
- Educating participating women.

Most of the successes presented are related to the behaviour and personal qualities of the participants. It can be concluded that personal qualities are success factors of empowering women. Additionally, for long-term success, talking to women and stakeholders involved and being patient is key to increase the involvement of women and stakeholders and working towards the same goal.

The challenges of empowering women are:

- Receive acceptance of the initiative from the community;
- The patriarchal societal system in which racism, discrimination and poverty affect women’s positions in society;
- Developing tools or instruments that certainly lead to the empowerment of women;
- Realising empowerment can only be done with people, not to them;
- Trying to bridge the gap in perspectives between participants and leaders;
- Tourism is an experience rather than a tangible good;
- Using resources available in the community.

The challenges of empowering women are related to communal, societal and political settings. The attitude from the community members towards an initiative or project can be challenging to empowerment of women. This is supported by the theory of Thien (2009), stating jealousy and greed of community members can result in disempowerment. Moreover, due to the societal setup, empowering women may be challenging to achieve because of the patriarchal societal system in which racism, discrimination and poverty impact the position of women and their access to education and resources. Additionally, because of external influencing factors, it may be difficult to measure and manage empowerment, instruments and tools that clearly work to achieve empowerment are difficult to develop. Lastly, it is central to realise empowerment can only be done with people, not to them. As explained previously, empowerment is not transferable but can exclusively develop with someone. Moreover, it can be challenging to bridge the gap regarding the various perspectives of the stakeholders involved.

5.7 Research question 2: What are successes and challenges of women empowerment through tourism?

The successes and challenges presented in this paragraph are based on the conclusions of sub-research questions C, D and E. The structure of the empirical framework is used to explain the successes and challenges, from overarching components to in-depth successes and challenges. Firstly, challenges of the concept and the empowerment process are presented. Secondly, successes and challenges of external influencing factors affecting women empowerment are outlined. After that, successes and challenges of the empowerment perceptions are described. Lastly, successes and challenges related to the tourism context are presented.

### Challenges of the concept women empowerment and the empowerment process:

<table>
<thead>
<tr>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>- There is no one size fits all to empowerment and multiple components have</td>
</tr>
<tr>
<td>to come together.</td>
</tr>
<tr>
<td>- It can be difficult to measure empowerment and determine to what extent</td>
</tr>
<tr>
<td>someone is empowered or to what extent empowerment is possible.</td>
</tr>
<tr>
<td>- Perceptions of women empowerment are interwoven; alternation can lead to</td>
</tr>
<tr>
<td>empowerment or disempowerment in multiple fields.</td>
</tr>
<tr>
<td>- Developing instruments that clearly work.</td>
</tr>
<tr>
<td>- Empowerment comes from an internal quality to make changes for yourself.</td>
</tr>
</tbody>
</table>
Successes and challenges of the external influencing factors affecting women empowerment:

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Achieve gender equality on national level.</td>
<td>– Adjust the patriarchal society system to achieve gender quality.</td>
</tr>
<tr>
<td>– Increase access to resources and access to education.</td>
<td></td>
</tr>
</tbody>
</table>

Successes and challenges of economic indicators of women empowerment:

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Increase financial independence.</td>
<td>– Low economic resources decrease the likeliness of empowerment.</td>
</tr>
<tr>
<td></td>
<td>– Generate stable income throughout the year.</td>
</tr>
</tbody>
</table>

Successes and challenges of psychological indicators of women empowerment:

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Involvement can lead to an increased self-esteem, courage, confidence and self-reliance.</td>
<td>– Realising opportunities exists and make decisions differently.</td>
</tr>
<tr>
<td>– Expressing desire to change and take control over their own lives such as desiring educational opportunities.</td>
<td>– Awakening the desire for educational opportunities.</td>
</tr>
<tr>
<td>– Exchanging experiences can broaden the scope of the women involved in projects.</td>
<td></td>
</tr>
</tbody>
</table>

Successes and challenges of social indicators of women empowerment:

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>– An accepting community can positively affect the project and make participating women feel supported.</td>
<td>– A sceptical community can have a negative impact on the project, leading to social disempowerment.</td>
</tr>
</tbody>
</table>

Successes and challenges of political indicators of women empowerment:

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Involvement in decision-making contributes to the feeling of independence, courage, inclusion and power.</td>
<td>– Increasing the ability to make decisions if women are not used to making decisions.</td>
</tr>
<tr>
<td>– Involvement in decision-making can lead to realisation of what options are available.</td>
<td></td>
</tr>
<tr>
<td>– Involvement in decision-making can lead to a desire for education, education can lead to empowerment in all fields.</td>
<td></td>
</tr>
</tbody>
</table>
Successes and challenges of the tourism context in which women empowerment develops:

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using local resources in manufacturing tourism products as part of the experiences which creates less dependence on suppliers.</td>
<td>- A gap in perspectives between project leaders and participants.</td>
</tr>
<tr>
<td></td>
<td>- Generating stable income throughout the year instead of seasonal job opportunities.</td>
</tr>
</tbody>
</table>

5.8 Discussion

5.8.1 Reliability

It is hard to determine the extent to which this research is reliable. The reliability of any qualitative research is difficult to measure due to an open approach, which involves the development of models and there is no delineated setting for studies that will produce comparable results when replicated (Verhoeven, 2015, p. 302). Moreover, the perceptions of people interviewed can change over time or people get replaced. Even changing jobs can affect the reliability of a qualitative study (Verhoeven, 2015, p. 303).

At first, the initial aim of this study was to interview ten participants. Eventually, this number was reduced to six. The reduction from ten to six participants affected the reliability of this study. The fewer participants contribute to the research, the lower the probability of getting similar results when the study is replaced, and this therefore reduces the reliability of this study. The reduction of participants also meant a decrease in variety in sample sizes. The sample sizes vary from one to three participants per sample size. The three sample sizes are used to shed light on different perceptions of women empowerment but decreases the likeliness of getting similar results when the research is replicated, especially because of their small range. This increases the chances of missing information on certain topics and reduces the reliability of this research. However, a detailed research design is established based on literature review, along with data-triangulation by ways of interviewing three groups of participants who shed light on different perspectives of the topics discussed. Moreover, recording equipment was used to increase the reliability because the information discussed in the interview can be verified. Peer feedback and supervisor feedback have been performed to optimise the design of the interviews and iteration is used to optimally phrase the questions to meet the objectives of this research. Overall, participants have mentioned similar topics which were already presented in literature and additionally explained new topics. Therefore, the probability of missing information on certain topics is considered to be high, which decreases the reliability of this study. Lastly, random errors occurred during the Skype interviews due to poor connection and other interruptions during the conversations.

5.8.2 Internal validity

The internal validity addresses the extent to which the researcher can draw unbiased conclusions (Verhoeven, 2015). The basis for internal validity is the objectivity of the researcher. Researchers must note that the interpretations can lead to unbiased conclusions (Verhoeven, 2015). Participants of this study could have given socially desirable answers, due to them being aware the information is used in research. Moreover, a few participants requested the topic list in advance. This can decrease the chances of giving spontaneous answers. However, participants have signed a consent form which states that their contributions are used for this study only, which could increase the probability of participants
being **truthful**. Despite the answers given by the participants being **truthful**, the interpretations of the answers are left to the researcher. **To analyse the data as objective as possible**, the empirical research findings are compared to literature presented in the theoretical framework. During the coding process, the key-terms could be derived from the theoretical framework and therefore required less interpretation by the researcher. Nevertheless, this does not guarantee complete objectivity.

### 5.8.3 External validity

External validity **foremost** addresses the extent to which the conclusions apply to similar situations and can be generalised. **Even though** this study explores the concept of women empowerment and women empowerment through tourism, the conclusions of this study are specifically focused on the FoM project. Therefore, the conclusions drawn do not apply to similar situations. Moreover, three sample sizes are used to acquire the right information to base the conclusions on, but the sample sizes vary from one to three participants per sample size. Therefore, the probability that the research is generalised is **small**.

### 5.8.4 Construct validity

Central in indicating the construct validity is the coherency between literature review, the outline of the research and to what extent the researcher measured what the researcher wanted to measure (Verhoeven, 2015). To increase the standards of construct validity, the obtained information from the theoretical framework is used as a construct for the interview guides of the experts and project leaders interviewed. An exception has been made for one participant, to acquire knowledge on the sociological aspects of women empowerment. Moreover, this structure is used for coding analysis, used as structure in the research results and as a foundation for the established theoretical and empirical framework. These components all support the construct validity. However, participants are not asked what they consider perceptions of women empowerment. To determine the perceptions, an analysis on the dimensions of economic, psychological, social and political empowerment is performed to identify if the participants’ contributions matched the axial codes which were based on literature. Moreover, the second participant interviewed did not lead a women empowerment through tourism project. The second participant was available at short notice, which was required for the closure of this study and to increase the sample size. The second participant however did have experience working with women empowerment projects and sells their products to tourists. It is however not their core activity. Therefore, the contributions of participant two did not completely meet the objectives of this research to learn **about** women empowerment through tourism projects. However, participant two’s contribution has been very valuable in understanding women empowerment projects.
6 Advice

The objective of this chapter is to answer the management question: “What can the project Flavours of Málaga learn with regard to previous projects on women empowerment through tourism?” Deriving from the conclusions in chapter 5, an advisory theme is selected as overarching theme for the three scenarios that are composed. The solutions are evaluated on the amount of impact, time, costs and resources required for the implementation. In order to present a practical translation of what can be learned from the theoretical and empirical study, one scenario is implemented into a PDCA-cycle and guidebook form. The PDCA-cycle presents in-depth information on planning, executing the actions that need to be performed, checking and acting upon improvements that can be made. The guidebook displays do’s and don’ts, questions for project leaders, a key message, the barriers that have been tackled and a quote of a participant. The approximate financial implications will be presented to provide a complete overview of the impact, benefits and costs of the solution. Lastly, conclusions will be drawn on the main pieces of the advice and an answer to the management question is formulated.

6.1 Advice options

To determine what subjects will be discussed in the advisory chapter, an overview of the most important subjects is made. Eight subjects are either frequently mentioned by participants and/or considered very important by project members of FoM. The eight selected subjects are:

1) Education
2) Decision-making
3) Self-esteem, self-reliance, confidence and pride
4) Income
5) Gender division between men and women in community
6) Access to resources
7) The effect of societal structures on women
8) Respect, recognition and equality in the community

This research has revealed various subjects that are important to focus on, in order to enhance women empowerment. Deriving from the conclusions in chapter 5, this study has revealed that education affects empowerment in all fields. Education can lead to an increased ability to make decisions (subject 2), increased value and perception of self (subject 3), increases job opportunities and stable income (subject 4) and increase awareness on gender differences in the community (subject 5). Subject 6, access to resources, greatly affect women empowerment. It can either mean access to economic resources, access to educational resources or learning how to use local resources to their best extent. Increasing the economic resources of the women of LAC in the short term might be difficult to execute since the FoM project cannot guarantee an increase in economic resources. However, it can be a long-term effect of the FoM project. Moreover, learning how to use local resources available and facilitating educational resources are related to education. Subject 7, the effect of societal structures on women, is a topic which is related to the societal setup of Spain, which is patriarchal. As concluded in paragraph 5.5, societal structures distribute the roles and access to resources between women and men. Because this is a distribution rooted in the society, it is difficult to give in-depth advice on it in this chapter. Subject 8, respect, recognition and equality in the community is also related to societal beliefs and behaviour and
for that reason is not the focus of this chapter to implement solutions for. Because education can have a variety of positive effects on women empowerment, the theme of the advisory chapter is education.

6.2 Advisory theme: education

This study has shown that education is a key component contributing to empowerment in all fields, as presented in the empirical framework of this study. Participants have explained that education can: 1) increase the ability to make decisions (political empowerment), 2) increase noticing business opportunities (economic empowerment) 3) increase or provide more economic opportunities (economic empowerment), 4) develop professional skills (economic empowerment), 5) increase self-esteem, self-reliance, confidence and pride (psychological empowerment) and 6) increase inclusion in society (social empowerment). A visual representation of education in relation to women empowerment indicators is illustrated in figure 6.1.

From the theoretical and empirical framework of this study, two components rooted in the origin of the concept explain the importance of facilitating educational opportunities. Firstly, it is important to understand that empowerment comes from disempowerment, as stated by Huis et al. (2017) and participants. This means that women can make decisions differently than with the options that were previously available to them. As concluded in paragraph 5.4, due to the alteration in choices that can be made, women need to realise what additional options they have, and education is required to realise available options. Being able to make decisions differently is related to the choices available and agency someone has to take up opportunities and realise the alternation in available options, which is described by Malhotra and Schuler (2002) in section 2.2.2. Education can help women grasp and understand the ‘new’ available options. Secondly, because of the societal structure and the position of women in society, the distribution of accessing educational opportunities to the women of LAC, who have a low socio-economic position, is low. Due to their low socio-economic position, the women of LAC experience difficulties in the development of their businesses.

Currently, the women of LAC are not used to make decisions regarding the development of the women’s association and tourism products. When the support of Saxion University of Applied Sciences stops in December 2019, it is crucial that the women of LAC are self-sufficient regarding the operations of the FoM project. Although the women are committed to the projects, they experience several barriers which prevent them from being self-sufficient. The barriers are presented in paragraph 1.3.

6.3 Solutions

As presented in the introduction, the project group FoM experiences several barriers regarding working together with the women of LAC in order to fully cooperate in the project. In order to enhance women empowerment in the FoM project to its best extent, three solutions are presented. Moreover, the solutions focus on overcoming the barriers by means of implementing educational opportunities for the women of LAC. The solutions are evaluated on the basis of several factors. Evaluated on these factors, one solution is chosen to implement into the FoM project.
Solution 1: Entrepreneurial skill development

Project members have expressed concerns regarding the current entrepreneurial skills and knowledge of the women of LAC. To improve their knowledge and skills, the first solution focusses on improving the entrepreneurial skills of the women of LAC.

In the literature research, Thien (2009) explains one indicator of economic empowerment as ‘gaining of valuable skills or capacity building’ (p. 17). It means that an increased set of skills can result in economic empowerment. Education can be used to facilitate women with the opportunity to develop their skills. Participants stated that women who did not have many schooling opportunities, have a harder time knowing what to do with the information they are provided with. Therefore, women have to increase their knowledge on entrepreneurship.

Participants contributing to this study focussed educational opportunities in their women empowerment through tourism projects on increasing practical skills, increase knowledge on information that is required to work in the sector, increasing knowledge on gender differences and exploring preferences. To increasing the knowledge that is required to work in the sector, participants focus on teaching women entrepreneurial skills, understanding tourism behaviour and understanding tourists demands.

For the women of LAC, it can be helpful to develop their entrepreneurial skills in order to be self-sufficient when the project stops in December 2019. Besides, the women of LAC did not have many educational opportunities, which makes increasing their entrepreneurial skills a priority to improve their success in the short term.

Participants explained various options to increase the knowledge and skills of women, one of which is sending 2 women to workshops, either in the same city or other regions. The women who followed the workshops can thereafter teach the other women what they have learned. This way, the two women who participated in the workshops have to be proactive, involved and have to make sense of the information they are provided with in order to be able to pass the information onto other women. Moreover, it can present them with the opportunity to ask all sorts of questions regarding the establishment of a business.

In order to implement education into the FoM project and increase the women's entrepreneurial skills, two women can attend the two days ‘GIRA MUJERES WEEKEND COCA–COLA’. The event is organised in 13 cities in Spain and Portugal, one of which is Málaga. The event focusses on female entrepreneurs who need practical information to start their business, women who want guidance on how to expand their business, those who want to learn more on entrepreneurship and strategies and want to meet and connect with other entrepreneurs. The two-day event offers various modules on several topics such as entrepreneurship strategies, human resources and legal aspects, how to sell your product, business models, marketing and communication tools, feasibility and finances. There is no admission fee for the event.

This solution overcomes the lack of knowledge and skills the women of LAC have. Because the event might not be useful for all the women of LAC, two can attend. The two women can afterwards teach the other women of the association what they have learned regarding each topic discussed. In this way, the women attending the event can make sense of the information and are able to pass it onto others. Therefore, the entrepreneurial skills and knowledge of all the women increases.
Solution 2: Decision-making processes

Project experts have expressed concerns regarding the level of professionalism of the women of LAC because of difficulties they are having regarding making decisions from a business perspective. Moreover, due to an increased demand from tour operators and other stakeholders, the women are confronted with decision-making processes that they struggle with. Therefore, interactive workshops in the form of roleplay could be a helpful tool to help them practice professional communication and negotiation processes.

Based on the conclusions in chapter 5.5, education contributes to increasing the ability to make decisions. The theory of Scheyvens as cited in Thien (2009) explains that political empowerment consists of multiple indicators, one of which is the ability to make decisions regarding the development of tourism products. This solution focuses on increasing this ability in their own women’s association.

Participants facilitating educational opportunities in women empowerment through tourism projects focus their education programmes on the growth of developing practical skills, increasing knowledge on information that is required to work in the sector, expanding knowledge on gender differences and exploring preferences. The first workshop focuses on addressing the knowledge that is required to work in the sector. The second workshop focuses on developing practical communication skills such as negotiation processes.

