



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



TOURISM

TORPM502

Developing
Tourism
Promotional
Materials

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

DEVELOPING TOURISM PROMOTIONAL MATERIALS



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TABLE OF CONTENT

AUTHOR'S NOTE PAGE (COPYRIGHT)	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENT	v
LIST OF ABBREVIATIONS AND ACRONYMS	vi
INTRODUCTION	vi
LEARNING OUTCOME 1: COLLECT TOURISM INFORMATION	3
Topic 1.1: Identification of tourism market needs.....	6
Topic 1.2: Gathering of tourism information	10
LEARNING OUTCOME 2: PRODUCE PROMOTIONAL MATERIALS	23
Topic 2.1: Choosing the topic.....	26
Topic 2.2: Identifying content formats.....	30
Topic 2.3: Developing promotional material content	35
Topic 2.4: Inserting photographs in the promotional material	40
Topic 2.5: Editing promotional material content	44
Topic 2.6: Producing promotional materials.....	49
LEARNING OUTCOME 3:USE TOURISM INFORMATION	72
Topic 3.1: Selection of promotional channels	76
Topic 3.2: Publication of promotional materials	80
Topic 3.3: Distribution of promotional materials.....	85
REFERENCES	105

LIST OF ABBREVIATIONS AND ACRONYMS

CBTE: Community Based Tourism Enterprise

CPA: Cost per acquisition

CPC: Cost per click

CPM: Cost per impression

CTA: Call to Action

IMC: Integrated marketing communications

KCC: Kigali Convention Centre

MICE: Meetings, Incentives, Conferences and Exhibitions

RQF: Rwanda Qualification Framework

RTB: Rwanda TVET Board

SEO: Search Engine Optimization

TVET: Technical and Vocational Education and Training

UGC: User-Generated Content

USPs: Unique selling points

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Develop Tourism Promotional Materials**. Students undertaking this module shall be exposed with 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 enough practical opportunities reflecting real life situations.

The trainer manual is subdivided into Learning outcomes, each outcome has got various topics, you will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge, and attitudes about the unit.

The trainer manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

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 help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify strength, weaknesses, and areas for improvements.

Remind them to read point to remember section which provide the overall key points and take ways of the unit.

DEVELOP TOURISM PROMOTIONAL MATERIALS

Learning Outcomes	Learning Hours	Learning Outcomes/topics
1. Collect tourism information	20	1.1. Identification of tourism market needs
		1.2. Gathering of tourism information
		1.3. Analysis of tourism information
		1.4. Selection of tourism information
2. Produce promotional materials	20	2.1. Choosing the topic
		2.2. Identifying content formats
		2.3. Developing promotional material content
		2.4. Inserting photographs in the promotional material content
		2.5. Editing promotional material content
		2.6. Producing promotional materials
3. Use tourism information	20	3.1. Selection of promotional channels
		3.2. Publication of promotional materials
		3.3. Distribution of promotional materials
		3.4. Collection of feedback

LEARNING OUTCOME 1: COLLECT TOURISM INFORMATION



Figure 1: Collection of Tourism information

Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:

What does the illustration show?

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 **collect tourism information**. They will cover the skills required to identify tourism market needs, gather tourism information, analyze tourism information, and select tourism information.
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.
 - e. 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 tourism market needs	1. Identify tourism market needs	1. Demonstrate passion when identifying tourism market needs
2. Describe different types of tourism information	2. Identify tourism information	2. Be selective while selecting tourism information
3. Describe ways of gathering tourism information	3. Gather tourism information	3. Manage effectively the time while gathering tourism information
4. Describe methods of analyzing tourism information	4. Analyse tourism information	4. Pay attention to details while analysing tourism information
5. Identify factors to consider while selecting tourism information	5. Select tourism information	5. Be attentive when selecting tourism information



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 collection of tourism information

namely identification of tourism market needs, gathering tourism information, analysis of tourism information, and selection of tourism information.

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: Identification of tourism market needs

Topic 1.1: Identification of tourism market needs

Objectives:

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



- a. Define the term 'tourism market' as used in Tourism Industry.
- b. Describe the concept of "tourism market" as applied in tourism industry.
- c. Define the term "tourism market needs" as used in Tourism Industry.
- d. Describe the concept "tourism market need" as applied in Tourism Industry.
- e. Determine the ways of identifying tourism needs in tourism industry
- f. Explain the categories of tourism market needs in Tourism Industry.
- g. Identify types of tourism market in Tourism Industry.



Time Required: 8 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 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 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



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. 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. 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. 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 identify tourism market needs, 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 of tourism information

Objectives:

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



- a. Define correctly the term “tourism information” as used in the production of promotional material.
- b. Describe properly the concept “tourism information” as applied in the production of promotional material.
- c. Explain correctly two ways of collecting data.
- d. Identify clearly the methods of analysing tourism information
- e. Describe correctly the process of analysing tourism information
- f. Explain clearly the factors to consider when selecting tourism information for promotional materials
- g. Select properly tourism information for promotional materials



Time Required: 12 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

Ask the trainees to observe the picture below and answer the related questions in the next Task.



