

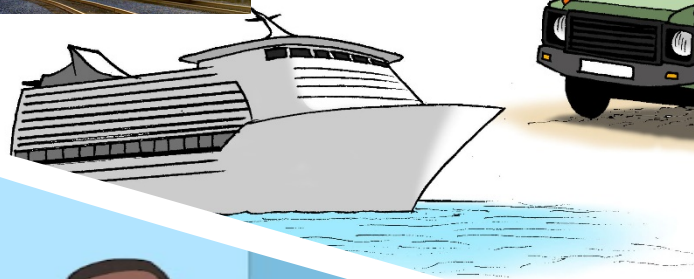


Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



TOURISM

TORTA502

**Coordinating Travel
Arrangements**

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



COORDINATING TRAVEL ARRANGEMENTS



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KIGALI-RWANDA

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET: Competence Based Education and Training

RQF: Rwanda Qualification Framework

RTB: Rwanda TVET Board

TVET: Technical and Vocational Education and Training

INTRODUCTION

This trainee's manual encompasses all necessary skills, knowledge and attitudes required to **Coordinate Travel Arrangement**. Students undertaking this module shall be exposed to practical activities that will develop and nurture their competences. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

The trainee's manual is subdivided into units, each unit has got various topics, you will start with a self-assessment exercise to help you rate yourself on the level of skills, knowledge, and attitudes about the unit. A discovery activity is followed to help you discover what you already know about the unit.

After these activities, you will learn more about the topics by doing different activities by reading the required knowledge, techniques, steps, procedures, and other requirements under the key facts section, you may also get assistance from the trainer. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

This manual will give you tips, methodologies, and techniques about how to facilitate students to undertake different activities as proposed in their trainee manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall undertake progressive assessments known as formative and finally conclude with your self-reflection to identify your strengths, weaknesses, and areas for improvement.

Do not forget to read the point to remember the section which provides the overall key points and takeaways of the unit.

COORDINATE TRAVEL ARRANGEMENTS

Learning outcome	Duration (Hours)	Topics
1. Provide pre-arrival assistance	10 hours	1.1. Receiving and acknowledging travel request and processing booking
		1.2. Gathering travelers' information
		1.3. Identification of tourism suppliers
2. Prepare the travel 3. Package	20	2.1. Combination of the travel package services
		2.2. Tailoring of the travel itinerary
		2.3. Costing a travel package
		2.4. Designing Tour Brochure
3. Conduct travel package	20	3.1. Conducting travel activities
		3.2. Handling travelers' complaints
4. Provide departure assistance	10	4.1. Assisting travelers in check-out and drop off
		4.2. Preparing travel report

LEARNING OUTCOME 1: PROVIDE PRE ARRIVAL ASSESTANCE



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **Coordinate Travel Arrangement**. They will cover the skills required to receive and acknowledge travel request and process booking, gather travelers' information, and identify tourism suppliers.

3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
4. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Define travel request	1. Receive travel request	1. Be cooperative while receiving a request
2. Describe travel request	2. Acknowledge request	2. Apply effectively organizational rules and regulations
3. Identify traveller's information	3. Gather travellers' information	3. Pay attention to details
4. Identify tourism suppliers	4. Differentiate tourism suppliers	4. Be flexible
5. Describe the types of bookings	5. Process the booking	5. Respect different customers



Steps:



Discovery activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding the provision of pre arrival assistance covering the skills to receive and acknowledge travel request and process booking, gather travelers' information, and identify tourism suppliers.
2. Ask trainees to read the scenario and answer questions under **Task 1** in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic 1.1: Receiving and acknowledging travel request and processing booking.

Topic 1.1: Receiving and acknowledging travel request and processing booking

	Objectives: By the end of the topic, trainees will be able to: a. Define correctly the term ‘travel request’ as used in Tourism Industry. b. Describe correctly special traveller’s needs c. Differentiate products and services d. Receive and acknowledge the travel request e. Describe correctly the booking process f. Identify different types of bookings
	Time Required 4 hours.
	Learning Methodology: Role-play, group discussion, Presentation, brainstorming, field visit
	Materials, Tools and Equipment Needed: ▪ Paper, internet, flip charts, marker pens, pens, projector, computer, tourism destination/attractions illustrations, tourism maps
	Preparation: ☐ Avail in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their

attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** Discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- Communication skills
- Professional English for tourism
- Phone call handling skills



Activity 1: Problem-Solving



Task 2

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 2** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to **Key facts 1.1a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **Task 3** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity 1**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 1.1.b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 4

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to provide pre arrival assistance, ask them to answer related questions.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Task 4** and answer related questions.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. Inform them that they should demonstrate positive attitude when providing required information.
7. After trainees has performed, you'll give them feedback
8. At the end summarize the topic

Topic 1.2: Gathering Traveller's Information

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the term “traveller’s information” as used in the provision of pre arrival assistance. - Describe properly the concept “traveller’s information” as applied in the provision of pre arrival assistance. - Differentiate correctly general and specific traveller’s information
	Time Required 3 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Paper, internet, flip charts, marker pens, pens, projector, computer, tourism destination/attractions illustrations, tourism maps, reference books, radio recorder, audio-visual materials, telephone, TV set.
	Preparation: ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: Give activities which enhance critical thinking

- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving



Task 5

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 2** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to Key facts 1.2a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **Task 3** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

A tour company operating in Rwanda has received email from one of university in United Kingdom who want to come experience the natural wildlife and landscape of Rwanda. The company hires you as an expert in traveller's information gathering to gather information of the delegation from that university. You are required to gather both general and specific travellers' information.