The first workshop aims to teach the women of LAC communication techniques and strategies regarding the stakeholders that they have. Central in the first workshop can be: who are the stakeholders I communicate with, what is professional communication and how do I communicate professionally? The women can fulfill different roles as ‘stakeholders’ which can be divided into the several stakeholders they already have, ‘potential new stakeholder’ and ‘communication employee of LAC’. The women can change roles to practice with different perspectives.

The second workshop aims to improve the practical skills that are required for negotiation processes. Because of their growing business and therefore growing contact with (potential) stakeholders, professional communication as well as negotiation skills are required. The questions: what information is required to decide? Based on what information do we decide? What information do I need to negotiate? What do I want from the (potential) stakeholder? And what is at stake? can be discussed before practicing the actual negotiating conversation. The roles can be divided into ‘stakeholder’, ‘potential new stakeholder’ and ‘communication employee of LAC’.

Although negotiation skills are not mandatory knowledge for all the women of LAC, it can work towards a better communal understanding of the business and help them to be more assertive in making decisions. For that reason, practicing with role play and gaining knowledge on stakeholders, communication and negotiation can be a good exercise for all the women of LAC.

This solution presents several benefits for the project group FoM. Since there is no staff member of the project group FoM on-site, it presents an opportunity to keep involved in the decision-making processes and considerations the women of LAC make to come to a solution.
Solution 3: Exchange of experiences

Participants have stated that exchanging experiences with other groups can be an informative as well as fun environment for women to learn new skills. Therefore, this solution consists of exchanging experiences with a similar group.

This solution addresses barrier 1 as presented in paragraph 1.3. Learning from similar groups can have a positive effect on skills development. Gained experience and information can be applied in their own business as well.

The exchange experiences with a group in a similar situation can be over a course of six weeks, because the solution cannot be implemented before September 2019, and the project ends in December 2019. Four of these weeks consist of working on assignments and each week has a different theme. The themes can be regarding entrepreneurship, business models, network analysis of own group and network analysis of the other group. The women can decide which of the four themes they want to focus on, so the desire for education is addressed and a proactive attitude can be expected. Central in the fifth week is reflection and evaluation upon decisions made. The sixth week, the two groups can meet each other to exchange experiences in person.

To find a group to do an exchange experience with, the AFAEMME (2018) platform can be used. AFAEMME (2018) is a federation of Mediterranean businesswomen that has 59 member organisations and works with a variety of projects over 24 Mediterranean countries, aiming to strengthen gender equality, economically empower women, promote women’s entrepreneurship and facilitate the access of women to decision-making positions in the economy. The objectives of the association are in line with the objectives of this solution, making their platform and experience suitable to use. The FoM project could get in contact with AFAEMME to ask if they have any current project going on in Spain.

6.3.1 Comparing advice options

In order to choose the most feasible advice option, the advice solutions are evaluated based on several factors. The factors contain an estimation of the expected impact, time, costs and resources. Because the FoM project is implementing the solution, the indication is made for them. The impact describes the extent to which the advice solution has a positive impact on the FoM project and the women’s association LAC. The expected time is indicated. Because the funding budget is limited and the women’s association is fairly new, the advice solutions should be reasonable. Lastly, the amount of resources needed to implement the advice solution are specified. The factors are evaluated on a scale of 1 to 3, the factors and nuances are described below.

- **Impact** – to what extent the advice has impact on the FoM project, which includes the women’s association LAC. Because impact is a relative indicator, there is no possibility to describe other nuances than having 1: low impact, 2: medium impact or 3: high impact.
- **Time** – the amount of time required to implement the solution. The nuances for indicating time can range from 5 hours to 100 hours. The hours are indicated for the FoM project, because this advisory chapter is aimed to them. The nuances are 1: not many hours are required to implement the advice, 2: medium hours or 3: many hours.
- **Costs** – the amount of money required to implement the solution. To implement any solution, money is required, this can either be working hours, resources or travel expenses. The costs
can vary between 100 euro and 6000 euro. The nuances are: 1: low costs required, 2: medium costs required or 3: high costs required to implement the solution.

- **Resources** – the amount of resources required to implement the solution. Resources are mostly expenses for materials that are required to implement a solution. Resources can vary between 100 euro and 1000 euro. The nuances are: 1: low, 2: medium or 3: many resources required to implement the solution.

Impact is considered a positive aspect of implementing the solution. Time, costs and resources are considered negative aspects of implementing the solution. The following matrix visualises the comparison between the different solutions.

**Table 6.1 Comparison of advice options**

<table>
<thead>
<tr>
<th></th>
<th>Positively</th>
<th>Negatively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Impact</td>
<td>Total</td>
</tr>
<tr>
<td>Solution 1:</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Entrepreneurial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skill development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solution 2:</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Decision–making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solution 3:</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Exchange of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The impact of the first solution can be considered medium. The two–day course offers a variety of different modules, in line with to the knowledge that the women of LAC are currently lacking. However, because two women participate in the two–day event, there is no guarantee that they will be able to transfer the right information to the other women of the association. Moreover, there is no guarantee that the modules consist of the information that the women of LAC need. The time, costs and resources are all considered to be low. Little time has to be invested by the project members of FoM, other than talking to the women of LAC and helping them sign up for the event. Little cost is required because there is no admission fee for the event. The resources required are also considered to be low, because there are few materials required from the FoM project to implement this solution.

The impact of solution two could be considered high, because active involvement of women can lead to an increased awareness on available options and increased ability to make decisions from business perspective. Initially, two workshops can be given. The time and costs to implement this solution are considered to be medium. Because of the specificness of the project, the members of FoM can develop two workshops themselves. However, it can save expenses if someone on–site, from the University of Málaga for example, can help develop the workshops. The resources required are considered to be low.

The impact of solution three is considered medium, because exchanging experiences can be an amusing case to learn but requires active involvement of the women of LAC which cannot be guaranteed. Time investment is considered high, because the project members have to develop lesson materials, give
classes and evaluate the answers. The main costs are depending on the location of the exchange group and are therefore considered medium ranged. Required resources are indicated to be low, because the lesson materials can be printed on paper or filled in by the women of LAC online. Other required resources can be regarding transport to visit the women of the exchange group.

As can be seen in the matrix, solution one has the highest feasibility based on impact. The negative aspects of solution one is considered to be low, due to the little requirements needed for attending the two-day event. The second solution scored high on impact. To learn by way of role play can help the women of LAC to make sense of the information that is required to carry out their day-to-day operations and make sense of new knowledge. Time, costs and resources of the second solutions are indicated on an average or low level. To decrease the time and resources required to carry out this solution, cooperation with the University of Malaga can be considered to develop role play workshops in Spanish and have a trainer on-site to do the workshops with the women. This person can also perform the evaluation meeting and possibly extend the workshops if the objectives of the workshops are not met jet. Solution three scored medium impact because it depends on how many women want to be involved in making assignments over a course of four weeks and keep track of the assignments. Moreover, the project group FoM would need to invest much time in the development of lesson materials required for this solution.

Because of the high impact of solution two, this solution is selected to be elaborated on in the implementation paragraph. Solution two focuses on the ability to make decisions from a business perspective, addresses the usefulness of learning and making decisions regarding the expansion of their business.

6.4 Implementation workshops ‘Stakeholders and negotiation’

The implementation contains a PDCA-cycle to implement the interactive workshops. In order to do so, a guidebook is established which presents focus points of the workshops. This paragraph presents the PDCA-cycle, description of workshop stages, financial implications and the expected benefits this solution can bring to the FoM project and the women of LAC.

6.4.1 PDCA-cycle

The implementation of solution two into concrete actions is based on the PDCA-cycle. The PDCA-cycle is a process-oriented approach to problem solving, organising desired results and can therefore be considered as a quality improvement tool. The PDCA-cycle was developed by Shewhart in 1938 and further developed by Deming in 1950 (Van Vliet, 2011). The PDCA-cycle contains four sub processes: Plan, Do, Check and (Re-)Act. Figure 6.2 presents the PDCA-cycle.

Based on the aforementioned paragraphs of this chapter, a practical translation of what can be learned from the theoretical and empirical study is that education can help increase the ability to make decisions, which increases empowerment. The workshops ‘Stakeholders and negotiation’ focus on improving the decision-making skills, by ways of focussing on communicational and negotiation skills of the women of LAC. It is expected to overcome barriers presented in paragraph 1.3 and help
the women of LAC become more resolute in taking decisions regarding the establishment and expansions of their business.

**Roleplay workshops**

In order to implement education into the FoM project to increase women empowerment to its best extent, the second solution presented is implemented into a PDCA-cycle. To carry out the roleplay workshops, a division is made between several aspects of the process. Because the FoM project ends in December 2019, the timeframe for this solution is from week 36 until week 42. The PDCA cycle is divided into stages of the PDCA-cycle, a timeframe, activities, parties involved and the location of the activities. The PDCA-cycle is presented in table 6.2.

**Table 6.2 – PDCA-cycle**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Timeframe</th>
<th>Activities</th>
<th>Involved</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN</strong></td>
<td>Week 36</td>
<td>Plan a date for the workshops</td>
<td>FoM</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check availability of teacher</td>
<td>FoM</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check availability of LAC</td>
<td>FoM &amp; LAC</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check availability of location</td>
<td>FoM &amp; LAC</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td>Week 37–38</td>
<td><strong>Preparing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation professional communication</td>
<td>FoM</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write roleplay scripts communication with stakeholders</td>
<td>FoM</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation negotiation strategies</td>
<td>FoM</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write roleplay scripts negotiation with stakeholders</td>
<td>FoM</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td>Week 39</td>
<td><strong>Operational</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print roleplay scripts</td>
<td>FoM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confirm availability of LAC and location reservation</td>
<td>FoM &amp; LAC</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td>Week 40</td>
<td><strong>DO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Travel to Málaga</td>
<td>FoM</td>
<td>Deventer &amp; Málaga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation professional communication</td>
<td>FoM &amp; LAC</td>
<td>Málaga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roleplay with scripts</td>
<td>LAC</td>
<td>Málaga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation negotiation strategies</td>
<td>FoM &amp; LAC</td>
<td>Málaga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roleplay with scripts</td>
<td>LAC</td>
<td>Málaga</td>
</tr>
<tr>
<td></td>
<td>Week 41</td>
<td><strong>CHECK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FoM member shares experiences with the rest of the group during team meeting</td>
<td>FoM</td>
<td>Deventer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skype meeting evaluation FoM and LAC</td>
<td>FoM &amp; LAC</td>
<td>Deventer &amp; Málaga</td>
</tr>
</tbody>
</table>
6.4.2 Description of workshop stages

Stage 1: Plan

The first stage of the workshops will focus on planning, preparing and operational tasks. Several planning and operational tasks have to be prepared before the workshops can be given. Firstly, two dates have to be scheduled for the workshops and availability of the teacher, LAC and location have to be checked. Preferably, the two workshops will be two days in a row. Meaning that on day one, workshop one will happen, on day two workshops two. Preparations have to be made for the workshops such as making presentations and writing roleplay scripts. Several topics can be considered. Several topics can be considered. A list of topics addressed in the workshops is presented in table 6.3 and table 6.4.

Table 6.3 – Topics addressed in workshop 1

<table>
<thead>
<tr>
<th>Workshop 1</th>
<th>Presentation ‘stakeholder communication’</th>
<th>Scripts ‘stakeholder communication’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Introduction on the aim of the workshops.</td>
<td>• Introduction on the different roles:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– ‘stakeholder’,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– ‘potential new stakeholder’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– ‘communication member of LAC’.</td>
</tr>
<tr>
<td></td>
<td>• What is a stakeholder?</td>
<td>• Stakeholder scripts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Stakeholder is annoyed or confused because of lack of information</td>
</tr>
<tr>
<td></td>
<td>• Who are my stakeholders?</td>
<td>– Stakeholder is happy because everything went well</td>
</tr>
<tr>
<td></td>
<td>• What is professional communication between stakeholders?</td>
<td>– Stakeholder is angry because a phone call is not followed up</td>
</tr>
<tr>
<td></td>
<td>• What is professional communication?</td>
<td>– Stakeholder has critical feedback on experience with LAC</td>
</tr>
<tr>
<td></td>
<td>– Face to face</td>
<td>• New stakeholder scripts:</td>
</tr>
<tr>
<td></td>
<td>– Phone conversations</td>
<td>– New stakeholder promises to send email, but after two weeks no email is received</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Potential new stakeholder calls and takes interest in the project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communication member of LAC scripts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Realigned with the script topics above and appropriate according to desired professional communication</td>
</tr>
</tbody>
</table>
Table 6.4 – Topics addressed in workshop 2

<table>
<thead>
<tr>
<th>Workshop 2</th>
<th>Presentation ‘negotiation skills’</th>
<th>Scripts ‘negotiation exercise’</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction on the aim of the workshop</td>
<td>• Same roles as the first workshop</td>
<td></td>
</tr>
<tr>
<td>• What is negotiation?</td>
<td>• Stakeholder scripts: Stakeholder wants to change the contractual agreements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instead of weekly tours, once a month. How do you respond?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stakeholder wants to reduce the cost price lower per product than agreed</td>
<td></td>
</tr>
<tr>
<td>• What information is required to decide?</td>
<td>• New potential stakeholder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• New stakeholder wants a lower costs price than usual</td>
<td></td>
</tr>
<tr>
<td>• What do we need or want from this stakeholder?</td>
<td>• Communication member of LAC scripts:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Realigned with the script topics above and appropriate according to desired professional communication</td>
<td></td>
</tr>
<tr>
<td>• How important is a stakeholder?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How important is it to keep a stakeholder satisfied?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 2: Do

In the do stage, two project members of the FoM project have to travel to Málaga. Since the workshops are already prepared, this stage focuses on preforming the workshops. In this stage, it is important to focus on giving the right information to the women of LAC in an interactive manner which keeps them involved. Moreover, the information has to be relatable to the women of LAC so the chances of them picking up on the information and staying actively involved are higher. In order to optimise the ways of communication in the workshops, a guidebook is established. The guidebook is a practical translation of the Do stage into one document. The outline of the guidebook is based on the guidebook of Milne, Thorburn, Hermann, Hopkins and Moscoso (2018). The guidebook presents key guidelines for implementation by ways of presenting do’s and don’ts, questions for project members, quick wins and successes and barriers. The guidebook used in this thesis is slightly different than the outline of the guidebook by Milne et al. (2018). The outline of the guidebook of Milne et al. (2018) and the guidebook outline used in this thesis are presented in appendix J. The guidebook is divided into five segments: do’s and don’ts, quotes from a participant, questions for project leaders and a key message of the subject and barriers that have been tackled. The guidebook is presented in appendix K.

Stage 3: Check

This stage is about monitoring the activities preformed. As mentioned in the evaluation of advice options, education is expected to be the fundamental starting point to enhance the other dimensions such as economic, psychological and social empowerment. Therefore, it is important when implementing this solution to also continuously monitor whether the increased abilities to make
decisions is implemented by the women of LAC in their day-to-day practices and if progress is actually made. Therefore, evaluations must be planned with the women of LAC after the two workshops. A Skype meeting can be arranged to evaluate the women’s perspectives on the workshops. Moreover, the person training the women of LAC can share her or his experiences with the project members during the weekly meeting, so all members of the project are up to date on the effectiveness of the workshops.

Stage 4: Act
This final stage is about acting on improvements that are identified during the evaluation meetings. When the workshops have been successful and possible extension of this learning method is desired, the improvement points could be taken into account in planning and scheduling new workshops. Therefore, the points of improvement could be written down by both the project group FoM and the women of LAC. If the women of LAC have suggestions for improvements, they must share them with the project group FoM so the project group can act upon these improvements in further development of new workshops.

6.4.3 Financial implications
The financial implications of the chosen solution will be elaborated on in this section. For the calculations, an estimation is made of the required materials, human resources, facilities and transportation. The numbers are a rough estimation of the financial implications, the actual costs can vary.

The women of LAC invest their time in the development of tourism products for the long-term benefits of their business. Because the project is in its starting phase, the women of LAC do not receive a regular income yet. Therefore, no hourly wage for the women of LAC is taken into calculation.

Table 6.5 – Financial implications

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Description</th>
<th>Amount</th>
<th>Time</th>
<th>Costs per unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Plan</td>
<td>Preparation for the workshops</td>
<td>40 hours</td>
<td>€57</td>
<td>€2280</td>
<td></td>
</tr>
<tr>
<td>– Do</td>
<td>Performance of the workshops</td>
<td>16 hours</td>
<td>€57</td>
<td>€912</td>
<td></td>
</tr>
<tr>
<td>– Check</td>
<td>Evaluation of the workshops</td>
<td>2 hours</td>
<td>€57</td>
<td>€114</td>
<td></td>
</tr>
<tr>
<td>Facilities and transportation</td>
<td>Round trip flight AMS-AGP</td>
<td>1 round-trip</td>
<td>€178</td>
<td>€178</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional transportation costs</td>
<td></td>
<td>€50</td>
<td>€50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accommodation</td>
<td>2 nights</td>
<td>€69,12</td>
<td>€138,24</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Notebooks for the women</td>
<td>7 books</td>
<td>€1,50</td>
<td>€10,50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Print costs for role-play scripts</td>
<td>36 prints</td>
<td>€0,05</td>
<td>€1,80</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total: € 3684.54</strong></td>
</tr>
</tbody>
</table>

Human resources
Most of the work that needs to be done to implement this solution has to be done by the project group FoM. Because of the specificness of the workshop regarding the abilities of the women and applicability of the information that can be discussed, the project members of FoM have to develop the workshops
themselves. To prepare two workshops, it is expected that it will take 5 working days to develop the presentations and scripts for the role-play exercise for both workshops. Therefore, the hours of preparation are considered to be 40 hours. The workshops are given over a course of two days and take 3 hours per workshop. Firstly, a presentation is given. However, because the trainer has to travel to Málaga, the costs of the performance of the workshops take 8 working hours per day. For the evaluation on the workshops, 2 hours are calculated. Project members of FoM have stated that the approximate hourly wage is €57.00. This gives an approximate total of €3306 on personnel costs.