Task 7

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to provide relevant information related to gathering traveller's information; ask them to answer related questions.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. Inform them that they should demonstrate positive attitude when collecting and availing tourism information.
7. After trainees has performed, you'll give them feedback
8. At the end summarize the topic

Topic 1.3: Identification of Tourism Suppliers

	Objectives: By the end of the topic, trainees will be able to: - Identify tourism suppliers in his or her area - Describe properly accommodations, airlines and cruise lines as tourism suppliers - Describe correctly services that tourism suppliers provide
	Time Required: 3 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Paper, internet, flip charts, marker pens, pens, projector, computer, tourism destination/attractions illustrations, tourism maps, reference books, radio recorder, audio-visual materials, telephone, TV set.
	Preparation: ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations

Prerequisites:



- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving



Task 5

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 2** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to Key facts 1.3a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **Task 3** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views*
5. After the sharing session, refer students to **Key Facts 1.3b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

Do a field tour in Kigali or a local town with purpose of identifying different suppliers in tourism in Kigali or your local town and then perform the following task..



Task 10

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to collect relevant information related to gathering tourism suppliers, ask them to answer related questions.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. Inform them that they should demonstrate positive attitude when collecting and availing tourism information.
7. After trainees have performed, you'll give them feedback
8. At the end summarize the topic

Topic 1.4: Booking Process

	Objectives: By the end of the topic, trainees will be able to: - Define clearly the term “booking” - Describe correctly the process of booking - Distinguish direct and indirect booking
	Time Required 2 hour.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Paper, internet, flip charts, marker pens, pens, projector, computer, tourism destination/attractions illustrations, tourism maps, reference books, radio recorder, audio-visual materials, telephone, TV set.
	Preparation: ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.

- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations

Prerequisites:



- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving



Task 5

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 2** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to Key **facts 1.4a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **Task 3** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views*
5. After the sharing session, refer students to **Key Facts 1.4a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

Travel Tour is a tourism company located in Kigali. It is receiving a travel request from Mr. Gaspard. He is coming to attend an international youth connect conference in Rwanda and therefore, he sends a travel request to the Travel Tour company. As you are expert in travel arrangement, the company assigns you to receive the travel request, acknowledge it and start the booking process.



Task 10

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to collect relevant information related to gathering tourism suppliers, ask them to answer related questions.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario and perform the activity under
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. Inform them that they should demonstrate positive attitude when collecting and availing tourism information.
7. After trainees has performed, you'll give them feedback
8. At the end summarize the topic



Formative Assessment

1. Answer by true or false

- a. Traveler's information is one of key elements of a travel request. **True**
- b. Travel itinerary is not a key element of a travel request. **False**
- c. One of benefits of a travel request is to facilitate timely and organized travel arrangements.

True

2. Describe four main components of

a. General traveler's information

- ✓ personal identification
- ✓ travel identification
- ✓ travel preference
- ✓ purpose of travel
- ✓ transportation
- ✓ health safety

b. Specific traveler's information

- ✓ Personal identification
- ✓ Health and accessibility
- ✓ Transportation
- ✓ Culture and language preparation
- ✓ Financial and legal information

3. Describe the importance of specific traveler's information

- ✓ Help to improve safety
- ✓ Help to improve smooth journey
- ✓ Save travel time
- ✓ Make trip easier

4. Define the following terms

A. a travel request A direct booking is a reservation made directly with a service provider, such as a hotel or airline, without the involvement of a third-party booking agent or intermediary.

B. travelers' information

Refers to information that helps travelers plan or adjust their journeys

5. Complete the following form by missing information:

Personal Details:

Full name: MUGISHA Dylan

Date of birth: 17/7/2000

Passport number :

Emergency Contact:

Name : KAYIGIRWA Em

Relationship: father

Email : emgirwa@gmail.com

Travel Purpose

✓ Education

Destination-Specific Information:

Nyungwe DMA

Departure: 29/2/2025 , 7:30 am

Arrival date: 30/2/2025 , 6:30 am

Health and Accessibility

Availability of wheel chair and access to glabbar

Local Transport Options Planned:

Public transport

Cultural and Language Preparation:

Language spoken :Kinyarwanda

Cultural Considerations:

Dress code:rain clothes and heavy boot

Financial and Legal Information:

Current to use :US Dollars

Activity-Specific Needs:

Wild tours

Additional Notes:

No

6. **Describe 4 different services provided by airlines in Rwanda** Passenger service

4. Cargo service

7. The following are tourism suppliers

A. Airlines, lines, travel insurance companies, rail companies, Car rental companies.**TRUE**

B. Airlines, travel insurance companies, rail companies, car rental companies.**TRUE**

C. Airlines, travel insurance companies, clothes, rail companies, car rental companies. **False**

8. Discuss the following question:

Does Rwanda have a cruise line?

Answer :NO



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

- This type of information is crucial for ensuring a well-prepared trip that aligns with individual goals, safety needs, and local nuances. It enhances the traveller's experience by addressing distinct factors such as local customs, targeted health precautions, legal requirements, or specialized activities.
- It's important to note that airline schedules and routes can change, so it's always best to check the latest information with the airlines or a travel agent.
- By purchasing travel insurance, you can protect yourself from financial loss and enjoy your trip with peace of mind.

Further Information for the Trainer

To be updated, make further research about travel request receipt and acknowledgement, gathering traveller's information, booking process, and identifying suppliers in tourism industry.

LEARNING OUTCOME 2: PREPARE THE TRAVEL PACKAGE



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **prepare the travel arrangement**. They will cover the

main activities including combination of the travel package services, tailoring of the travel itinerary, costing a travel package, and designing tour brochure.

3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.

At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Define travel package service	1. Review traveller's request	1. Be analytical while reviewing traveller's request
2. Describe travel package services	2. Combine the travel package services	2. Apply effectively organizational rules and regulations
3. Describe the travel itinerary	3. Plan the travel itinerary	3. Attention to details
4. Describe the components of tour package costing Package	4. Cost a travel package	4. Be realistic when costing a travel package
5. Describe the steps of processing payment	5. Process payment	5. Consider time when processing payment
6. Describe the steps of designing tour brochure	6. Design a tour brochure	6. Respect travellers' interest when designing a tour brochure



Steps:



Discovery activity



Task 12

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience regarding preparation of the travel package namely combination of the travel package services, tailoring of the travel itinerary, costing a travel package, and designing tour brochure.
2. Ask trainees to read the scenario and answer questions under **Task** in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Key Facts 2.1a: Combination of the travel package services.

Topic 2.1: Combination of the Travel Package Services

Objectives:

By the end of the topic, trainees will be able to:



- a. Review correctly traveller's request.
- b. Describe the key points of reviewing traveller's request.
- c. Identify travel package services
- d. Describe the steps involved in creating a standard tour package
- e. Describe correctly elements of a standard tour package.



Time Required: 5 hours.



Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, group discussions, field visit, Individual work



Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio

Preparation:



- ☐ Read and understand the scenario before giving it to the students
- ☐ Gather in advance tools, materials, and equipment needed to deliver the session.
- ☐ Arrange a conducive learning environment

Cross Cutting Issues:



- ✓ **Gender balance:** Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking

	✓ Communication: Encourage every group member to participate in discussions and/or oral presentations
	Prerequisites: ➤ Communication skills ➤ Interpretation skills ➤ Professional English for Tourism



Activity 1: Problem-Solving

Scenario 10: Combination of the travel package services

Beyond the Gorillas Experience is a tourism company operating in Rwanda. It has received a request from Makelele University of Uganda asking the company to prepare for them the travel package as the university staff is organizing a trip in Rwanda where they want to visit Nyungwe Forest Park. The company assigns Mr Mateso as its travel package specialist to prepare this travel package, and he must focus on combining travel package services, tailoring of the itinerary, costing the travel package with payment and designing tour brochure for that trip.



Task 9

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to Key facts 2.1a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 10

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario in **Activity** and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 2.1b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 11

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to create a standard tour package for 4 tourists, ask them to present the created standard tour package.
2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace.
3. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
4. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
5. After trainees has performed, you'll give them feedback
6. At the end summarize the topic

Topic 2.2: Tailoring of the Travel Itinerary

	Objectives: By the end of the topic, trainees will be able to: - Define clearly the term “itinerary”. - Describe properly the types of itineraries. - Describe correctly the elements of an effective tour itinerary - Describe things to be considered while preparing an itinerary
	Time Required 5 hours.
	Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, Individual work, group discussion.
	Materials, Tools and Equipment Needed: ✓ Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio
	Preparation: ☐ Read and understand the scenario before giving it to the students ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations

Prerequisites:



- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving

Scenario 10: Combination of the travel package services

Beyond the Gorillas Experience is a tourism company operating in Rwanda. It has received a request from Makelele University of Uganda asking the company to prepare for them the travel package as the university staff is organizing a trip in Rwanda where they want to visit Nyungwe Forest Park. The company assigns Mr Mateso as its travel package specialist to prepare this travel package, and he must focus on combining travel package services, tailoring of the travel itinerary, costing the travel package with payment and designing tour brochure for that trip.



Task 12

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to Topic 2.2a: Tailoring of the travel itinerary and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 2.2.b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

Beyond the Gorillas Experience is a tourism company operating in Rwanda. It has received a request from Makelele University of Uganda asking the company to prepare for them the travel package as the university staff is organizing a trip in Rwanda to visit different cultural sites located in Nyanza District. The company assigns you as its travel package specialist to prepare this travel package by tailoring of the travel itinerary for that trip.