Facilities and transportation

Facilities and transportation include a return flight from Amsterdam to Málaga. The return flight will cost approximately €178 (Skyscanner, 2019). Accommodation costs €69.12 per night (Booking, 2019). Additional transportation costs are estimated to be €50.

Materials

There are few supplies required, the scripts for the role-play workshop have to be printed and notebooks for the women of LAC to make notes during the workshop can be a small investment which can help process the knowledge gained through the workshops. In total there are 18 different roles, 12 roles for the first workshop and 6 for the second workshop. Two copies of all scripts will cost €1,80. 7 notebooks are estimated to cost €10,50.

6.4.4 Expected benefits

The expected benefits of this thesis cannot be expressed in numbers. This thesis focuses on the enhancement of the knowledge of the women of LAC by implementing education into the FoM project. As mentioned previously in paragraph 6.2, education contributes to an increased ability to make decisions, can increase the value and perception of the self, can increase economic opportunities, professional skills, awareness on gender inequalities and greater inclusion in society. This research has found that by way of implementing education, empowerment can develop in these fields. The women’s stronger ability to make decisions also increase their ability to take on economic opportunities, which increases their chances of gaining financial success and taking a step towards becoming economically empowered. Therefore, the investment of the FoM project to increase their knowledge and skills is a starting point for allowing the women’s lives to fully bloom and becoming empowered not only in their business, but societies as well; making small steps towards inclusion and bridging the gap of gender inequalities. In relation to the costs incurred by the FoM project, it is an investment which can start a series of positive effects for the women of LAC, which can be considered as a return on investment.

6.5 Conclusion

With regards to the management question “What can the project ‘Flavours of Málaga’ learn with regard to previous projects on women empowerment through tourism?” there are multiple conclusions that can be drawn. Foremost, the conceptualisation that has been developed in this study identified components of women empowerment which could not have been obtained if this study had not taken place. The intangible concept of women empowerment in which a process takes place to take up power in economic, psychological, social and political aspects is also affected by an individual or communal ability to take control. The insights gained with regard to economic, psychological, social and political empowerment are of significant value for this study and the client FoM. The specificity of each perception and related indicators are accurate and mentioned by participants as factors contributing to empowerment. Although the perceptions and indicators of women empowerment give guidance to
implementing women empowerment on an in–depth level, they do not address the essence of the concept. As mentioned throughout this study, empowerment can exclusively come from disempowerment. Which means that there has been an alternation in available options, of which women need to be aware. Therefore, it became clear that education is the number one tool for empowerment, which increases empowerment in all fields. In the advisory chapter, education is implemented by means of increasing the ability to make decisions by the women of LAC to overcome the barriers the women of LAC have regarding the development of their business, achieving economic empowerment in the long-term for FoM, psychological empowerment as a result an improved perception of self and inclusion in society due to an increased ability to make decisions.
7 Afterword

7.1 Personal afterword

During the process of writing this thesis over the course of a year, I have experienced several successes and difficulties along the way. I have learned many things, both professionally and personally.

experience for me. I was involved in the project from the start, which I believe has been an advantage in understanding the project and all its various stakeholders. From the beginning, the project members have opened their arms and welcomed me into their team and they were all very excited about working on the project. The project members are experienced researchers and teachers with a very strong motivation to make the project a success. Working in this environment suited me well, as I am motivated to contribute to the project in a positive manner and it made me ambitious to successfully write my thesis for this group. However, working with a group of experienced teachers was also challenging from time to time, as everybody had a clear perspective on the process of the project, which sometimes made it challenging for me to know in what direction the project was heading, and who was taking the lead. Also, traveling to Málaga to actually see the project taking place, meeting the women of La Alacena del Corralón and meeting stakeholders really helped me to understand the projects and its successes and challenges.

In addition, I experienced several other difficulties. As I started writing this thesis, I experienced the complexity and broadness of the subject, which was completely new to me. The concept of women empowerment through tourism has not been part of any of the courses I have attended and as such, it was very challenging to find the right scope for my thesis. As I continued writing and pursued the Thesis Proposal Defence, both my examiners and I concluded that the scope of the research did not focus on the right components. After that, regular meetings with my first examiner kept me on track and motivated to find the right scope of the research and as result I passed the retake of the Thesis Proposal Defence.

Because of the difficulties I had regarding the understanding of the concept and lack of seeing the bigger picture, the planning I had made beforehand did not suffice any longer. It took a lot of reading, thinking and researching before I finally saw all pieces of the puzzle falling in place. During this period, I adapted my planning various times, but it seemed I was not capable of achieving the deadlines I had scheduled for myself, until I started making my planning on a weekly basis. Because of this, I got more and more work done and was better capable of making the right estimations regarding my planning. As my field research was approaching, I started finding participants. This was a lot harder than I initially thought it would be. Participants cancelling appointments last minute, a lack of response and the holiday season are a few reasons my thesis got delayed. After spending a decent amount of time on finding participants and interviewing people, I decided to work with the results I had by conducting by six interviews. Because of this decision, my progress was greater, and I started to feel more confident and satisfied with the work I had done.

Another difficulty I have experienced is writing this thesis in English. The clients requested that this thesis to be written in English, so this research could be read by a greater audience. I assumed that reading and speaking in English would automatically mean an upgrade of my vocabulary and skills as a writer, but already at an early stage of this research it became clear I had to step up my game. I decided
to invest spare time in actively reading literature to enhance my vocabulary and asked professionals to provide me with feedback on my texts.

On a personal level, the past year has taught me various things. As a result of being able to work at the office or at home, I discovered that I like to have structure in my professional and personal life, as well as setting goals and deadlines to meet and to outdo myself.

In conclusion, if I were to repeat this thesis project, there are several things that I would do similarly and differently. Regular meetings with my examiner and client helped me to find the right scope for my research. Moreover, making a planning on a weekly basis and working at the office worked really well for me in order to make significant progress and I would approach this is a similar way if I could repeat this thesis. There are also several things that I would like to do differently. Firstly, I underestimated how challenging it was to write a thesis in English as a student whose Bachelor programme is delivered in Dutch. If I had to repeat this thesis, I would like to write it in Dutch because I believe I can better express myself in that language thanks to my vocabulary and my experience as a writer in that language. Secondly, I experienced a lot of difficulties fully comprehending the topic because it was not familiar to me before I started writing this thesis. Although it was difficult for me to get a complete understanding of the concept, if I would repeat this thesis I would have done it the same way. I have read a lot about the topic, talked about it with others and although it took some time to fully comprehend it, I believe that the challenge suited me since I am an ambitious student who is passionate about the subject. Lastly, since I experienced difficulties during the planning of the interviews, if I were to repeat this thesis I would plan it much further in advance. It took me a lot more time than I initially thought it would to schedule and plan interviews. Therefore, I consider it as an important lesson to plan interviews on time, and I would definitely improve this if I were to repeat this thesis.

During this final year, my personal health went downhill and I had to find the right balance between writing this thesis and recovering. I want to thank my examiners, client and project members for being understanding of the situation and supporting me. Throughout this past year, I have always been motivated to deliver a thesis that not only I would be proud of, but that also satisfies the needs of my client and therefore makes a positive contribution to the project 'Flavours of Málaga'.

7.2 Value for the tourism industry

Although women empowerment is a popular topic at the moment, being actively discussed in politics, organisations and businesses in various industries, research on women empowerment in the tourism industry is still an unexplored topic. Whereas women empowerment literature generally focusses on understanding and unravelling the concept on its own, women empowerment through tourism is only actively researched by a limited number of academics and its main focus is on identifying socio-economic perceptions. However, the topic has already received international attention from institutions for two decades

The attention the topic has received since the turn of the century, in the development context and the tourism industry, is mostly thanks to the active promotion of the Millennium Development Goals and Sustainable Development Goals by the United Nations, which promote gender equality and women empowerment worldwide. This motion started research on women empowerment through tourism and identified a wide range of successes and challenges of promoting women's rights in the tourism industry. Despite the attention the topic is currently receiving, women empowerment is often used as a
tool for development in non-western and development countries, making literature from a western perspective in a western context relatively scarce.

Moreover, the focus of women empowerment through tourism research is commonly perceived as improving the socio-economic position of women, by measuring women’s labour force and projects aim to improve this. As this study also concluded, women can be empowered in more ways than socio-economically alone, and all components identified can contribute to empowerment, either regarding tourism or personal development.

For these reasons, I consider this study to be very valuable for the industry. This study focused on research beyond the commonly perceived socio-economic standpoints and serves as an addition to the academic field by presenting a social case study in a western country. This study is one of only a few that focused on researching women empowerment through tourism projects and includes multiple perceptions of different participants in the tourism industry.
Reference list


Booking.com. (2019). (2019, August 8). Retrieved from https://www.booking.com/hotel/es/urbanliving-soho.nl.html?aid=356980;label=gog235jc-1FCAsokQ4dXiYW5saXz0bmcsc29ob0qcWAnoQGjaQGYARv4ARfIAQ_YAOHoAOH4AOKIAqGoAgO4At32hOgFwAlB;sid=ed3b7d02e35ce8dfccbb6cbbdf19ad;all_sr_blocks=155159401_88298129_2_0_0;bhgwe_cep=1;checkin=2019-09-30;checkout=2019-10-02;dest_id=-390787;dest_type=city;dist=0;group_adults=1;group_children=0;hapos=1;highlighted_blocks=155159401_88298129_2_0_0;hp_group_set=0;hpos=1;no_rooms=1;req_adults=1;req_children=0;room1=A;sb_price_type=total;sr_order=popularity;srpvid=28f5837a51490036;type=total;ucfs=1


Appendices
Appendix A: AAOCC–criteria

The authority of a document evaluated the author, previous publications of the author and its contact information. The accuracy of a document can be evaluated by evaluating the content. The objectivity of a document refers to a consideration of the motives of the author. The currency of a document can be evaluated by the publication date of the document. The coverage of document depends on the extent to which the author provides in–depth information on the subjects covered and the accessibility of the documents (Kapoun, 1998).

<table>
<thead>
<tr>
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<th>Accuracy</th>
<th>Objectivity</th>
<th>Currency</th>
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<tr>
<td>Boley et al., (2017). Gender and empowerment: Assessing discrepancies using the resident empowerment through tourism scale. <em>Journal of Sustainable Tourism</em>, 25(1), 113–129.</td>
<td>Yes, the author has numerous publications</td>
<td>Yes, the measurements are described, and information is based on previous research</td>
<td>Yes, multiple points of view are provided, there is no indication for a hidden agenda</td>
<td>Yes, the document is published in 2017 in the <em>Journal of International Development</em></td>
<td>Yes, the author provides in–depth information on gender and empowerment</td>
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<td>Chen, M. &amp; Mahmud, S. (1995). Assessing change in Women’s Life: A conceptual framework.</td>
<td>The authors have numerous publications</td>
<td>The information presented is based on previous research</td>
<td>Yes, the authors provide multiple perspectives</td>
<td>The document is published in 1995, but can still be considered relevant</td>
<td>Yes, the information presented is in–depth</td>
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<td>Cole, S. (2018). <em>Gender equality and tourism: Beyond empowerment</em>. Oxfordshire, United Kingdom: CABI International</td>
<td>Yes, author has numerous publications</td>
<td>Yes, the author is an expert in the field of research</td>
<td>Yes, the author provides several cases of women empowerment and tourism</td>
<td>Yes, the book is published in 2018</td>
<td>Yes, the author provides multiple cases of women empowerment and tourism</td>
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<td>Cornwall, A. (2016). Women’s Empowerment: What works? <em>Journal of International Development</em>, 28(3), 342–359.</td>
<td>Yes, the author has numerous publications</td>
<td>Yes, the research is based on previous research and the author describes research methods</td>
<td>Yes, multiple points of view are provided, and strategies considered</td>
<td>Yes, the document is published in 2016 in the <em>Journal of International Development</em></td>
<td>Yes, the author provides in–depth information</td>
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<tr>
<td>Griffen, V. (1989). <em>Women, Development, and Empowerment: A Pacific Feminist Perspective</em>.</td>
<td>Yes, the author has numerous publications and books</td>
<td>Yes, the research is based on previous research</td>
<td>Yes, there is a thorough description and consideration given of women empowerment</td>
<td>The document is published in 1989 but the definition is still accurate</td>
<td>Yes, the author provides in–depth information</td>
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<td>Dollimore, L. (2018).</td>
<td>Malaga officially the fastest growing tourist destination in Spain thanks to surge in British visitors.</td>
<td>Yes, the author has numerous publications and books</td>
<td>Questionable, the research appears to be based on statistics but cannot be verified.</td>
<td>Yes, many statistics are presented</td>
<td>Yes, the article is published on January 5, 2018</td>
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<td>Doran, A. (2016).</td>
<td>Empowerment and women in adventure tourism: a negotiated journey. <em>Journal of Sport &amp; Tourism</em>, 20(1), 57–80.</td>
<td>Yes, the author has numerous publications</td>
<td>Yes, the author is an expert on the field of research</td>
<td>Yes, there is a description and consideration given. No indication for a hidden agenda</td>
<td>Yes, the document is published in 2016</td>
</tr>
<tr>
<td>Grupo de Apoyo Local. (2014).</td>
<td>Proyecto Urbact user Trinidad–Perchel sur y Perchel Norte: Estudio Diagnóstico.</td>
<td>Yes, Grupo de Apoyo Local has numerous publications</td>
<td>Cannot be determined because of the language of the document</td>
<td>Cannot be determined because of the language of the document, but statistics are used</td>
<td>Yes, the document is published in 2014</td>
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<td>Huis, M. A., Hansen, N., Otten, S., &amp; Lensink, R. (2017).</td>
<td>A three-dimensional model of women’s empowerment: Implications in the field of microfinance and future directions. <em>Frontiers in psychology</em>, 8, 1678.</td>
<td>The authors have multiple publications</td>
<td>Yes, the research is published in a scientific journal</td>
<td>Yes, several perspectives are presented</td>
<td>Yes, the document is published in 2017</td>
</tr>
<tr>
<td>Kabeer, N. (2005).</td>
<td>Gender equality and women’s empowerment: A critical analysis of the third millennium development goal 1. <em>Gender &amp; Development</em>, 13(1), 13–24.</td>
<td>Yes, the author has numerous publications</td>
<td>Yes, the author is an expert on women empowerment</td>
<td>Yes, there is a thorough consideration and description given of women empowerment. No indication for a hidden agenda</td>
<td>Questionable, but the content is still accurate</td>
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<tr>
<td>Malhotra, A., &amp; Schuler, S. R. (2002).</td>
<td>Women’s empowerment as a variable in international development. <em>Measuring empowerment: Cross-disciplinary perspectives</em>, 1(1), 71–88.</td>
<td>Yes, authors have numerous publications</td>
<td>Yes, the research is published in a scientific journal</td>
<td>There is no indication for a hidden agenda</td>
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<td>Milne, S., Thorburn, E., Hermann, I., Hopkins, R., Moscoso, F., Asia Pacific Economic Cooperation (Organization), … AUTF University. (2018). Voluntourism Best Practices in the Asia Pacific Region: Promoting Inclusive Community-based Sustainable Tourism Initiatives: Guidebook.</td>
<td>Yes, the measurements are described, and information is based on previous research.</td>
<td>There are no indications for a hidden agenda or questionable objectivity.</td>
<td>Yes, the book is published in 2018.</td>
<td>Yes, the author provides in-depth information accessible throughout various databases</td>
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<td>Morrison, A. M. (2013). Marketing and Managing Tourism Destinations. London, United Kingdom: Routledge.</td>
<td>Yes, the author has written several books.</td>
<td>Yes, the author is an expert in the field.</td>
<td>Yes, the book is published in 2013.</td>
<td>Yes, the author provides in-depth information.</td>
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<td>Rahman, A. (2013). Women Empowerment: Concept and Beyond. Global Journal of Human Social Science Sociology and Culture, 13(6).</td>
<td>Cannot be found.</td>
<td>Cannot be determined, however author uses research of experts.</td>
<td>Yes, the publication dates from 2003 but accurate research is used.</td>
<td>Yes, the author provides in-depth information and the document is freely accessible.</td>
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<td>Thien, O. S. (2009). Women Empowerment Through Tourism— from Social Entrepreneurship Perspective.</td>
<td>Cannot be found.</td>
<td>Yes, the author is an expert on the field of research.</td>
<td>Yes, the document is published in 2009.</td>
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<td>Van Vliet, V. (2011). PDCA Cycle.</td>
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Appendix B: Operationalisation of core concept ‘women empowerment’

The process of empowerment

Choice

Economic empowerment

Psychological empowerment

Social empowerment

Political empowerment

Individual

Group

Communal

The dimensions of women empowerment in tourism

Resources

Agency

Achievements

Levels of women empowerment

Economic

Psychological

Social

Political

Individual

Group

Communal
Women empowerment through tourism

Economic empowerment
- Available opportunities for employment
- Opportunities for businesses
- Gaining of control on own/good income
- Gaining of valuable skills
- Access to productive resources
- Ability earned cash shared among households
- Visible evidence of livelihood improvement

Psychological empowerment
- Improve self-esteem
- Develop self-confidence
- Control over place and direction of development
- Increase self-reliance and pride
- Gain confidence to go back to school
- Self-perception social status
- Impact of status on ability to influence decision-making
- Individual role in group
- Recognition of culture resulting in self-esteem
- Desire for training and education

Social empowerment
- Community cohesion
- Gain respect and freedom
- Reconsideration of gender role types
- Local access to services and facilities
- Support upkeep of community
- Reduce inequalities in income and wealth
- Reduce negative impacts associated with tourism

Political empowerment
- Voices and concerns are heard
- Involved in monitoring and evaluating
- Involved in decision making
Appendix C: Topic list

Topic list

Topic list for participants

- Background organisation
- Empowerment through tourism
  - Economic empowerment
  - Social empowerment
  - Psychological empowerment
  - Political empowerment
- Empowerment process
  - Choice
    - Resources
    - Agency
    - Achievements
- Relation between economic/social/psychological/political empowerment and the empowerment process
- Successes and challenges for empowering women
- Optional: linkage with (broad) issues in society. Only applicable if the participant has knowledge on Spain, Málaga or Trinidad and Perchel related aspects.
Appendix D: Interview guides

Interview guide practice case

Context setting – Information about the Organisation and interviewee’s role and experience

Q.1) Please tell me a little bit about you, your field of expertise. Think about how many years you have worked within the sector and what field you have worked in.