Task 14

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to tailor the travel itinerary, ask them to develop or tailor the tour itinerary.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Task** and perform the related activity under.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. After trainees has performed, you'll give them feedback
7. At the end summarize the topic

Topic 2.3: Costing a Travel Package

	Objectives: By the end of the topic, trainees will be able to: - Introduce clearly the travel package cost. - Describe correctly the types of package costing - Describe correctly the components of tour package costing - Describe the package pricing strategies - Identify entities involved in the payment - Describe steps to process payment - Describe the confirmation of booking
	Time Required: 5 hours
	Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, Individual work and group discussions.
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio
	Preparation: ☐ Read and understand the scenario before giving it to the students ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their

attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving



Task 15

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 15** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to Key facts 2.3.a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 16

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario in Task 15 and answer the question provided under **Task 16** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity 1**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 2.3b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 17

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to cost a travel package, ask them to perform related task.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Task** and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. After trainees has performed, you'll give them feedback
7. At the end summarize the topic

Topic 2.4: Designing Tour Brochure

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the term “brochure”. - Interpret clearly the brochure format - Describe steps of designing a brochure - To design a correct and comprehensive brochure - Read and interpret the tour brochure information
	Time Required: 5 hours
	Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, Individual work, group discussion.
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio
	Preparation: ☐ Read and understand the scenario before giving it to the students ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.

- ✓ **Inclusive education:** Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving



Task 18

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to observe the picture and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*

3. After the sharing session, refer students to Key facts 2.4 a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 19

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **Task 19** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 2.4b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 20

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to incorporate high-quality photographs related to each tourism theme, ask them to demonstrate how they can incorporate photographs in promotional material content.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. After trainees has performed, you'll give them feedback
7. At the end summarize the topic



Formative Assessment

I. Define the following terms

- a. Travel package

Answer: is a combination of transportation and accommodation or other services that are sold together for a single price

- b. An itinerary

answer: It is a detailed tour plan

- c. A cost sheet

Answer: It is a financial document that shows the costs of producing a product or a service

- d. A brochure

Answer: is a promotional document that informs and inspires people about a travel destination

II. Answer by true or false

- a. Detailed schedule is an element of an effective tour itinerary **true**
b. Customer details cannot be element of a booking confirmation **false**
c. Financial planning is one of the importance of cost sheet **true**
d. Designing a brochure does not involve creative and technical processes **false**

III. Choose the correct answer

The following are factors to consider when designing a brochure

- a. Use high-quality images, clear and concise language, professional design, proofread carefully **true**
b. Use low-quality images, clear and concise language, professional design, proofread carefully **false**
c. Use high-quality images, unclear language, professional design, proofread carefully **true**
d. Use high-quality images, clear and concise language, unprofessional design, proofread carefully **true**

The following are types of booking confirmation

- a. Hotel, flight, event or tour, land, restaurant **true**
- b. Hotel, flight, event or tour, car, restaurant **true**
- c. Hotel, clothes, event or tour, car, restaurant **true**
- d. Hotel, flight, pen, car, restaurant **false**

Factors influencing tour package costs are

- a. Seasons, duration, destination, tour type **true**
- b. Seasons, duration, destination, inclusion **true**
- c. Seasons, duration, destination, inclusion, tour type **true**
- d. Seasons, destination, inclusion, tour type **true**

IV. Explain the reasons of reviewing a travel request

Answer:

-  Traveler safety and well-being
-  Compliance with regulations
-  Organizational interests
-  Efficient trip planning
-  Improved traveler experience

V. What are components of travel package

- ✓ Accommodation
- ✓ Transportation
- ✓ Activities

VI. Describe the key features of travel package service

Answer:

Reservation
Travel insurance
Customer service
Payment process

VII. Describe the steps involved in creating a standard tour package

Answer:

Define your target market
Search your destination



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



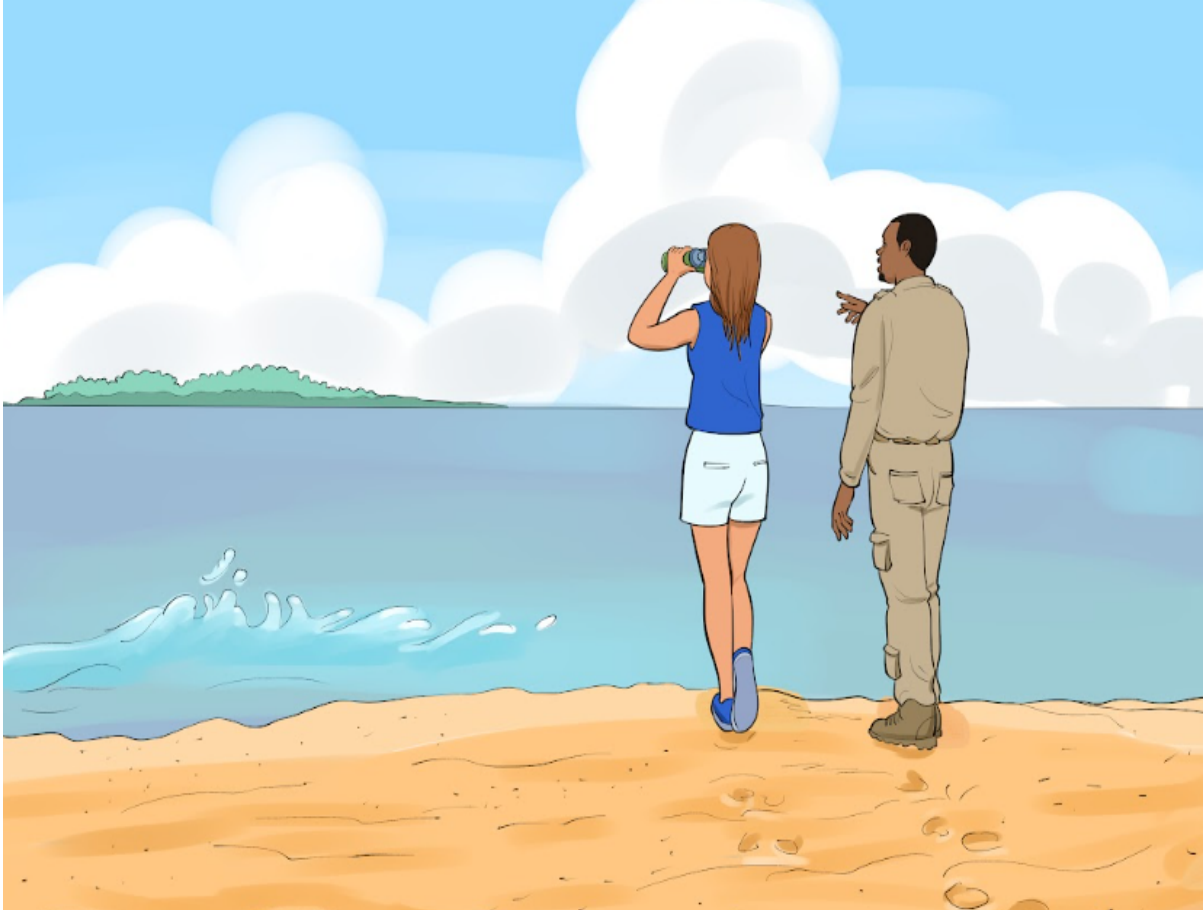
Points to Remember

- When preparing a travel package, keep these key points in mind:
 - ✓ Understand your target audience
 - ✓ Define the destination & attractions
 - ✓ Plan the itinerary
 - ✓ Choose accommodation & transport
 - ✓ Include meals & special services
 - ✓ Ensure permits & entry requirements
 - ✓ Pricing & inclusions
 - ✓ Partner with reliable service providers
 - ✓ Add travel insurance & safety measures

Further Information for the Trainer

1. Make further researches in books or websites for more information
2. Remind students to read point to remember section which provide the overall key points and take ways of the unit.

LEARNING OUTCOME 3: CONDUCT THE TRAVEL PACKAGE



Self-Assessment: Unit 3

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **conduct travel package**. They will cover the main activities including Conducting travel activities, and Handling travelers' complaints.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:

- a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
4. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the steps to assign tasks in a travel agency	1. Assign tasks in travel agency	1. Be cooperative and realistic when assigning tasks in a travel agency
2. Describe steps to provide a tour briefing	2. Conduct a tour briefing	2. Be effective communicator when conducting a tour briefing
3. Describe types of travellers' complaints	3. Identify travellers' complaints	3. Pay attention to details when identifying travellers' complaint
4. Describe the tips on how to handle travellers' complaints	4. Handle travellers' complaints	4. Be flexible while handling travellers' complaints



Steps:

Instructions to the scenario.

Individually or in group, let students, read the scenario under Topic 3.1 and guide them to do tasks that follow.



Discovery activity



Task 27

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience regarding conducting a travel package, namely conducting travel activities and handling travelers' complaints.
2. Ask trainees to read the scenario and answer questions under **Task** in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. **Introduce Topic 3.1:** Conducting travel activities

Topic 3.1: Conducting Travel Activities

	Objectives: By the end of the topic, trainees will be able to: - Introduce correctly travel agency. - Describe correctly the tasks in travel agency. - Describe different steps to assign tasks - Make a successful tour briefing - Identify different travel agency activities - Describe different steps for making travel arrangements
	Time Required 10hours.
	Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, Individual work.
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio
	Preparation: ☐ Read and understand the scenario before giving it to the students ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving

Safari Ltd is a travel agency operating in Kigali. The agency has received guest from Uganda who want to do the agency tour and continue with Kigali tour. Before starting these two tours, the manager of the agency assigns Paul to do different tasks for the guests and those tasks assigned to Paul include tour briefing, explain the travel agency activities and make arrangement of the tour so as to make successful the tour.



Task 28

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to **Key facts 3.1a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 29

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the question provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 3.1.b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 30

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to conduct a travel package, ask them to demonstrate how they can perform that activity.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Task** and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. After trainees has performed, you'll give them feedback
7. At the end summarize the topic

Topic 3.2: Handling travellers' complaints

	Objectives: By the end of the topic, trainees will be able to: - Define clearly the term “traveller’s complaint. - Describe correctly the types of travellers’ complaints - Handle efficiently the travellers’ complaints
	Time Required: 10 hours.
	Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, Individual work.
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio
	Preparation: ☐ Read and understand the scenario before giving it to the students ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations

Prerequisites:



- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving

Scenario: Handling travellers' complaints

A group of tourists booked a safari tour in Akagera National Park through a Tembere U Rwanda company. The package they chose promised a full-day game drive, specific animal sightings, and a sunset boat ride at a competitive price. However, the tourists became dissatisfied due to the following issues including that they were not taken to a popular area of the park where they expected to see lions and rhinos; the game drive started late, reducing the total time they had for exploration, and they found out later that similar packages offered by other companies were significantly cheaper.