Q.2) Can you tell me something about your organisation? What are your main missions/objectives?

Q.3) What was the reason to start your company or initiative?

Discussion Area 1 – Accessibility

Q.4) Do the women need to meet any criteria to be involved? If yes, what are the criteria?

Discussion Area 2 – Empowerment

Q.5) What does empowerment mean to you?

Q.6) When do you consider a woman empowered?

Discussion Area 3 – Process of empowerment

Q.7) What is the process of empowerment, to you? How do you explain/map out the empowerment process?

Q.8) Does, and how, changes the attitude of women along the way? Can you identify different behaviour of the women compared to the start of their involvement in your company and the moment they finish the training and start working on their own?

Discussion Area 4 – Dimensions of empowerment

Economic empowerment

- Availability of opportunities of employment for residents
- The opportunities for businesses for residents
- Gaining of control on own/good income
- Gaining of valuable skills or capacity building
- Access to productive resources
- Ways of enabled earned cash to be shared among the household
- Visible evidence of livelihood improvement

Q.9) How do you improve the economic position of women? Can you give an example?

Social empowerment

- Enhance community cohesion
- Gain of greater respect within their community which can indirectly lead to greater freedom
- Reconsideration of gender role stereotypes
- Gain of wider recognition within their society
- Greater local access to services and better facilities
- Support the upkeep of the community
- Reduce inequalities in terms of income and wealth between different groups
- Reduce incidences to negative impacts associated with tourism such as crime, overcrowding, displacement, prostitution
- Create tension within community resulting in jealousy, greed and ultimately in unequal distribution of positive and negative impacts

Q.10) What are the comments/reactions of your community regarding the involvement of women in your company?

**Psychological empowerment**

- Increase of self-esteem, self-confidence, self-reliance and pride
- Desire for education or training
- Having feeling in control over the place and direction of development
- Confidence to go back to school themselves
- Self-perception of social status and as perceived by others
- Impact of status perception on ability to influence decision-making
- Individuals role in the group organisation
- Recognition of local culture and knowledge resulting in high self-esteem
- Low self-esteem, self-confidence, self-reliance and pride
- Feeling of being inferior
- Disinterested and frustrated with initiative
- Feeling of having nothing of importance to share with visitors

Q.11) Can you give me some best examples of women empowerment from psychological perspective? Think of: what are their feelings about themselves after involved in tourism projects? E.g. Development of self-esteem, self-confidence, self-reliance, pride, confidence to go back to school

Q.12) How do you enable women access to knowledge and skill training?

**Political empowerment**

Q.13) Do you include women in a decision-making process?

Q.14) How do you include women in a decision-making process?

**Discussion Area 5 – Successes, challenges and commitment of empowerment through tourism**

Q.15) What does your company or NGO makes a success?

Q.16) What are the biggest challenges you have faced?

Q.17) What keeps you going?

Q.18) How do you keep the women committed and enthusiastic to work?

**Final remarks**

Do you have any final comments or remarks?
Interview guide experts

Interviewer:
Interviewee:
Date:

Context Setting – Information about the Organisation and interviewee’s role and experience

Q.1) Please tell me a little bit about you, your field of expertise. Think how many years you have worked within the sector and what fields you have worked in.

Q.2) Do you have experience with empowerment projects?

Discussion Area 1 – Empowerment

Q.3) What is empowerment?

Discussion Area 2 – Process of empowerment

Q.4) What is the process of empowerment?

Q.5) Of what stages does the process of empowerment consists?

Q.6) When can a woman be considered empowered?

Discussion Area 3 – Different dimensions of empowerment

Q.7) What aspects influence empowerment? (Economical, psychological, social, political)

Q.8) In what ways/dimensions can women be empowered?

Q.9) How is education related to empowerment?

Discussion Area 4 – Successes, challenges and commitment of empowerment through tourism

Q.10) What are successes for empowering women in the tourism industry?

Q.11) What are challenges for empowering women in the tourism industry? Or difficulties you have faced in your field research?

Q.12) What are things you did that really had an impact, that changed structures or had an impact on individual women?

Do you have any final comments or remarks?
Context Setting – Information about the Organisation and interviewee’s role and experience

Q.1) Please tell me a little bit about you, your field of expertise. Think about how many years you have worked within the sector, your study and what field you have worked in.

Q.2) Do you have experience with empowerment projects?

Discussion Area 1 – Empowerment

Q.3) What is empowerment?

Q.4) When do you consider a woman empowered?

Discussion Area 2 – Process of empowerment

Q.4) What is the process of empowerment?

Q.5) Of what stages does the process of empowerment consists?

Discussion Area 3 – Dimensions of empowerment

Q.6) In what ways can women be empowered? Think of: economic, psychological, social and political?

Q.7) What aspects are important if you want to empower women?

Q.8) How can the women be stimulated to develop themselves in multiple aspects, not only improve their economic position but also psychologically, socially or politically?

Discussion Area 4 – Context specific aspects influencing empowerment

Q.9) Are there Spain/Málaga related aspects that can affect the empowerment process? Culture related, society related?

Q.10) Can you explain the social position of the women in Trinidad and Pérchel? Why their need for economic resources is high?

Discussion Area 5 – Successes and challenges for empowerment women

Q.11) Can you tell me some challenges for empowering women?

Q.12) Can you tell me some successes for empowering women?

Do you have any final comments or remarks?
### Appendix E: Construction of codes

#### Axial coding: Economic empowerment

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<td>education (axial code other)</td>
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<tr>
<td>Psychological empowerment</td>
<td>Psychological aspects of empowerment identified by literature</td>
<td>Increase self-esteem, self-confidence, self-reliance and pride</td>
<td>Value and perception of self</td>
<td>1.100–1.103, 1.110, 1.203, 1.209, 2.70–2.73, 2.103, 2.107, 2.177–2.183, 3.61, 3.218, 5.162</td>
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<tr>
<td>Other</td>
<td>Desire for education or training</td>
<td>Education (axial code other)</td>
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<td></td>
<td>Contact between local women and tourists contributes to the feeling of being connected to the outside world</td>
<td>Contact between local women and tourists</td>
<td></td>
<td>1.124, 3.202–3.205, 3.315–3.316</td>
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<td></td>
<td>Having feeling in control over the place and direction of development</td>
<td>Control over the place and direction of development</td>
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<tr>
<td>Other</td>
<td>Confidence to go back to school themselves – own initiatives for education</td>
<td>education (axial code other)</td>
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<td></td>
<td>Self-perception of social status and as perceived by others</td>
<td>Self-perception of social status and as perceived by others</td>
<td></td>
<td>4.64–4.70, 4.82</td>
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<td></td>
<td>Impact of status perception on ability to influence decision–making</td>
<td>Impact of status perception on ability to influence decision–making</td>
<td></td>
<td>4.70–4.75, 6.76</td>
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<td>Aspects identified by interviews</td>
<td>Exchange of experiences</td>
<td>1.225, 3.319, 3.323</td>
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<td></td>
<td>Ability to explore</td>
<td>1.75, 1.96</td>
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<td>General</td>
<td>3.218–3.221</td>
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<tr>
<td>Social empowerment</td>
<td>Social aspects of empowerment based on literature</td>
<td>Enhance/decrease community cohesion</td>
<td>Community cohesion</td>
<td>1.138–1.149, 1.155, 1.159, 1.165, 1.171, 1.236–1.241, 2.153</td>
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<tr>
<td></td>
<td></td>
<td>Create tension within community resulting in jealousy, greed and ultimately in unequal distribution of positive and negative impacts</td>
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<tr>
<td></td>
<td></td>
<td>Gain of greater respect within their community which can indirectly lead to greater freedom</td>
<td>Respect within community</td>
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<tr>
<td></td>
<td>Gain of wider/less recognition within their society</td>
<td>Recognition within their society</td>
<td></td>
<td>3.71–3.80, 6.347–6.350</td>
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<tr>
<td>Society</td>
<td>Greater local access to services and better facilities</td>
<td>Access to resources (axial code society)</td>
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<td></td>
<td>Support the upkeep of the community</td>
<td>Support the upkeep of the community</td>
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<tr>
<td></td>
<td>Reduce/increase inequalities in terms of income and wealth</td>
<td>Inequalities in terms of income and wealth</td>
<td></td>
<td>6.34</td>
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<tr>
<td></td>
<td>between different groups</td>
<td>between different groups</td>
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<tr>
<td></td>
<td>Reduce incidences to negative impacts associated with tourism such as crime, overcrowding, displacement, prostitution</td>
<td>Negative impacts associated with tourism</td>
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<thead>
<tr>
<th>Aspects identified by interviews</th>
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<tbody>
<tr>
<td>Social reproduction</td>
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<td>Social capital</td>
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<td>Cultural dynamic</td>
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**Axial coding: Political empowerment**

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<th>Axial coding</th>
<th>Indicators (for open coding)</th>
<th>Open coding</th>
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<tr>
<td>Political empowerment</td>
<td>Political aspects of empowerment identified by literature</td>
<td>Voices and concerns of community members</td>
<td>Voices and concerns are (not) heard</td>
<td></td>
</tr>
</tbody>
</table>
guide the development of tourism projects from beginning to end

Community members are involved in monitoring and evaluating the project over time

Involvement in monitoring and evaluating

Community members are involved in decision-making processes regarding tourism development

Involvement in decision-making process

Aspects identified by interviews

Policy-making

3.266–3.272, 4.89, 4.124, 4.271, 4.277, 6.68–6.71

Political structures

5.69–5.72, 5.87, 5.100–5.103, 6.271–6.278

General

6.284

Axial coding: Society

*note: all aspects are identified through interviews

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<th>Open coding</th>
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<tr>
<td>Society</td>
<td>Aspects of society influence the position of women</td>
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<tr>
<td>Discrimination</td>
<td>1.258, 2.43–2.46, 2.54–2.60, 2.73–2.80, 2.159–2.161, 4.139–4.141, 4.222–4.227, 4.296</td>
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<tr>
<td>Availability of education</td>
<td>1.45, 1.265, 3.114–3.117, 3.266–3.268,</td>
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<tr>
<td>Accessibility</td>
<td>1.57, 2.39–2.48</td>
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<tr>
<td>Opportunities for exploration</td>
<td>1.261–1.270, 1.272</td>
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<td>Awareness</td>
<td>4.82, 4.85, 4.124</td>
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<td>General</td>
<td>2.159, 5.109</td>
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<tr>
<td>Other</td>
<td>4.141–4.145, 4.159–4.165, 5.147, 6.242</td>
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Axial coding: Other

*Note: all aspects are identified through interviews*

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<tr>
<td>Mentoring relationship/ peer support</td>
<td>1.188–1.192, 2.184, 4.280, 6.72</td>
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<tr>
<td>Tourism</td>
<td>6.97, 6.257, 6.263, 6.282</td>
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### Axial coding: Successes and challenges

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<tr>
<td>Successes</td>
<td>Effort</td>
<td>1.218, 2.204,</td>
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<td></td>
<td>Power</td>
<td>4.266</td>
<td></td>
</tr>
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<td></td>
<td>Acknowledgement</td>
<td>5.162</td>
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<tr>
<td>Education</td>
<td>2.204, 4.266, 6.300, 6.330</td>
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<td></td>
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<tr>
<td>Challenges</td>
<td>Community cohesion</td>
<td>1.236</td>
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<tr>
<td></td>
<td>Communication</td>
<td>4.211</td>
<td></td>
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<tr>
<td></td>
<td>Society</td>
<td>4.296</td>
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<td></td>
<td>Household</td>
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<td></td>
<td>Tools</td>
<td>4.296</td>
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Appendix F: Fragments per code

Axial coding: Economic empowerment

Open code: opportunities for employment

1.222 We trained almost around 2000 women. And, in our company now, around 150 women are working. This is, we are able to create a new profession for the underprivileged women.

3.266 But there are other parties who need to take their responsibilities as the government. They should facilitate educational opportunities, employment, for example.

4.222 Unemployment rate rising after the crisis in Spain, migration, missing resources, missing inclusion for example women who are Gitanos here, there is a huge discrimination from the state, women of colour, those are all factors to how education is perceived, your access to resources

4.240 I think at the moment, there is a city here in Andalusia where 50% of people are unemployed. Although they have good education. We have the problem that 35% of people under 30 are unemployed and 60% of everybody in Spain who is employed on a fulltime base, 40 hours a week, and have highly educated jobs is earning less than 1000 euro’s a month.

4.247 The wages are lower and the main income in Spain is tourism. And tourism is mostly not set up on sustainability or providing people with a long-term perspective. Seasonal jobs, precarious jobs.

4.256 It depends on the social class we are talking about. I know a lot of women who cannot work because of missing education or you name it, general unemployment. But there is a lot of precarious jobs. For example, cleaning. A lot of women that I know that live in situations of economic hardship, they are not employed in a way of they do not receive health care. But they clean 5 hours here, 5 hours there. Something like this. Just getting a job is hard. How do you sustain yourself with 600 euro’s a month?

6.164 Fiji is a very interesting case where it was an agricultural economy, so it was very much an agricultural economic society. Which was very male dominated so there was a lot of men working in there in the sugar cane and banana industries. And then tourism arrived up until that point women were stay at home look after the children, housewives. But when tourism arrived then there was a lot of jobs for housekeepers and cleaners and those sorts of positions which men would not do. So it actually flipped the Fijian economy around agriculture eventually decreased in importance in Fiji and tourism increased which means that more women had jobs. And that created a different type of social inequality. In that situation but, nothing is ever black and white. There is no simple answer here. I’m sure your research has demonstrated that.

Open code: opportunities for businesses

1.130 Now, women more often become entrepreneurs and have their own property now.

1.236 Establishing a business for us is no problem.

2.123 We go to exhibitions where we can show our products and try to get buyers and how to do businesses.

3.261 The women have to know what to do with the information they are provided with. They need to know what to do to, for example, establish a business or expand the business, generate more income, or even to get involved in other projects
Equality can be about fair trade instead of free trade. Where fair trade is about paying a real salary for workers in remote communities to sustain their small business. Because they can't compete on a on a standard world stage with a big business in other countries.

But then there also needs to be a number of tools in place to enable people to take up opportunities and those tools include government programs to allow people to access support for funding, for example to develop businesses.

Education can be as you mentioned education about how to do business and how to do business within the limitations and the resources that you currently have available.

You can't really build up a business to sell anything if you don't actually know what you are selling and what your customers want. Or you don't understand how customers and customer interactions work. So there's lots and lots and lots of components of education, pieces of information that need to come together to enable business and women in their communities to access opportunities.

So for them to actually try and take up an opportunity to start their own business is personally risky.

Women often, if they work outside of the home or if they take up a job outside of the home for them to become an entrepreneur a business they actually have to, many of them are actually kicked out of the family so they’re no longer allowed to come home. They also have a lot of cultural boundaries that they feel they must break.

Yeah there's a lot of sacrifice and a lot of hard work. I mean to be an average person doing business a small business operator, it's a 24/7 job. It's a 24 hour a day 7 days a week kind of a job. When you couple that with cultural and gender restrictions and boundaries, then you've got and sort of an exponential number of all barriers to overcome.