Task 31

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 31** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to **Key facts 3.2a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 32

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **Task 31** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 3.2b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 33

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to handle travelers' complaints, ask them to demonstrate how they can handle them.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Task** and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. After trainees has performed, you'll give them feedback
7. At the end summarize the topic



Formative Assessment

1. Match following terms with their meanings/definitions

Terms	Meaning
1. Traveller's complaint	A. A business acting as an intermediary between travellers and travel service providers
2. Travel agency	B. Essential part of any guided tour that is a session where the tour guide provides important information to the group before the tour begins
3. Tour briefing	C. Expressions of dissatisfaction or disappointment with a travel-related product or service Tour briefing

Answer:

Terms	Meaning
1. Traveller's complaint	A. A business acting as an intermediary between travellers and travel service providers
2. Travel agency	B. Essential part of any guided tour that is a session where the tour guide provides important information to the group before the tour begins
3. Tour briefing	C. Expressions of dissatisfaction or disappointment with a travel-related product or service Tour briefing

2. Answer by true or false

- a. Tour briefing can be conducted at the hotel **TRUE**.
- b. Defining the purpose and scope of travel is one of steps to making travel arrangements **TRUE**

3. Explain the types of travel agencies

ANSWER:

Traditional Travel Agencies

Online Travel Agencies (OTAs)

Corporate Travel Agencies

4. Describe the factors to consider while choosing a travel agency

ANSWER:

- a. Look for an agency with experience in your desired destinations and travel preferences.
- b. Research the agency's reputation and customer reviews.
- c. Ensure they provide the specific services you need.
- d. Compare pricing and fees with other agencies.
- e. Evaluate their responsiveness and willingness to assist you.

5. List main travel agency activities

Answer:

- Plan and sell transportations, accommodations, insurance and other travel services
- Cooperate with clients to determine their needs and advise them appropriate destination, modes of transportations, travel dates, costs and accommodations
- Provide relevant information, brochures and publications (guides, local customs, maps, regulations, events etc) to travelers
- Book transportation, make hotel reservations and collect payment/fees
- Use promotional techniques and prepare promotional materials to sell itinerary tour packages
- Deal with occurring travel problems, complaints or refunds

6. Explain the steps of travel arrangements

Answer:

-  Define the purpose
-  Set the date and time
-  Determine the budget
-  Choose the destination

7. What is the purpose of a tour briefing

Answer:

-  Build relationships
-  Ensure smooth operations
-  Enhance the overall experience

8. Describe the steps of handling traveller's complaint

Answer:

-  Acknowledge and listen
-  Empathize and apologize
-  Investigate and explain
-  Provide a solution
-  Follow-Up



Self-Reflection

1. Re-take the self-assessment they did at the beginning of the unit.
2. Fill in the table above and share results with the trainer for further guidance.
3. Fill in and complete the self-assessment table below to reassess your level of knowledge, skills, and attitudes after undertaking this unit.
 - a. There is no right or wrong way to answer this reassessment. It is for your own reference and self-reflection on the knowledge, skills, and attitudes acquisition during the learning process.
 - b. Think about yourself; do you think you have the knowledge, skills, or attitudes to do the task? How well?
 - c. Read the statements across the top, put a check-in a curriculum that best represents your level of knowledge, skills, and attitudes.



Points to Remember

- When handling traveller's complaints
 - ✓ Stay calm and professional.
 - ✓ Listen carefully to the customer and avoid interrupting.
 - ✓ Focus on resolving the issue rather than placing blame.
 - ✓ Offer a reasonable and tangible remedy to regain customer trust.

Further Information for the Trainer

1. Make further researches in books or websites for more information
2. Remind students to read point to remember section, which provide the overall key points and take ways of the unit.

LEARNING OUTCOME 4: PROVIDE DEPARTURE ASSISTANCE



Self-Assessment: Unit 4

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to provide departure assistance. They will cover the main activities including assisting travelers in check-out and drop off, and preparing travel report.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:

- a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
4. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the departure procedures	1. Review departure time and procedures	1. Pay attention to details
2. Describe the debriefing considerations and farewell steps	2. Reconfirm the pick-up time	2. Be efficient
3. Identify the main parts of the travel report	3. Conduct drop off	3. Be time bound
4. Describe key elements of a travel report	4. Prepare travel report	4. Use simple, clear and understandable language



Steps:

Instructions to the scenario.

Individually or in group, let students, read the scenario under Topic 4.1 and guide them to do tasks that follow.



Discovery activity



Task 27

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience regarding conducting a travel package, namely conducting travel activities and handling travelers' complaints.
2. Ask trainees to read the scenario and answer questions under **Task** in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. **Introduce Topic 4.1:** Assisting travelers in check-out and drop off

Topic 4.1: Assisting travellers in check-out and drop off

	Objectives: By the end of the topic, trainees will be able to: - Interpret correctly all activities to be done one day before departure. - Interpret correctly all activities to be done on the departure day - Describe debriefing considerations - Describe the farewell steps.
	Time Required: 5 hours.
	Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, Individual work.
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio
	Preparation: ☐ Read and understand the scenario before giving it to the students ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** Give activities which enhance critical thinking
- ✓ **Communication:** Encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- Communication skills
- Interpretation skills
- Professional English for Tourism



Activity 1: Problem-Solving

A group of international tourists is staying at a Rochel lodge near Akagera National Park. They are scheduled to check out at 10:00 AM and be dropped off at Kigali International Airport for their afternoon flight. The Rochel lodge manager assigns his staff to ensure the tourists' check-out process is smooth, luggage is handled properly, and transportation is timely.



Task 31

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 31** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*

3. After the sharing session, refer students to **Key facts 4.1a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 32

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 4.1b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

A group of international tourists is staying at a Rochel lodge near Akagera National Park. They are scheduled to check out at 10:00 AM and be dropped off at Kigali International Airport for their afternoon flight. The Rochel lodge manager assigns his staff to ensure the tourists' check-out process is smooth, luggage is handled properly, and transportation is timely.



Task 33

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to assisting travelers in check-out and drop off, ask them to demonstrate how they can do it.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Task** and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. After trainees has performed, you'll give them feedback
7. At the end summarize the topic

Topic 4.2: Preparing Travel Report

	Objectives: By the end of the topic, trainees will be able to: - Introduce travel report - Describe the key elements of a travel report - Interpret the travel report structure - Analyse the mode of delivering travel report
	Time Required: 5 hours.
	Learning Methodology: Group discussion, brainstorming, Think-Pair-square-share, pair work, Individual work.
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Internet, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, Touristic maps, leaflets, pamphlets, TV set, radio
	Preparation: ☐ Read and understand the scenario before giving it to the students ☐ Gather in advance tools, materials, and equipment needed to deliver the session. ☐ Arrange a conducive learning environment
	Cross Cutting Issues: ✓ Gender balance: Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: Put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: Discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.

✓	Critical thinking: Give activities which enhance critical thinking
✓	Communication: Encourage every group member to participate in discussions and/or oral presentations
 Prerequisites: ➤ Communication skills ➤ Interpretation skills ➤ Professional English for Tourism	



Activity 1: Problem-Solving

Habimana is a tour guide and work for Dusure Ltd which is a travel agency operating in southern region of Rwanda. Habimana has just completed a 3-day guided safari in Nyungwe Forst National Park with a group of six travelers. Dusure Ltd asks Habimana to write a travel report as it is required to summarize the experience, provide feedback for internal use, and offer recommendations for future trips.



Task 31

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under **Task 31** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to **Key facts 4.2a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 32

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **Task** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **Activity**. *Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.*
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 4.2b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

Habimana is a tour guide and work for Dusure Ltd which is a travel agency operating in southern region of Rwanda. Habimana has just completed a 3-day guided safari in Nyungwe Forst National Park with a group of six travelers. Dusure Ltd asks Habimana to write a travel report as it is required to summarize the experience, provide feedback for internal use, and offer recommendations for future trips.



Task 33

1. Explain to trainees that the following task links them to the world of work. Ask trainees to assume that they have been assigned to prepare travel report, ask them to demonstrate how they can do it.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Task** and perform the activity under **Task**.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do at workplace. Then they can compare best practices and limitations at workplace.
4. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for performance and completion of the work.
6. After trainees has performed, you'll give them feedback
7. At the end summarize the topic



Formative Assessment

1. What are the factors to choose the mode of delivering a report

-  **Audience:** Consider their preferences and technical literacy.
-  **Purpose:** Decide whether the goal is to inform, persuade, or document.
-  **Content:** Assess the complexity of the information and whether visuals are needed

2. What are Tips to consider for writing an effective travel report

Answers:

-  Be clear, concise, and objective.
-  Use a professional and formal tone.
-  Be specific and clearly indicate the content of the section.
-  Provide specific examples and data to support your findings.
-  Use visuals such as maps, photos, and charts to enhance the report.
-  Proofread carefully for any errors in grammar or spelling.
-  Use hierarchical formatting and distinguish main headings from subheadings (e.g., bold, larger font, or numbering).

3. Explain the Components/elements of a travel report

Answer:

-  **Trip Summary:** A brief overview of the trip's purpose, dates, and key outcomes.
-  **Itinerary:** A detailed schedule of the trip, including flights, meetings, and other activities.
-  **Trip Objectives:** A clear statement of the goals and objectives of the trip.
-  **Activities and Meetings:** A detailed description of the activities undertaken and meetings attended during the trip.
-  **Key Findings and Outcomes:** A summary of the key findings, insights, and achievements of the trip.
-  **Recommendations:** Suggestions for future trips or improvements based on the trip's experiences.
-  **Expenses:** A detailed breakdown of all travel-related expenses.