**Open code: income**

It is an unbelievable improvement. Because the women did not have much education, they earn 30–40 dollars a month, but now in the trekking women will earn really good compared to their qualifications and capacities. And not only the earning but they are more educated as well.

We are supporting them to educate and also, they are making a good living and supporting their siblings, children and families. Educational and financial support. Now, women more often become entrepreneurs and have their own property now.

Whatever work they do, we don’t let women make something and then put it in the shelves or something, we look how can we marketing our product? How are we reading this product to people? All these strategies which involves marketing really helps us to help the income for the women. So we have a very nice shop here in Anantapur. Where we have visitors coming throughout the year and we have 50% income from this shop here and the other part is we ship products, sell our products on flee markets. We go to exhibitions where we can show our products and try to get buyers and how to do businesses. This is something we are really trying hard and we are doing for them. This is the way the economic returns come back.

It goes back to them as a part of their income and as the maintenance of the building, food, heath facilities, a balanced diet and social activities. 100% of all the income goes back to the women in any of these ways.

Take care that they have work every day. Even if we don’t have orders. We make sure that they have work and sufficient enough time to do it. So, we don’t force anyone. They are free of doing the work and they are free of going back home if they need to.
But in general, I think that participation in general in tourism, especially for rural women, can give them the opportunity to get financial support to be independent. Tourism in rural places can give the women the opportunity to get all the money she would need to live. To get all the economic resources in different ways.

Another thing, to be economically independent it consists in participation of getting resources. Probably when you work in a well-established destination, you can get more income from tourism. But if you are not working in a well-established destination, it is probably not possible to fully depend on the income generated by tourism.

But then, you will need another level of things, like to get information and for those women you work with to be able to handle that information. The women have to know what to do with the information they are provided with. They need to know what to do to, for example, establish a business or expend the business, generate more income, or even to get involved in other projects. That is the responsibility of the women.

The main things is, you have to allow them to get some income, if a woman is empowered in another areas but not economically independent, it will be difficult to become fully empowered. To me, economic empowerment is equally important as being empowered in other areas like socially, but in some cases, when women don't make their own money it can be the foremost reason to participate in tourism. Although, economic empowerment is not the only way. It is more difficult. If you provide women with a low economic position with income, it won’t directly mean that she is empowered as well. It is just one more part of a more complex process.

We have the problem that 35% of people under 30 are unemployed and 60% of everybody in Spain who is employed on a fulltime base, 40 hours a week, and have highly educated jobs is earning less than 1000 euro’s a month.

The wages are lower and the main income in Spain is tourism. And tourism is mostly not set up on sustainability or providing people with a long-term perspective. Seasonal jobs, precarious jobs.

And I mean I think that the social side is very important because, for example, you know the example of the micro loans. Giving micro-loans to Bangladeshi women. So what was happening there was that they were getting the loans to start up new business, but woman they can't own property. And socially, the male member of that family is the one who has the power. So they're kind of taking and using the money. Instead of them.

And in Australia for example we have we still have the male breadwinner, the breadwinner model. of workload divide. The man should go out to work and earn an income and the woman should stay home.

**Open code: access to resources**

Another thing, to be economically independent it consists in participation of getting resources. Probably when you work in a well-established destination, you can get more income from tourism. But if you are not working in a well-established destination, it is probably not possible to fully depend on the income generated by tourism.

And we go back to the network of society’s positions where everybody has different locations you have different factors coming in. Unemployment rate rising after the crisis in Spain, migration, missing resources, missing inclusion for example women who are Gitanos here, there is a huge discrimination from the state, women of colour, those are all factors to how education is perceived, your access to resources. If you are an immigrant and you are unfamiliar with the system you have got thrown in, it will be very hard for you and your children to pursue an education as a Spanish middleclass
who have the resources. And even if you go to the same schools as a middleclass Spanish, you don’t have the cultural heritage to deal with those things.

6.28 Gender equality is it is the basis of equality between the sexes. So women and men within a community or within a country have equal access to jobs to education to economic development etc. but access is not necessarily empowerment. Empowerment is the, as I said it’s a tool, to assist people to take up that opportunity of education to take up the access that equality can provide. So even if you have a 100 percent equal community it doesn’t necessarily mean that everybody has the same capacity to access those components of the community.

6.45 So, empowerment in this situation means that, we have, there is a mechanism or a process in place, to enable women to take up opportunities that that become available to them and to be released, the word released is not quite right. To come out from under oppression. So empowerment gives that capacity for women and communities to actually take up opportunities.

6.65 The first was an internal quality so the women themselves needed to want to access opportunities that had been denied them.

6.94 Education can be as you mentioned education about how to do business and how to do business within the limitations and the resources that you currently have available.

6.249 Technology has an extraordinary capacity for empowerment. In Nepal, you know Nepal is a developing economy. But Nepal everybody has mobile phones. Even in rural remote villages that don’t know about more Everest they have a mobile phone. They may or may not know how to use that to its best advantage. So technology has the capacity to really tear down a lot of the barriers to knowledge, to education, to access to resources et cetera and also access to markets.

6.271 So there’s all of those elements that need to come into place and I really do like what your research and your other participants have indicated the small steps. Because when we when we go into a community in remote Nepal there’s all of those disadvantages or all of those barriers to overcome transport in and out, lack of access to resources, lack of access to government infrastructure, no roads, no airplanes et cetera.

6.282 So it’s a very complex challenge but one of the things that myself and my co researcher really look at is what does the community actually have. If they don’t have a road but they do have a hiking trail. Can people get there on a on a raft for example. And can we manufacture that as part of the tourism experience. So what are the resources you have available what is the community you already have that they can use. And I think for empowerment in small steps to happen. Got to have those small steps have got to start within the community itself before you try and bring in government or you know World Bank or whatever.

6.293 Looking at the local resources people have and use those resources to their best extend maybe to get tourists to come to you. Which is also quite sustainable actually to use the local resources.

**Open code: ways of enabled earned cash to be shared among households**

3.117–3.120 The men went to the factory and work, and the women stayed at home and did all the household stuff. You know I suppose because the men have the money and they felt that they would control the women more.

3.221 Not only economically but also in these aspects. But even economic also. Because in some communities, for some women, through their participation in tourism and ecotourism they can get their own money for the first time. Or to get their own money and spend it the way they want it. Because in some cases, when women work, the money goes to the males in the family like fathers or husbands.
3.230 – 3.233 Yes. But don’t get confused, because sometimes the way they decided to spend the money was the traditional way. But at least you can say that the women earned the money and they could decide what to do with it.

3.235 Let me tell you about one woman, she was not married but she had a partner and they have 3 children together. He always worked and saved the money and from the woman’s perspective the money belonged to the family, not only to him. Then one day, this man got another family and got married with another women. The first women decided to keep all the money and not to give the money to the man. It was that fact that made her change her mind.

5.151 I think there are probably different interpretations of empowerment resulting from your cultural background. I would say: financially independent, supportive partner and sharing in the household economy and tasks.

_Open code: visible evidence of livelihood improvement_

1.223 And also when we see the changes of the women’s lives that is something we have achieved.

1.243 When we see women are changing their lives and improving their lives why should we stop because of other people? Our mission is to improve the lives of the women and this is happening

_Open code: urgency_

3.276 The main things is, you have to allow them to get some income, if a woman is empowered in another areas but not economically independent, it will be difficult to become fully empowered. To me, economic empowerment is equally important as being empowered in other areas like socially, but in some cases, when women don’t make their own money it can be the foremost reason to participate in tourism. Although, economic empowerment is not the only way. It is more difficult. If you provide women with a low economic position with income, it won’t directly mean that she is empowered as well. It is just one more part of a more complex process.

4.133 – 4.138 Well, as I said before, for me, I would say that everything, in some way is related to how the process is going to take place. And that the situation of the women in the Corralones is also very different. You of course share a common sector, we talk about women in a vulnerable economic situation. Women in a vulnerable economic situation need practical help first of all.

4.165 Of course, those women need economic help in the first place. And I think, what you are saying is like, okay we also want to learn them about, for example, how to live a healthy life, or how to finish schools, or how to get out of the circle of poverty because poverty is a circle. That is wishful at the moment, working with women in El Trinidad and Pécher and doing workshops for women. And of course, their motivation is they receive help from an NGO in the form of money and we try to provide them with workshops but no we need more help.

4.178 It is a difference in perspective but as well very, the women need equipment as well. Poverty is an urgent need. And I think that no one who has lived in poverty or economic hardship can understand the focus. It is wishful, and I think we can provide. I am a social worker, and, in my perspective, I think we always have to provide different perspectives. But you cannot force change, you cannot force a social transformation. You can offer it. And I think the moment the urgent need of economic hardship is gone the mind opens to other perspectives.

4.197 And then the mind opens like okay there is more to it. And I can make a transformative change in my community and society and I can learn how to give that change to others. I think that is the goal, we provide and interchange knowledge that in the end is changeable in the community. We provide something and is goes on and on. I think it is very hard to do that before covering the urgent need.
**Open code: poverty**

4.166 And I think, what you are saying is like, okay we also want to learn them about, for example, how to live a healthy life, or how to finish schools, or how to get out of the circle of poverty because poverty is a circle. That is wishful at the moment, working with women in El Trinidad and Péchel and doing workshops for women.

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4.235 And if you add some things like sickness or drug abuse that can throw people into poverty. Those things can get people into a long line of poverty.

**Open code: general**

1.100 So if they work, are employed, they will have skills, have courage, are professionals now, they are financially independent, and they build their confidence so they will now be empowered. So this is a process.

3.103–3.108 But in general, I think that participation in general in tourism, especially for rural women, can give them the opportunity to get financial support to be independent. Tourism in rural places can give the women the opportunity to get all the money she would need to live. To get all the economic resources in different ways.

3.279 To me, economic empowerment is equally important as being empowered in other areas like socially, but in some cases, when women don’t make their own money it can be the foremost reason to participate in tourism. Although, economic empowerment is not the only way. It is more difficult. If you provide women with a low economic position with income, it won’t directly mean that she is empowered as well. It is just one more part of a more complex process.

3.292–3.294 I think that women who participate in tourism, their economic and social position and involvement can result in empowerment. But women need to change themselves.

3.298–3.304 But if women see tourism as a tool that can only help them improve economically, and tourists are only people who give them money for the community or enterprises, then well, eventually everything is about money and making profit. The women who participate in my projects all need economic empowerment. And if it is not profitable for them, they will find another way to make profit

3.376 So, while dealing with these things, it is important that before women get financial success, they can really need to empower themselves and make strategic decisions that sometimes men want to do.

4.78 If we talk about empowerment in a social transformative way or we talk about empowerment in an economical way, for example the process of empowering people economically, will be to give them the charge of having their own bank account, for example.

5.121 But I think it's generally accepted that women have had fewer opportunities to be economically powerful. And that translated also to them not having the same opportunities as men.

5.152 I would say: financially independent, supportive partner and sharing in the household economy and tasks. I would feel empowered but maybe you could be more empowered?
6.132 Inequality also comes about in terms of the type of jobs that have been in the past allocated to women versus men typically women in tourism industry have undertaken the low paid repetitive housekeeping jobs for example, office staff administration jobs, those kinds of very low paid areas whereas management jobs have been reserved for men.
Axial coding: Psychological empowerment

Open code: value and perception of self

1.100 So if they work, are employed, they will have skills, have courage, are professionals now, they are financially independent, and they build their confidence so they will now be empowered.

1.110 They have to get education and will get proud of themselves. For me, empowerment is the self-pride because women live on their pride and dignity.

1.203 When they feel like they can do something they immediately start growing.

1.209 Yes, they are realizing women can also do it, I can also do it. They think like: ‘there are so many women like me who make a change so why not myself?’ This is a really great thing and we really amaze on that.

2.70 It is something we have to stand up by ourselves and speak for ourselves. Especially when we are speaking about women empowerment. As women we have to stand up and speak up for ourselves.

2.103 Well obviously I can say that because earlier women felt inferior and the inferior is not there anymore.

2.107 So the inferiority is not there anymore. For example, earlier, disabled women just need to sit in the corner of their home and society didn’t allow them to work. But now people say: ‘look at this girl, how she is glowing and supporting herself, how she is mingling in the society and taking care of her family’. This is a huge change. This is a very big change that I see in them.

2.177 So women said: ‘I cannot do this, I am not able to do it, I cannot make this’. This negativity was there, but now I see that negativity is gone. They have proven, also to themselves, that they can do it and this is made by me. This often happens with women I work with. So this really shows that they are getting encouraged and that there is a psychological change.

3.61 The trainings developed her self-esteem.

3.218 Well, those factors increase but not as much or strong as I would like to see from the academic perspective. But yes, the women I work with, they get a sense of psychological improvement.

5.162 When I was doing my PhD, the women I was interviewing a lot of them have never been interviewed about this before so a lot of them said ‘it is really cool that you are asking me these questions and taking an interest in my work’, so I guess this was empowering for them.

Open code: contact between local women and tourists

1.124 Because in the training and while they are trekking, they get a change to meet people and learn with them. So they are always earning and learning.

3.202 You get involved in tourism and you can see how female tourists act different and do things different so you can now be aware of those differences as well.

3.315 Well, you can help empower women by giving them courses. It can also be interacting with the tourists. It is also the way the realise things are different or can be done different.

Open code: self-perception of social status and as perceived by others

4.64 And one perspective of empowering people is to realise that you are part of the problem, to realise where if we see society as a network of access of different power, gender, race, economic, then I need to realise before I am trying to empower others, where do I locate myself within that network.
4.82 If we talk about empowerment in the general term I would say first, that would be awareness. To be aware of your situation and become aware of others their situation.

Open code: Impact of status perception on ability to influence decision-making

4.70 What kind of attitudes to I share, where am I part of the problem or where can I relate? So yeah, I consider people, or women especially, if I am able, or we are able, to reflect upon our own decisions. And are able to be included and bring back knowledge into our community and take responsibility and accountability for our actions within our community.

6.76 So at the base level of becoming empowered or accepting and understanding opportunities is to even realise they exist, to have an education about what is available or what might be available.

Open code: exchange of experiences

1.225 So there are so many things we have been doing and also there are lots of "unintelligible", you know like, many women trekking guides, there are many women entrepreneurs and even many women from other countries are replication our ideas.

3.319 Well, you can help empower women by giving them courses. It can also be interacting with the tourists. It is also the way the realise things are different or can be done different. It can be through participation in projects related to tourism. It can be an exchange of experiences with other women.

3.323 For example, some women have exchange experiences with groups from other destination. So, through funding they go to other destinations. This can also help to empower women because it helps to see different things. For instance, women who participate in exchange trips can see the approach of other similar groups in a similar process and they can use these ideas in their own community, development and project.

Open code: ability to explore

1.75 If women are well payed and they have everything but even they are not finding their voice. That is why we realised someone has inner capacity and that is, and if they explore that and find out and go on it, that is empowerment.

1.96 So when they get training and they have to go for on the job training and they will realise what is trekking, how it is, whether they like it or not, whether they can do it or not. These kinds of things. After exploring they will work in trekking or not.

Open code: general

3.218 To me, economic empowerment is equally important as being empowered in other areas like socially, but in some cases, when women don't make their own money it can be the foremost reason to participate in tourism.

Open code: control over the place and direction of development

Not mentioned

Open code: individuals’ role in the group organisation

Not mentioned

Open code: recognition of local culture and knowledge resulting in high self-esteem

Not mentioned
Axial coding: Social empowerment

Open code: community cohesion

1.138 At the beginning it was very difficult for us to make them trust. To build trust. Because nobody trust that the women can be a guide. The community responded like: ‘women should not be guides, they should not leave their house, they are getting exposure which is not good and they should stay at home.’ The community is discouraging women. Even when the business is growing, and everybody is talking about the program they are really jealous. The people are trying to find scandals. We have to keep a lot of clarification on what we are doing. Still the people, like our program, of course, they think it is a great program, but they cannot tolerate the sexes. That is our problem.

1.155 So now, the community really appreciate our company, but they cannot tolerate the sexes.

1.159 They are trying to pull us down and there are different stages and different times. So, nowadays, we are okay. Because the women proven themselves and did their jobs

1.165 Because every time, how many times have we proven ourselves you know. Without any reason people were coming after us. There is no use to waist our time on this anymore.

1.171 Yes, let them think what they want to think because we know that what we are doing is right and we are not doing anything wrong and we are trying to do what is best for many women.

1.236 But jealousy is the bad one. There are always people giving us a bad name and they are trying to pull us out from here or get us down. This is something like, you know, that makes us, that is kind of challenging for us. Besides that it is okay.

2.153 Initially it was like: ‘let’s see what these women can do’. This was the expression what most of them, not all of them I must say, 85% of society thought let’s see what the women can do. They just look and they are surprised if they see the difference after 6 months or 1 year. They saw the change and how sufficient and self-independent she has become. Another example: society wasn’t used to give these women names. They used to call them ‘blind girl’ or something like this and this was really discriminating. But now we see women defending themselves, saying ‘I have a name, you should call me by name’.

Open code: gender role stereotypes

3.22 They have helped to initiate community based eco-tourism groups in this area. In that kind of groups, people who begin working with eco-tourism, they could follow some classes and trainings with gender approach. Those females who took those gender approach courses or trainings, they became more aware on gender issues and equalities than women who did not participate.

3.71 And it is also possible to see how participation in ecotourism could give her the opportunity to be recognized in the community. She worked with other people and the community has also recognized the importance of ecotourism. This woman is recognized in the community because she works together with other community members on eco-tourism and conservation initiatives and other public agencies, NGO’s and organisations. She helps and works with women of the community who have conservative issues in the community.

3.95 From this point on, there are also women participating in those meetings. Before, women only went to meetings to represent their men when they were out of town or something like that. She was the first women who spoke for herself and represented her own land.

3.341 Well, right now I am writing a paper with another Mexican professor and we are trying to develop a framework. Because we have found in our interviews that tourism can promote gender stereotype. This could be a barrier to the empowerment process.
5.11 This is you know when and see flexibility or work depends on what sex the other person has. Because, you know if you're a woman maybe I assume that you're going to want flexibility because you want to have children. I was interested in those specific social reproduction gender roles.

5.45 There are different genders we have to take into consideration that exists. So definitely the gender roles influence each other so it is important to study both men and women. Even if you are talking about

5.58 And socially, the male member of that family is the one who has the power. So they're kind of taking and using the money. Instead of them. I feel you can't say ‘I gave them the loan they are empowered’ because then you also have to be looking at the social structure which is around them. And I think that's why looking at the gender roles and looking at these relations is even more important than just saying OK we did our job we empowered 100 women because it is not true empowerment if the men used the money.

5.195 Furthermore, people don’t like you asking them how their household relations are, it is an issue of discontent. Asking ‘does your husband help you with cooking?’ For some it doesn’t matter, they laugh and answer ‘my husband? No never.’ So that is also part of the evidence to show how these gender roles are operating.

6.145 There's also an inequality a reverse it goes back the other way for example in Fiji. Fiji is a very interesting case where it was an agricultural economy, so it was very much an agricultural economic society. Which was very male dominated so there was a lot of men working in there in the sugar cane and banana industries. And then tourism arrived up until that point women were stay at home look after the children, housewives. But when tourism arrived then there was a lot of jobs for housekeepers and cleaners and those sorts of positions which men would not do. So it actually flipped the Fijian economy around agriculture eventually decreased in importance in Fiji and tourism increased which means that more women had jobs. And that created a different type of social inequality.

6.174 And in Australia for example we have we still have the male breadwinner, the breadwinner model of workload divide. The man should go out to work and earn an income and the woman should stay home. And even as recently as the last, as the middle of the 1980s.

Open code: recognition within their society

3.71 And it is also possible to see how participation in ecotourism could give her the opportunity to be recognized in the community. She worked with other people and the community has also recognized the importance of ecotourism. This woman is recognized in the community because she works together with other community members on eco–tourism and conservation initiatives and other public agencies, NGO’s and organisations. She helps and works with women of the community who have conservative issues in the community.

6.347 We've had the opportunity to see this happiness and inspiration between the women that we talked to but also between themselves and their companions and that within their community.

Open code: inequalities in terms of income and wealth between different groups

6.34 So even if you have a 100 percent equal community it doesn’t necessarily mean that everybody has the same capacity to access those components of the community.

Open code: social reproduction

5.11 This is you know when and see flexibility or work depends on what sex the other person has. Because, you know if you're a woman maybe I assume that you're going to want flexibility because you want to have children. I was interested in those specific social reproduction gender roles. Everything that you do on a daily basis. I mean generationally, in order to maintain life. So it's doing the household,
care for the kids meals and even taking the kids to their swimming lessons everything which basically is a carrying activity, well it is broader than carrying activities, social reproduction. I mean you when you look at feminist economic work, there’s a focus on bringing this side of the economy to the forefront because, at the moment, mainly is what is of value. So how much money people are making? But without the social reproductive part we would not be able to exists. Right. It would be if women said OK. I’m not, I’m not going to have kids, I’m not going to pay for the elderly. Then we would stop existing.

**Open code: social capital**

3.108 But in some cases some urban women that can participate in rural tourism have a bigger social capital. They are already educated; they more or less have equal gender relationships in their families and outside the community they are recognized. I see, when urban women arrive in a community, she is almost as well respected as local men. Probably more. Because a lot of rural areas in Mexico, people are disadvantaged. They don’t have a network, lack information or if they have information they don’t know how to plan. When an urban woman arrives, she is well respected. They put her in an empowered position in relation to the locals.

3.125 Because in urban spaces they face another kind of inequalities. But when they go to rural places since they have a bigger social capital, they can overpass the inequalities that they face in the urban areas. So probably it seems they are more empowered and probably in that space they are but when they go back to the urban space it can still be that they have to face inequalities.

3.133 Yes, it is different. For instance, even the same women can be recognized in public spaces and she can be empowered in these public spaces, but when she comes back to her house it can change. She can have an inequal relation with her husband or boyfriend or father. So that characteristic of the process, it seems to me that also can be applied when we speak with rural women and urban women. Furthermore, in some communities where I work there are native populations, I see the same results.

**Open code: cultural dynamic**

6.12 Empowerment is, is a tool that can be used to help women and communities to take responsibility and control of their own destiny and their own future.

6.50 So empowerment gives that capacity for women and communities to actually take up opportunities.

6.112 You need to test how much capacity these entrepreneurs or these women have to control their own situation. Have they become emancipated for example from the oppressive social and economic situation around them?

6.191–6.193 So we've got, there's a lot of this underlying cultural dynamic that happens in the cultural associations with what women can do and what men can do.

6.233–6.237 They also have a lot of cultural boundaries that they feel they must break. So they must break these cultural taboos and cultural mores. And that creates an internal conflict as much as it does create an external conflict.

6.239 Yeah there's a lot of sacrifice and a lot of hard work. I mean to be an average person doing business a small business operator, it’s a 24/7 job. It’s a 24 hour a day 7 days a week kind of a job. When you couple that with cultural and gender restrictions and boundaries, then you've got and sort of an exponential number of all barriers to overcome.

**Open code: inclusion**
2.24 So we want to give these disadvantaged women from the poverty society to have a dignity life and keep them safe with medical assistance and how they can live a proper life and dignity in life. We want them to integrate into society.

4.61 Yes well, if I am in a position to give empowerment to someone, I am part of the problem because I did not include them in the first place.

4.211 What I think is hard about empowerment work is that you always have to do it with people. Not on them. So including people and trying to bridge that gap of perspective is, for me, an important part.

4.222 Unemployment rate rising after the crisis in Spain, migration, missing resources, missing inclusion for example.

6.305 So not only were they women they were also disabled so they had this multiplying effect of disfigurement and being outside of their all of the cultural pressure.

Open code: general

3.146 And sometimes even when tourism doesn’t give women the opportunity to become financially independent for 100%, they can be empowered on other aspects as getting information and sometimes information can help them manage things in the community and family, so we provide trainings as well.

3.295 Sometimes women are isolated, and they don’t have somebody else to talk to for example, and when tourism come, the women have people to talk to. That is also social empowerment.

4.182 I am a social worker, and, in my perspective, I think we always have to provide different perspectives. But you cannot force change, you cannot force a social transformation. You can offer it. And I think the moment the urgent need of economic hardship is gone the mind opens to other perspectives.

4.198 And I can make a transformative change in my community and society and I can learn how to give that change to others. I think that is the goal, we provide and interchange knowledge that in the end is changeable in the community.

6.227–6.229 Well I’ve mentioned a number of the challenges that women in Nepal particularly face, violence, sexual violence, loss of family connections.

6.289 And I think for empowerment in small steps to happen. Got to have those small steps have got to start within the community itself before you try and bring in government or you know World Bank or whatever.

6.305 A group of seven women got together and started up this shelter for women. And one of the things that they started to do was they started teaching women normal skills, so sewing, cooking, handicrafts, weaving, et cetera where these women could then go back into a community with a tangible viable skill set. But that has since moved into, they still do all of that, so they still have women coming in as part of the shelter, but they also have a whole bunch of other women coming in just to learn weaving, cooking and so on.

Open code: respect within community

Not mentioned

Open code: support the upkeep of the community

Not mentioned

Open code: negative impacts associated with tourism
Not mentioned

Axial coding: Political empowerment

Open code: involvement in decision-making process

2.193 We are giving them work. We need to take their approval, so we ask them if they are able to do it or not, if they have time for it or not, if they have the manpower or not. Yes we have staff supporting them but in the end it is the woman who says yes I will do it. So this decision making is always there. We include them in price calculation, we give them the independence of making their own savings. We give them the independence of conducting self-help group trainings or meetings.

4.46 Their participation in society and political participation, because we try to empower groups, or we try to bring empowerment to groups that are outside of the decision-making process. So, including people into a process, generating accessibility, facilitating them with the decision-making process and power to take charge of their own decisions.

4.106 Well, first of all talking, from my experience. And also realising that my kind of approach, every woman is an expert of her situation. So, all the expertise that we have through studying or through knowledge that we have, we can bring that in and we can offer that. We can say: ‘from my experience, have you thought about this or that...’ but the final decision should lay with the person. So that is something you sometimes have to step back and realise okay I have to give up. It is the persons own responsibility, even if the outcome might not be what I would wish for in their situation. And then talking, talking, listening, a lot of listening.

4.119 Yes, and being included in decision-making, because sometimes people are not used to making decisions about their live because decisions have been made for them for so long.

4.124 Awareness raising, education, decision-making, policy making and agency. To create agency, first of all.

4.145 But then again Spain, and those Corralones have an amazing power of self-organisation and proudness and decision-making apart from the institutionalised process and I think that is the capacity and an immense resource to use. If you want to make it profitable and I think that is part of your project to make it profitable, the authenticity and capacity of those women, regardless, I think that are the biggest processes that will influence the process.

4.280 Because a lot of people, when we say that empowerment is for people who are outside of the societal network or outside of the decision-making process.

6.76 So at the base level of becoming empowered or accepting and understanding opportunities is to even realise they exist, to have an education about what is available or what might be available.

Open code: policy-making

3.266–3.272 But there are other parties who need to take their responsibilities as the government. They should facilitate educational opportunities, employment, for example. The government must work in those areas because if they don’t have the infrastructure or social services in the community, then even if a woman is empowered, she will lack to be empowered fully.

4.89 I think, then creating policies, because all the reflecting is nice, but it needs to be set up into something practical. In the sense of economic empowerment that meant, very broadly for example, giving women the right to vote or have the right to have their own bank account. That is policy making.

4.124 Awareness raising, education, decision-making, policy making and agency. To create agency, first of all.
4.271 That is a huge success. Policies that come of social transformation, for example more child care of women are allowed to vote or whatever. That is untouchable as well.

4.277 Yes, because you can talk all you want. If the cultural or societal setting is not accepting it, you will have a hard time.

6.68–6.71 But then there also needs to be a number of tools in place to enable people to take up opportunities and those tools include government programs to allow people to access support or funding for example to develop businesses.

**Open code: voices and concerns are heard**

Not mentioned

**Open code: involvement in monitoring and evaluating**

Not mentioned

**Open code: political structures**

5.69–5.72 Yes, economic structures, social structures. So economic for example if you have, there's state policies to do with welfare or maternity leave. These obviously influence to what extent the women are responsible for all this childcare.

5.87 Because I think that ideally, at the basis of feminism, to have equal opportunities for everyone. At the moment that's not happening. So men and women don't have the same opportunities because there are economic and welfare structures which don't allow them to have equal opportunities.

5.100–5.103 So mainly like, empowerment, would start from trying to improve these structures and have a more equal distribution of household tasks and that to be considered the norm.

6.271–6.278 So there's all of these elements that need to come into place and I really do like what your research and your other participants have indicated the small steps. Because when we go into a community in remote Nepal there's all of those disadvantages or all of those barriers to overcome transport in and out, lack of access to resources, lack of access to government infrastructure, no roads, no airplanes et cetera.

**Open code: general**

6.284 If they don't have a road but they do have a hiking trail. Can people get there on a on a raft for example. And can we manufacture that as part of the tourism experience. So what are the resources you have available what is the community you already have that they can use. And I think for empowerment in small steps to happen. Got to have those small steps have got to start within the community itself before you try and bring in government or you know World Bank or whatever.

**Axial coding: Society**

**Open code: discrimination**

1.258 Mostly in Nepal, the women are second-class citizens. They think ‘I can’t do it, I am nothing’. They are always so down. But we say: not that.

2.43 Now they are going to the schools but *unintelligible* they are discriminated in every step of their life. So mainly it happened towards the women. They are the most vulnerable women a group of women, who really need support.

2.54 So, these women who really are not having a good life in their family and society there were discriminated in every step. The abled members of the family were *unintelligible*. These women have
to put their hand out to ask something. They are the bad of the family, this discrimination started in the family itself and would go to the society it is even worse.

2.73 And if I have to say, here, the women who are with us, with me in fact, are under triple discrimination. First of all, they are differently able. Second, they belong to a very vulnerable group of people because they are differently abled. And thirdly because they are differently able. Did I say differently abled already? Because they are women so there are three candidates. Differently abled, belonging to the disadvantaged groups and being a woman. So these three discriminations are there.

2.159 They used to call them ‘blind girl’ or something like this and this was really discriminating.

4.139 And then we also have to take into account the sector of race and race discrimination. We have to take in certain discrimination that are institutionally or generationally given.

4.222 Unemployment rate rising after the crisis in Spain, migration, missing resources, missing inclusion for example women who are Gitanos here, there is a huge discrimination from the state, women of colour, those are all factors to how education is perceived, your access to resources.

4.296 Racism, discrimination, discrimination against poor people, against women, Sinti. To develop tools that clearly work.

**Open code: availability of education**

1.45 I have been to the mountain area and I have seen the situation of the women who live in the mountain areas, they don’t have the chance for higher education, they have to work so hard and they get nothing. They are working all day. We wanted to combine this together. One side is the safety for the trekkers and security and hassle-free track. And on the other side for the Nepalese women economic empowerment and job opportunities for them.

1.265 That is what we like to give these opportunities because in Nepal we don’t have any opportunities for women to try anything. They don’t have the chance to go for higher education. They have no idea what they like or what they dislike.

3.114–3.117 Because a lot of rural areas in Mexico, people are disadvantaged. They don’t have a network, lack information or if they have information they don’t know how to plan.

3.266–3.268 But there are other parties who need to take their responsibilities as the government. They should facilitate educational opportunities, employment, for example.

4.222–4.227 Unemployment rate rising after the crisis in Spain, migration, missing resources, missing inclusion for example women who are Gitanos here, there is a huge discrimination from the state, women of colour, those are all factors to how education is perceived, your access to resources.

6.39 And in this instance women in this case are subject to unequal distribution of power, unequal distribution of education. Many women don’t have even access to education. Many girls are taken out of school from early age of generally 10 to 12 years old. So they never finish high school let alone go on to a university education.

6.97 It is, it has to be the number one tool for the process of empowerment to get an education in all its forms we’re not just talking Primary School and High School. Standardized curriculum sort of education. Education can be as you mentioned education about how to do business and how to do business within the limitations and the resources that you currently have available.

6.140–6.144 If no education, with no access to education, there is no way that a woman can compete with a man who has finished a university degree for example so there's no opportunity for them ever to get a manager position.
Open code: accessibility

1.57 First thing, they have to be physically fit. Because it is in adventure. So that is the main important criteria. They have to meet that. Secondly, at the beginning the women they were not coming, so that is why we accepted everyone, even if they have never been to school. All the social disadvantaged women used to come, and we are accepting them.

2.39–2.48 So first we are taking up all the children who are differently abled into speech and hearing centres, into the intellectually disabled centres, into the partially disabled centres. But what about the people who could not go to the schools? Now they are going to the schools but "unintelligible" they are discriminated in every step of their life. So mainly it happened towards the women. They are the most vulnerable women a group of women, who really need support. So, our founder Vincent Ferrer thought we should do something for these women. And since then we started in 2001.

Open code: opportunities for exploration

1.261–1.270 You are here for a reason. You are a very important person, you can do something, you should find out, you should try, nothing is wrong with trying. We don’t know if you will like our training or not but go on it and try. And if you find something else you can go on that but try. That is what we like to give these opportunities because in Nepal we don’t have any opportunities for women to try anything. They don’t have the chance to go for higher education. They have no idea what they like or what they dislike.

1.272 We like to create a platform so the people they will come and try here, and they will find out what they can do and what they can’t do, what they like and what they dislike.

Open code: household relations

1.181–1.188 Many women they come here and are socially disadvantaged, meaning most of the time are low cast people and are neglected by the society and also sometimes their marriage does not work, and the women will be alone because she has no place to go. She cannot go to her parents or husbands’ home. This kind of women come to our place. They have nowhere to go but they want to stay because they love their children.

3.58–3.61 It was not socially accepted by the community and her family to divorce because she was the third women in the whole community who got divorced. It was a change for her.

3.133–3.137 Yes, it is different. For instance, even the same women can be recognized in public spaces and she can be empowered in these public spaces, but when she comes back to her house it can change. She can have an unequal relation with her husband or boyfriend or father.