4. Who should receive a travel report?

Answers:

-  Manager or supervisor
-  Team members
-  Clients or customers or travelers
-  Finance department

5. List out Activities to be done on the departure day

Answers:

-  Check whether any traveler is absent:
-  Coordinate luggage
-  Assisting with check-out
-  Ask travelers whether they have forgotten any valuables
-  Payment Handling
-  Feedback Collection

6. Importance of wakeup call

-  It is a backup
-  It enhances a Peace of Mind:
-  Adjusting to New Time Zones more easily
-  Avoiding Oversleeping
-  A wake-up call can help you arrive on time.



Self-Reflection

1. Re-take the self-assessment they did at the beginning of the unit.
2. Fill in the table above and share results with the trainer for further guidance.
3. Fill in and complete the self-assessment table below to reassess your level of knowledge, skills, and attitudes after undertaking this unit.
 - a. There is no right or wrong way to answer this reassessment. It is for your own reference and self-reflection on the knowledge, skills, and attitudes acquisition during the learning process.
 - b. Think about yourself; do you think you have the knowledge, skills, or attitudes to do the task? How well?
 - c. Read the statements across the top, put a check-in a curriculum that best represents your level of knowledge, skills, and attitudes.



Points to Remember

- **Smooth check-out and drop-off**
 - ✓ Preparation before check-out
 - ✓ Efficient check-out process
 - ✓ Handling luggage
 - ✓ Coordinating transportation
 - ✓ Final farewell
- **Travel report**
 - ✓ Keep records
 - ✓ Use Templates
 - ✓ Visuals

Further Information for the Trainer

1. Make further researches in books or websites for more information
2. Remind students to read point to remember section which provide the overall key points and take ways of the unit.



Integrated/Summative assessment

Integrated situation

Tokyo Guru, a leading travel agency based in Rwanda, with the headquarters in Kigali, Nyarugenge district, Muhima sector; had recently received a request for a group of 30 travelers from Europe. The travelers were a mix of business professionals and tourists looking to experience the rich culture and modern allure of Kigali and its surrounding areas. During this period, the travel arrangement coordinator was on a maternity leave. Tokyo Guru travel Ltd employs you to coordinate travel arrangements for group.

You are required to:

1. Identify the traveller's request
2. Provide pre- arrival assistance
3. Prepare the travel package
4. Conduct travel package
5. Provide departure assistance

All equipment, tools and materials are available in the

Resources

Tools	▪ Note books, dairies,				
Equipment	▪ Computer, Printer, Telephone				
Materials/ Consumables	▪ Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it				
Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Provide pre-arrival assistance	The travel requests are received	Travel request is well received			2

	and acknowledged properly as per company standards	Request is properly acknowledged			3
	Travellers information are correctly gathered in accordance to travelers' requests	General traveller information is effectively collected			3
		Specifics of the traveller information is properly collected			3
		Emergency traveller information is well stated			3
	Suppliers are identified properly in accordance to company standards and traveller's preferences	Airlines are well identified			2
		Travel insurance companies are properly identified			3
		Car rental companies are well identified			2

		Cruise lines are effectively stated			2
		Accommodation establishments are properly identified			2
		Rail companies well stated			2
2. Prepare the travel package	Travellers request are effectively reviewed as per travellers' preferences.	Request key points are effectively reviewed			3
	The travel package elements are properly combined as per travellers' preferences	Travel services are properly combined			2
		Travel package contract is properly established			3
		Travel arrangements are correctly Linked			2
	The itinerary is correctly tailored as per traveller's enquiries	Types of itineraries are correctly identified			3
		Prerequisites for itinerary preparation are well determined			3

		Things to be Considered While Preparing an Itinerary are well respected			2
		Step by step procedures are properly followed			3
	Travellers Package is correctly Costed as per company pricing guidelines	Tour package cost sheet is correctly prepared			2
		Types of tour package costing are identified			2
		Components of tour package are properly costed			2
		Package pricing strategies are well followed			2
	Travel brochure is well designed as per chain of	The background of the tour operation is well Illustrated			3

	distribution	Details of information are well clarified			2
	Payments are properly processed as per company guidelines	Entities involved in payment processing are well identified			2
		Modes of payments are properly used			3
		Stages to process payment are properly followed			3
		Booking is well confirmed			3
3. Conduct travel package					
	Tasks are assigned properly according to duties and responsibilities	The travel goals are well defined			3
		The right person is properly chosen			3
		The resources are well provided			3
		The outcomes well evaluated			3
	Travel activities	Interests and budget are properly considered			3

	are properly conducted in accordance to planned itinerary	All information is properly gathered			2
		Flights and accommodations are effectively booked			2
		Travel activities are properly carried out			3
	Complaints are appropriately handled as per travelers demands	Tips on how to handle travellers complaint are well applied			3
4. Provide departure assistance	Travelers check out is properly assisted as per company standards	On the day before departure assistance is well provided			3
		On the departure day Assistance are well provided			3
	Drop off and farewell are properly conducted as per company standards	Steps to run an effective debriefing are effectively followed			3
		Key points of debriefing are properly followed			3
		Drop off and farewell are properly done			3

	Travel report is properly prepared as per company reporting format	Travel report is properly prepared			3
Total marks					
Percentage Weightage		100%			
Minimum Passing line % (Aggregate):		70%			

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