3.382 Women need to be strong by themselves and stand up for themselves. Especially when the males are the husbands, so the problems are not only going to be at the restaurant but as home as well.

5.58 And socially, the male member of that family is the one who has the power. So they’re kind of taking and using the money. Instead of them. I feel you can’t say ‘I gave them the loan they are empowered’ because then you also have to be looking at the social structure which is around them. And I think that's why looking at the gender roles and looking at these relations is even more important than just saying OK we did our job we empowered 100 women because it is not true empowerment if the men used the money.

5.100 So mainly like, empowerment, would start from trying to improve these structures and have a more equal distribution of household tasks and that to be considered the norm.
The whole empowerment thing came out because women were almost seen as lesser beings. And if you go back historically, especially since the industrial revolution. The men went to the factory and worked, and the women stayed at home and did all the household stuff. You know I suppose because the men have the money and they felt that they would control the women more.

You also have to look at the social side, but obviously you can’t look over it, it is important. I mean, it is a basic thing that we need to survive in societies today. And if course now women are working that is a type of empowerment, but I think when we manage to also have the equal distribution of the household that would also be a step forward in empowerment.

One area I went to is a quite simple village in the mountains and they had a gatekeeper, I went to visit her and it was okay to be there, talking to her and everything. She was always busy. In Greece feminism is associated with being busy. I told her to wanted to talk to other women, and she told me that I needed permission of the husbands first. Because I didn’t want to talk to the women and the husband watching over because the women obviously is not going to tell me what she really things when her husband is there.

And also related to the household, Greece is a patriarchal country, so I had to be careful how I phrase things.

Furthermore, people don’t like you asking them how their household relations are, it is an issue of discontent. Asking ‘does your husband help you with cooking?’. For some it doesn’t matter, they laugh and answer ‘my husband? No never.’ So that is also part of the evidence to show how these gender roles are operating.

And in Australia for example we have we still have the male breadwinner, the breadwinner model of workload divide. The man should go out to work and earn an income and the woman should stay home. And even as recently as the last, as the middle of the 1980s.

Furthermore, the women in Nepal that we work with they risk significant sexual and domestic violence. If they undertake paid employment outside of the home. So for them to actually try and take up an opportunity to start their own business is personally risky. High risk situation.

Women often, if they work outside of the home or if they take up a job outside of the home for them to become an entrepreneur a business they actually have to, many of them are actually kicked out of the family so they're no longer allowed to come home.

**Open code: society structures**

And one perspective of empowering people is to realise that you are part of the problem, to realise where if we see society as a network of access of different power, gender, race, economic, then I need to realise before I am trying to empower others, where do I locate myself within that network.

Because sometimes we don’t even feel the restrictions that are among us and we don’t even think about the possibilities and choices we could make. So, awareness, reflection, and focus groups or communal talks.

So short answer: capitalism. Big answer, I am not an expert on Spain, but in every society not everybody can be a winner. That is not how society works. And we go back to the network of society’s positions where everybody has different locations you have different factors coming in.

Well first of all the economic setting and the general setup of society. Patriarchy for example.

Well, at the moment or in an ideal world? Because I think that ideally, at the basis of feminism, to have equal opportunities for everyone. At the moment that’s not happening. So men and women don’t
have the same opportunities because there are economic and welfare structures which don't allow them
to have equal opportunities. They, for example, in Portugal the research I was doing the managers say:
it is their choice to go and have a family and leave off work for five years or to accept a low paid job
because she want so have more free time to take care of the kids. It is her choice. But it is actually not,
it is just a perception that they have a choice. It is what the women have been socially trained to think.
That that is what she has to do to be a good woman. So mainly like, empowerment, would start from
trying to improve these structures and have a more equal distribution of household tasks and that to be
considered the norm.

5.141 If somebody is grown, you have the society and the policies and economic structures which
support you going up to be feeling that you can do what you want, and you do have the change to get
the job that you want. Then I guess that is kind of building up a good basis for being empowered.

6.167 How is this inequality related to empowerment? Is there more need for women to be empowered
then for men?

6.169 That that's kind of the starting place. They're not all societies. There are some that are matriarchal.
So whether the women have greater power you have the cultural dynamic. That cultural dynamic enables
a male dominated approach to education, to economic what divides.

Open code: awareness

4.82 If we talk about empowerment in the general term I would say first, that would be awareness. To
be aware of your situation and become aware of others their situation.

4.85 Because sometimes we don’t even feel the restrictions that are among us and we don’t even think
about the possibilities and choices we could make. So, awareness, reflection, and focus groups or
communal talks.

4.124 Awareness raising, education, decision–making, policy making and agency. To create agency, first
of all.

Open code: general

2.159 Another example: society wasn’t used to give these women names. They used to call them ‘blind
girl’ or something like this and this was really discriminating. But now we see women defending
themselves, saying ‘I have a name, you should call me by name’. This is the real change we see now and
the society is changing as well and the families change as well.

5.109 Yes in society. I mean this is obviously different from country to country you know the extent or
the type of action that you would take in order to empower women would be very complex based on
their culture.

Open code: other

4.141–4.145 If you are in a system of social help for years and years and years and years than eventually
you become impotent because you just fall down on institutions over and over and over again. And you
learn what to say and learn how to act.

4.159–4.165 That is the whole point, that you wish. Who are you to tell what to wish for? So I think,
cultural norms and the intersexions of capitalism are the reason people do such projects. Even if there
is a humanity point in it, it has to be profitable. Otherwise tourism wouldn’t make sense, if tourism
would be about humanitarian help, it would be humanitarian help.

5.147 When she feels independent and that she is doing what she wants to do without oppression by
society.
When you couple that with cultural and gender restrictions and boundaries, then you've got and sort of an exponential number of all barriers to overcome.

**Axial coding: Other**

**Open code: caring activities in tourism**

3.163 I think one important thing regarding tourism is that tourism is about taking care of the tourists. Taking care of somebody. And this is not well–considered in society. It is not productive in the way of getting money economically or financially, it is not important. But even if you pay for that, it is not the best of the jobs. So, for me, in tourism or through tourism, these care responsibilities it’s not mainly care work because care work is not paid, it is for the household, but you are doing the same, mostly the same activities, but for somebody else and you get paid. So, tourism could help to revigorated those caring activities. More than other also paid activities like here in Mexico there are a lot of people who take care of other people outside their homes, but it is not considered work nor financially or socially acknowledged.

3.178–3.182 So, if we use those data, it can be useful because a lot of activities in the case of tourism like cooking or guiding, these jobs are mostly done by women. So if it is socially acknowledged you can surpass the economic aspects.

3.254–3.257 I think firstly, considering tourism, it is important as I already said, that in tourism women can carry out care tasks. Because tourism and care tasks are so closely related, it is important that women are socially recognized as well. Well paid and well remunerated. It is the core of the activities.

3.341–3.376 This is related to your initiative because for instance, when we talk with women who work in the kitchen, tourism related, because tourism can see how to make tortillas etc. Tourists say to the girls that the food is fantastic, so unless these cooking activities get socially and economically improved, it will not change the gender stereotypes at all. Because they say that to the women and not to the men. So we have found out that in many interviews, we want to do something, that these cooking abilities that either men or female can do that. It does not change anything if a man makes tortillas. While getting involved in this, the core of caring activities in tourism, I think we must be very smart to handle the things and to see that this cooking is important for the community, and even if it is not socially rewarded for women this can still be an opportunity. And it goes for any other kind of caring activities. Because if not men will take the place of women and women will be pushed back to another activity, and probably the empowerment process will be slow. I think, like, with this revolution of social roles during the 60’s, a lot of care work supposed to be easier. You didn’t have to wash your clothes by hand because you have equipment, but you didn’t get the gender issues. Now, it is probably the women who take care of the clothes and washing. So, we must, especially in tourism, we must be very careful of those things. I have read this happened in destinations who have suddenly expanded. Where tourism just happened and was not planned. Then women took care of the food and men took care of the boat trips. Because tourists went to an ecological sight or island and the only way to get there was by boat. So, when men realised women were making more money with the restaurants, they took over their jobs. The men try to push them out the activity because it made more money.

5.77 I think that is a way of empowering women as well because their work is valued. I guess that is an important thing to feel that your work is valued. For example, somebody who does child care, somebody who cleans the house, somebody who cooks. A nanny or something like that. They are quite low paid but basically, they are doing your socially reproduction, so you can go on work somewhere else and that work is valued more. Why? Why should one be more valued that the other?

**Open code: education**
1.16 You see, these two organisations are a social enterprise because we find out the need of the women trekking but the women, they want to be a trekking guide but without the skills and knowledge they cannot be a guide.

1.28 Yes. What we do like, the NGO is making sure the women are provided with training to become a trekking guide.

1.31 And, our business is making money and they are contributing to the NGO. Plus they are providing on the job training to our business. So they get a change to improve their skills so they can become a guide.

1.93 So firstly environment and secondly the education. So we train them, because when they come to us, they cannot start working immediately. So we have to train them. Education is our second purpose. And thereafter comes explore. So when they get training and they have to go for on the job training and they will realise what is trekking, how it is, whether they like it or not, whether they can do it or not. These kinds of things. After exploring they will work in trekking or not. Relation to ability to explore

1.109 They have to get education and will get proud of themselves.

1.119 It is an unbelievable improvement. Because the women did not have much education, they earn 30–40 dollars a month, but now in the trekking women will earn really good compared to their qualifications and capacities. And not only the earning but they are more educated as well.

1.128 We are supporting them to educate and also, they are making a good living and supporting their siblings, children and families.

2.18 The mission was to bring the women to grow, to give them training and knowledge on what they can do, which is handicrafts, and we want to train them and bring the disadvantaged women to a level of their life that they feel dignity.

2.64 So after selections we bring them to one location, put them under one roof to see how they can cope up with learning, and training and coming out as individuals and independent woman. So this is the main purpose of bringing them to one workshop or one location. Exchange experiences with other women in similar situations.

2.92 Obviously, to get empowered, yes, they can get everything like dignity, but to be more empowered they need to have more kind of support. In the sense we need to give workshops, sent women to trainings, develop their skills. And we have to take them to some place to show them examples of how the work needs to be done and how the women can be empowered. So these things would really help them and bring them out as individuals to say that they are empowered.

2.143 The other part is we sent a few capable women, who can speak and walk and who can get involved in a training to places like cities here. If there is a training at another location, we try to send them in groups. And when they come back, they can give training to the rest of the women here. Another part of the training is also done in this way: we get in contact with trainers when we need new techniques and ask them to help us and mostly, they do.

3.26 Those females who took those gender approach courses or trainings, they became more aware on gender issues and equalities than women who did not participate.

3.47 When I first interviewed her, she was still married and she told me later, that she was in an abusive relationship with her husband. When she took these gender approach trainings that she started to be aware of things she was having in her relationship. But until she started taking these classes, she thought it was normal. It was a small town and all these things used to happen to other women as well. To her mother and grandmother, but it was socially accepted to abuse women. When she took that training
course, she realised it was not good, not healthy and not okay. So, she tried to change her relationship by talking with her husband but that did not change the relationship, so she divorced.

3.62 She also realised that her daughters deserved the same scholar opportunities as her son. It was, in her case, possible to see the changes and the empowerment process.

3.146 And sometimes even when tourism doesn’t give women the opportunity to become financially independent for 100%, they can be empowered on other aspects as getting information and sometimes information can help them manage things in the community and family, so we provide trainings as well.

3.201 Like for instance: you get involved in tourism and you get information.

3.258 But then, you will need another level of things, like to get information and for those women you work with to be able to handle that information. The women have to know what to do with the information they are provided with. They need to know what to do to, for example, establish a business or expend the business, generate more income, or even to get involved in other projects. That is the responsibility of the women.

3.315 Well, you can help empower women by giving them courses.

3.376 So, while dealing with these things, it is important that before women get financial success, they can really need to empower themselves and make strategic decisions that sometimes men want to do.

4.124 Awareness raising, education, decision-making, policy making and agency. To create agency, first of all.

4.166 And I think, what you are saying is like, okay we also want to learn them about, for example, how to live a healthy life, or how to finish schools, or how to get out of the circle of poverty because poverty is a circle. That is wishful at the moment, working with women in El Trinidad and Pérchel and doing workshops for women. And of course, their motivation is they receive help from an NGO in the form of money and we try to provide them with workshops but no we need more help.

4.227 If you are an immigrant and you are unfamiliar with the system you have got thrown in, it will be very hard for you and your children to pursue an education as a Spanish middleclass who have the resources.

4.240 I think at the moment, there is a city here in Andalusia where 50% of people are unemployed. Although they have good education. We have the problem that 35% of people under 30 are unemployed and 60% of everybody in Spain who is employed on a fulltime base, 40 hours a week, and have highly educated jobs is earning less than 1000 euro’s a month.

4.256 I know a lot of women who cannot work because of missing education or you name it, general unemployment.

4.268 That is truly transformative and will transform because if you educate or empower women you empower a whole generation because an empowered woman will give that to her children.

6.75 Empowerment is also about knowledge and education. So at the base level of becoming empowered or accepting and understanding opportunities is to even realise they exist, to have an education about what is available or what might be available.

6.82 These women a) I didn’t know that Mt. Everest existed, and b) they didn’t know that it was in Nepal, in their own country. If you don’t know that something exists or that there are opportunities available if you’ve never heard of the Internet, how do you then go about using the Internet or using any of the tools that might be available.
It is, it has to be the number one tool for the process of empowerment to get an education in all its forms we're not just talking Primary School and High School. Standardized curriculum sort of education. Education can be as you mentioned education about how to do business and how to do business within the limitations and the resources that you currently have available. And education from a tourism perspective. For example also needs to consider understanding of tourism behaviour. So what do tourists want? You can't really build up a business to sell anything if you don't actually know what you are selling and what your customers want. Or you don't understand how customers and customer interactions work. So there's lots and lots and lots of components of education, pieces of information that need to come together to enable business and women in their communities to access opportunities.

If no education, with no access to education, there is no way that a woman can compete with a man who has finished a university degree for example so there's no opportunity for them ever to get a manager position.

Open code: mentoring relationship/peer support

They have nowhere to go and they came to our place and they were really worried and crying all the time and we had to give them counselling classes, and after the class we talk to them and always try our best to make them comfortable.

I have gone through a couple of situations where I have seen women so depressed, that they wanted to end their live and we give them counselling and motivation and give them the value of life and teach them what life is and this was something that we tried to teach the women and now I see that they have come out of that stage to this stage and they are confident of themselves and come out to other people saying: 'yes, although I am differently abled I can do it'.

But even feel that there is a network of support for each other and others and that you are not alone. Because a lot of people, when we say that empowerment is for people who are outside of the societal network or outside of the decision-making process, just to view the connection and not be alone I think that can make a huge change for people and can transform life because someone who feels supported is feeling stronger, is feeling that they can go places.

They're also speaking of businesses that needs to be some sort of mentoring capacity or mentoring community network available.

Open code: tourism

And education from a tourism perspective. For example also needs to consider understanding of tourism behaviour. So what do tourists want? You can't really build up a business to sell anything if you don't actually know what you are selling and what your customers want. Or you don't understand how customers and customer interactions work. So there's lots and lots and lots of components of education, pieces of information that need to come together to enable business and women in their communities to access opportunities.

One of the big problems that people in the tourism industry suffer is you've actually got to get a tourist to come and visit you. Whereas if you're in a manufacturing industry you can try and sell your goods somewhere else ship them into a different location.

This is the distribution system for tourism because it's an experience rather than a tangible good. That means that you've actually got to use that to get knowledge out there about what you can offer as a tourism product. And then you've got to get people too. So if you're in a remote location, even getting transport into the area is quite difficult at times.

So it's a very complex challenge but one of the things that myself and my co researcher really look at is what does the community actually have. If they don't have a road but they do have a hiking
trail. Can people get there on a raft for example. And can we manufacture that as part of the tourism experience. So what are the resources you have available what is the community you already have that they can use. And I think for empowerment in small steps to happen. Got to have those small steps have got to start within the community itself before you try and bring in government or you know World Bank or whatever.

Axial coding: Successes

Open code: effort

1.218: For us, first thing, is ourselves. When we started, we did not know many things, now we have learned something. And also, we build a community now. We trained almost around 2000 women. And, in our company now, around 150 women are working. This is, we are able to create a new profession for the underprivileged women. And also when we see the changes of the women's lives that is something we have achieved. So there are so many things we have been doing and also there are lots of "unintelligible", you know like, many women trekking guides, there are many women entrepreneurs and even many women from other countries are replication our ideas.

2.204: A lot of effort of the women obviously, the work they do. And continue trainings. We need to improve our marketing that is a really big challenge. But we are trying to do it. So all the perspectives of making a strategy plan going on with the marketing, getting all of our orders, updating the website. But this is the technical part. But if we go to the social part, we need staff that makes sure they are keeping good health and good working conditions. We take care of the physiotherapy they have to do and exercises that they have to do. So every day continue the exercises. So this is the success of the project.

Open code: power

4.266: I think the most beautiful thing is when someone is making a change for themselves. And is taking back power over their live and live choices. That is truly transformative and will transform because if you educate or empower women you empower a whole generation because an empowered woman will give that to her children. That is a huge success. Policies that come of social transformation, for example more child care of women are allowed to vote or whatever. That is untouchable as well.

Open code: acknowledgement

5.162: When I was doing my PhD, the women I was interviewing a lot of them have never been interviewed about this before so a lot of them said 'it is really cool that you are asking me these questions and taking an interest in my work', so I guess this was empowering for them. Me going there and involving them in research that then would be published. Within academic research, your achievements are academic papers, going to conferences etc. The project about gender and tourism in Portugal which I took part in. We have published several things. Trying to connect the theory and the practical stuff. I think there is big difference between academic theories and practical things to help women. And also presenting these subjects to the public and raising awareness.

Open code: education

2.204: A lot of effort of the women obviously, the work they do. And continue trainings. We need to improve our marketing that is a really big challenge. But we are trying to do it. So all the perspectives of making a strategy plan going on with the marketing, getting all of our orders, updating the website. But this is the technical part. But if we go to the social part, we need staff that makes sure they are keeping good health and good working conditions. We take care of the physiotherapy they have to do and exercises that they have to do. So every day continue the exercises. So this is the success of the project.

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if you educate or empower women you empower a whole generation because an empowered woman will give that to her children. That is a huge success. Policies that come of social transformation, for example more child care of women are allowed to vote or whatever. That is untouchable as well.

6.300: This has actually been a large number of them. And because you're particularly in food tourism or gastronomy. We've been working with a community called Seven Women in Nepal. Who are actually located in Kathmandu and in the main city in Nepal. And Seven Women started out as a, more or less a homeless shelter for disabled women. So not only were they women they were also disabled so they had this multiplying effect of disfigurement and being outside of their all of the cultural pressure. A group of seven women got together and started up this shelter for women. And one of the things that they started to do was they started teaching women normal skills, so sewing, cooking, handicrafts, weaving, et cetera where these women could then go back into a community with a tangible viable skill set. But that has since moved into, they still do all of that so they still have women coming in as part of the shelter, but they also have a whole bunch of other women coming in just to learn weaving, cooking and so on.

6.330: The shelter components and they still have people who are living in their community in their little shelter. But they also teach women and then they teach tourists how to do cookery. So they're building on their skill set. That's the success.

Axial coding: Challenges

**Open code: community cohesion**

1.236: Establishing a business for us is no problem. But jealousy is the bad one. There are always people giving us a bad name and they are trying to pull us out from here or get us down. This is something like, you know, that makes us, that is kind of challenging for us. Besides that it is okay.

**Open code: communication**

4.211: What I think is hard about empowerment work is that you always have to do it with people, not on them. So including people and trying to bridge that gap of perspectives is, for me, an important part.

**Open code: society**

4.296: Well first of all the economic setting and the general setup of society. Patriarchy for example. Racism, discrimination, discrimination against poor people, against women, Sinti. To develop tools that clearly work. Design tools and techniques that we can hold on to. That is something that is really hard to do.

**Open code: household**

5.180: I told her to I wanted to talk to other women, and she told me that I needed permission of the husbands first. Because I didn’t want to talk to the women and the husband watching over because the women obviously is not going to tell me what she really things when her husband is there. Doing participant observation is difficult as well because most people don’t know what it is. Me just sitting there and observing and making field notes is something many don’t accept as a research method.

**Open code: tools**

4.296: Well first of all the economic setting and the general setup of society. Patriarchy for example. Racism, discrimination, discrimination against poor people, against women, Sinti. To develop tools that clearly work. Design tools and techniques that we can hold on to. That is something that is really hard to do.
**Open code: commitment**

1.253: We have a very interesting program because we try to make them realise who they are. What strengths and capacities they have. We are all different and we all have something. So we are always trying to encourage them like: ‘you are here, in this world, for some reason. Do not think you are nothing.’ Mostly in Nepal, the women are second-class citizens. They think ‘I can’t do it, I am nothing’. They are always so down. But we say: not that. You are here for a reason. You are a very important person, you can do something, you should find out, you should try, nothing is wrong with trying. We don’t know if you will like our training or not but go on it and try. And if you find something else you can go on that but try. That is what we like to give these opportunities because in Nepal we don’t have any opportunities for women to try anything. They don’t have the chance to go for higher education. They have no idea what they like or what they dislike.

2.222: Take care that they have work every day. Even if we don’t have orders. We make sure that they have work and sufficient enough time to do it. So, we don’t force anyone. They are free of doing the work and they are free of going back home if they need to. And the trainings we give them, the social activities that we include them in, celebrations, mingling in to one workshop to the other. Even a differently abled women or women, we celebrate together in one workshop. So all these mixed components make the women committed to the project.
Appendix G: Summary of the empowerment process

Participant 1

Summary of the empowerment process

P1 does not define stages or steps of the empowerment process. However, P1 explains empowerment as more than providing educational and employment opportunities. Woman should be willing to make a change in their lives themselves. Supporting to this change is someone's inner capacity, educational opportunities and development of self-esteem. According to P1, trainings and employment can help develop skills, courage and confidence which can lead to empowerment. Nevertheless, this does not guarantee empowerment, for the reason that empowerment comes from the inner capacity someone has to chance their own lives.

Transcript lines on the empowerment process

1.100 "So if they work, are employed, they will have skills, have courage, are professionals now, they are financially independent, and they build their confidence so they will now be empowered. So this is a process."

1.106 "Process means like, sometimes, not only giving them lectures to be empowered and tell them 'you have to do this', sometimes we are giving some jobs, but it is not only that. They have to get education and will get proud of themselves. For me, empowerment is the self-pride because women live on their pride and dignity."

T.113 "Women should be willing to make a change and look for opportunities to improve themselves and develop that."

Participant 2

Summary of the empowerment process

P2 does not give a thorough explanation or definition of the empowerment process. However, P2 uses the words: 'more empowered' which can indicate that empowerment exists out is several stages or steps. P2 empathizes the importance of education and develop skills in order to be empowered. There cannot be indicated to what extent empowerment can be measured or how 'more empowered' is defined.

Transcript lines on the empowerment process

2.92 Obviously, to get empowered, yes, they can get everything like dignity, but to be more empowered they need to have more kind of support. In the sense we need to give workshops, sent women to trainings, develop their skills. And we have to take them to some place to show them examples of how the work needs to be done and how the women can be empowered. So these things would really help them and bring them out as individuals to say that they are empowered.
Participant 3
Summary of the empowerment process

P3 explains empowerment as a process of different phases and stages but does explain the empowerment phases other than mentioning the ‘realisation’ phase. P3 extricates a difference in processes for individual women, every process of different. Furthermore, P3 defines the process of empowerment as many small actions. Empowerment can be triggered by supporting or providing local women with access to these small actions which can lead to a multiplying effect. Providing women interactions with tourists can raise awareness of doing things differently, which broader the spectrum and can result in being able to make different choices.

Transcript lines on the empowerment process

T.3.43: ‘Some empowerment phases, some of the women already went through. Of course, it depends on the women. Every process is different.’

T.3.122: ‘If we compare rural and urban woman, I think they are in different stages of the empowerment process.’

T.3.198: ‘So probably it could be that a specific action, well I don’t like to say trigger, but to trigger the empowerment process there are many small actions. Like for instance: you get involved in tourism and you get information. So that is a small action. You get involved in tourism and you can see how female tourists act different and do things different so you can now be aware of those differences as well. So what I am trying to say, if that the process of empowerment exists out of small actions. Because like seeing differences, women can start to be aware. About the actual differences connected to an action as well as different situations. It broader the spectrum. The same goes for gender and equalities. Those small things can trigger or accumulate, those small things really trigger the process of empowerment.’

T.3.310: ‘I think you can generally say that the process of empowerment are phases. For example, the realisation. Women can start thinking ‘this is not fair’ but they might not be able to express this.’

Participant 4
Summary of the empowerment process

The empowerment process exists out of several stages: awareness raising, education, decision-making, policy making and agency. To be aware of your situation and become aware of others their situation can increase the agency someone has to think about possibilities and choices.

Moreover, P4 explains the difficulty about empowerment as not being able to see when someone is empowered or in the process of empowerment.

Transcript lines on the empowerment process

T.4.81: ‘If we talk about empowerment in the general term I would say first, that would be awareness. To be aware of your situation and become aware of others their situation. Like where are we? Because sometimes we don’t even feel the restrictions that are among us and we don’t even think about the possibilities and choices we could make. So, awareness, reflection, and focus groups or communal talks. That for me is a very big step.’

T.4.124: ‘Awareness raising, education, decision-making, policy making and agency. To create agency, first of all.’

T.4.208: ‘Yes, for me it is. If you want to have long-term success you will have to wait a lot. In my experience. Because you never know when a seed is growing in someone.'
Participant 5

Summary of the empowerment process

P5 does not explain specific stages of the empowerment process. P5 explains an equal upbringing for boys and girls can be a good foundation for empowerment.

Transcript lines on the empowerment process

5.136: “I don’t have an idea of the exact stages of empowerment. I guess if the person is situated within a society that is open to, for example as a kid. You are in a school where teachers don’t teach that boys and girls are different or that boys are more important than girls. And at home you also don’t have these differences. If somebody is grown, you have the society and the policies and economic structures which support you going up to be feeling that you can do what you want, and you do have the chance to get the job that you want. Then I guess that is kind of building up a good basis for being empowered.”

Participant 6

Summary of the empowerment process

P6 does not think there is an individual process for empowerment, nor steps to follow to empowerment. Rather empowering people to take up opportunities consists of multiple components who need to come together. P6 mentions:

1. Internal quality. The women themselves need to want to access opportunities, which have been denied to them.
2. At the base level of empowerment is realising opportunities exists. Education can contribute to this awareness or accepting and understanding opportunities.
3. Government programs can allow people to access support, funding or help with establishing a business.
4. Mentoring community network available to women who establish a business.
5. Education is the number one tool for empowerment. Education can cause awareness and consideration of more options available. Therefore, access to education is very important.

Transcript lines on the empowerment process

6.60 ‘Well, unfortunately I'm going to be as obtuse as most other researchers. I don’t think there is actually a process, a single or an individual process, on empowering people to take up opportunities. In our research with women in remote communities, we've found that there was a number of different qualities that had to come together. The first was an internal quality so the women themselves needed to want to access opportunities that had been denied them. So that’s the first step. But then there also needs to be a number of tools in place to enable people to take up opportunities and those tools include government programs to allow people to access support or funding for example to develop businesses. They're also speaking of businesses that needs to be some sort of mentoring capacity or mentoring community network available. So it's never just this, here is a three–step process to empowerment. Empowerment is also about knowledge and education. So at the base level of becoming empowered or accepting and understanding opportunities is to even realise they exist, to have an education about what is available or what might be available. In that one of the communities we were talking with a number of women in remote Nepal and Nepal’s most famous thing around the world is Mount Everest the highest mountain on the world. These women a) I didn't know that Mt. Everest existed, and b) they didn't know that it was in Nepal, in their own country. If you don't know that something exists or that there are opportunities available if you've never heard of the Internet, how do you then go about using the Internet or using any of the tools that might be available. I think you can't imagine them. So at the base of all empowerment has to be access to education.”
6.91 “It is, it has to be the number one tool for the process of empowerment to get an education in all its forms we’re not just talking Primary School and High School. Standardized curriculum sort of education. Education can be as you mentioned education about how to do business and how to do business within the limitations and the resources that you currently have available. And education from a tourism perspective. For example: also needs to consider understanding of tourism behaviour. So what do tourists want? You can’t really build up a business to sell anything if you don’t actually know what you are selling and what your customers want. Or you don’t understand how customers and customer interactions work. So there’s lots and lots and lots of components of education, pieces of information that need to come together to enable business and women in their communities to access opportunities.”
Appendix H: Theoretical framework of the concept women empowerment

<table>
<thead>
<tr>
<th>External influencing factors</th>
<th>Societal structures</th>
<th>Cultural contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women empowerment</td>
<td>Choice: resources, agency and achievements</td>
<td></td>
</tr>
<tr>
<td>Economic</td>
<td>Psychological</td>
<td>Social</td>
</tr>
<tr>
<td>• Opportunities for employment</td>
<td>• Self-esteem, self-confidence, self-reliance and pride</td>
<td>• Enhanced community cohesion</td>
</tr>
<tr>
<td></td>
<td>• Opportunities for businesses</td>
<td>• Desire for education</td>
</tr>
<tr>
<td></td>
<td>• Own income</td>
<td>• Contact between local women and tourists contributes to the feeling of being connected to the outside world</td>
</tr>
<tr>
<td>Tourism Development</td>
<td>Gaining of valuable skills or capacity building</td>
<td>Having feeling in control over the place over the direction of development</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Access to productive resources</td>
<td>Confidence to go back to school themselves – own initiative for education</td>
<td>Greater local access to services and communities</td>
</tr>
<tr>
<td>Ways of enabling earned cash shared among household</td>
<td>Self-perception of social status and as perceived by others</td>
<td>Support upkeep of the community</td>
</tr>
<tr>
<td>Livelihood improvement</td>
<td>Impact of status perception on ability to influence decision-making</td>
<td>Reduce inequalities in terms of income and wealth between different groups</td>
</tr>
<tr>
<td></td>
<td>Individual’s role in the group organisation</td>
<td>Reduction of incidences to negative impact associated with tourism</td>
</tr>
<tr>
<td></td>
<td>Recognition of local culture and</td>
<td></td>
</tr>
</tbody>
</table>
knowledge resulting in high self-esteem
Appendix I: Empirical framework of the concept women empowerment

Note: indicators with a * are identified in the theoretical framework and interviews

<table>
<thead>
<tr>
<th>External influencing factors</th>
<th>Women empowerment</th>
<th>Choice, resources, agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Economic</td>
<td>Psychological</td>
</tr>
<tr>
<td>Discrimination</td>
<td>• Urgency for economic resources</td>
<td>• Exchange of experiences</td>
</tr>
<tr>
<td>Availability of education</td>
<td>• Financial independence</td>
<td>• Ability to explore</td>
</tr>
<tr>
<td>Accessibility</td>
<td>• Poverty</td>
<td>• Mentoring relationship</td>
</tr>
<tr>
<td>Society structures</td>
<td>• Education</td>
<td>• Education</td>
</tr>
<tr>
<td>Opportunities for exploration</td>
<td>• Opportunities for businesses*</td>
<td>• Value and perception of self*</td>
</tr>
<tr>
<td>Gender role stereotypes</td>
<td>• Opportunities for employment*</td>
<td>• Contact between local women and tourists*</td>
</tr>
<tr>
<td>Access to resources</td>
<td>• Own income*</td>
<td>• Self-perception of social status and as perceived by others*</td>
</tr>
<tr>
<td>Cultural context*</td>
<td>• Impact of status perception on ability to influence decision-making*</td>
<td>• Support the upkeep of the community*</td>
</tr>
</tbody>
</table>
Appendix J: Outline guidebook

Outline guidebook Milne et al. (2018)

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DO NOT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"A quote from a research participant"

Key Messages

Specific Information

Outline guidebook

Questions for project leaders

Key Message

Tackled barriers
Appendix K: Guidebook roleplay workshops

<table>
<thead>
<tr>
<th>Workshops ‘stakeholders and negotiation’</th>
<th>CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>DO</td>
</tr>
<tr>
<td></td>
<td>✓ For the first workshop, aim to learn skills on introduction level</td>
</tr>
<tr>
<td></td>
<td>✓ Vary between the different roles established, so each woman has practices with each role.</td>
</tr>
<tr>
<td></td>
<td>✓ Keep the workshops interactive to increase active involvement</td>
</tr>
<tr>
<td></td>
<td>✓ Apply the structure of the PDCA-cycle in section 6.4.2.</td>
</tr>
<tr>
<td></td>
<td>✓ Keep the case and information relatable</td>
</tr>
<tr>
<td></td>
<td>✓ Ask questions to keep the workshop interactive</td>
</tr>
<tr>
<td></td>
<td>✓ Plan evaluation meetings after each workshop</td>
</tr>
<tr>
<td></td>
<td>DO NOT</td>
</tr>
<tr>
<td></td>
<td>X Do not try to force women to be actively engaging in the workshops</td>
</tr>
<tr>
<td></td>
<td>X Avoid overwhelming the women of LAC with too much information at once</td>
</tr>
<tr>
<td></td>
<td>X Avoid one-way communication between the trainer and women of LAC</td>
</tr>
</tbody>
</table>

Participant 6:

‘Empowerment is also about education. At the base level of becoming empowered or accepting and understanding opportunities is to even realise they exist, to have an education about what is available or what might be available.’

Questions for project leaders

- Are the workshops I have prepared relatable for the women of LAC?
- During the workshops, are the women picking up the information and skills I teach them?

Key Message

An increased ability to make decisions increases economic opportunities, self-esteem, inclusion in society and political participation
TACKLED BARRIERS

Directly addressed barrier:
Operationalisation. The women of LAC lack professionalism in their operations. Therefore, they experience difficulties to make assertive decisions.

Indirectly addressed barriers:
Education. The women of LAC lack skills and knowledge regarding entrepreneurship.
Communication. The women of LAC lack the ability to directly approach and communicate with stakeholders.