Figure 2: Gathering of tourism information

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 observe the pictures in **Activity 1** and answer the questions provided under **Task 5** 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



Figure 3: Tourism information analysis



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 observe the picture and answer the questions provided under **Task 6** 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 1.2.b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

Rwanda Nziza, a prominent tourism company based in Musanze District, is expanding its efforts to promote Rwanda's rich and diverse tourism destinations. The company specializes in curating travel experiences that highlight the country's natural beauty, cultural heritage, and adventurous attractions. To amplify its marketing impact, Rwanda Nziza seeks to hire a skilled and dynamic Tourism Advertising Specialist. The Tourism Advertising Specialist will play a critical role in gathering and curating comprehensive, accurate, and engaging information about Rwanda's tourism attractions. Their efforts will

directly feed into advertising campaigns designed to attract both domestic and international tourists.



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 collect and avail relevant tourism information to be used while developing tourism promotional material; 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 7**.
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. State whether the following statements are True or False

- a. The tourism market needs refer to the interaction between tourists and tourism suppliers who provide services to fulfil those demands.
- b. Tourism market encompasses the desires, expectations, and motivations that drive tourists to travel. These needs can be practical, emotional, social, or based on convenience.
- c. Activities that evoke excitement, relaxation, or cultural immersion are categorized as emotional market needs.
- d. Convenience needs include accommodation options, transportation services, restaurants, and internet connectivity.
- e. Ecotourism is related to nature-based travel focusing on minimizing environmental impact and supporting local communities.
- f. Qualitative analysis focuses on numerical data, using statistical techniques to identify patterns, trends, and relationships.
- g. Quantitative analysis focuses on understanding the underlying meanings, interpretations, and motivations behind behaviors and experiences.
- h. USPs stands for Unique Selling Points
- i. Data cleaning and preparation is the only step through which tourism information is analysed.
- j. Combining quantitative and qualitative is allowed when analysing tourism information that was gathered.

2. Choose the letter corresponding to the right answer

One of the items below is not a tourism market, which one?

Ecotourism

Cultural tourism

Marketing tourism

Medical tourism

Adventure tourism

3. The following are tourism information, choose all that apply:

Destination information

Transportation information

Educational information

Accommodation information

Job opportunity information

4. Which way is suitable to “Primary data collection method?” Choose all that apply:

Government sources

Focus group

Interviews

Online sources

Surveys and questionnaires

5. Match the types of tourism markets in Rwanda in Column A with their corresponding examples in Column b and write the answer in the provided space.

Answer	Types of tourism market in Rwanda	Example
1.....	1.Wildlife tourism	A. Hiking on Mount Bisoke
2-----	2.Cultural tourism	B. Community-based tourism
3-----	3.Adventure tourism	C. watching football match
4-----	4.MICE tourism	D. High-end lodges and hotels
5-----	5.Luxury tourism	E. Game viewing
		F. Farming
		G. Conference and meetings

6. Describe emotional needs as category of tourism market needs

.....

.....

.....

.....

7. Describe at least three ways of gathering tourism information

.....

.....

.....

.....

8. Select and discuss two factors to consider while selecting tourism information

.....

.....

.....

.....

KEY ANSWERS

Written assessment

1. State whether the following statements are True or False

- a. The tourism market needs refer to the interaction between tourists and tourism suppliers who provide services to fulfil those demands. False
- b. Tourism market encompasses the desires, expectations, and motivations that drive tourists to travel. These needs can be practical, emotional, social, or based on convenience. False
- c. Activities that evoke excitement, relaxation, or cultural immersion are categorized as emotional market needs. True
- d. Convenience needs include accommodation options, transportation services, restaurants, and internet connectivity. False
- e. Ecotourism is related to nature-based travel focusing on minimizing environmental impact and supporting local communities. (True)

- f. Qualitative analysis focuses on numerical data, using statistical techniques to identify patterns, trends, and relationships. False
 - g. Quantitative analysis focuses on understanding the underlying meanings, interpretations, and motivations behind behaviors and experiences. False
 - h. USPs stands for Unique Selling Points. True
 - i. Data cleaning and preparation is the only step through which tourism information is analysed. False
 - j. Combining quantitative and qualitative is allowed when analysing tourism information that was gathered. True
2. Choose the letter corresponding to the right answer

One of the items below is not a tourism market, which one?

- I. Ecotourism
 - II. Cultural tourism
 - III. Marketing tourism
 - IV. Medical tourism
 - V. Adventure tourism
3. The following are tourism information, choose all that apply:
- I. Destination information
 - II. Transportation information
 - III. Educational information
 - IV. Accommodation information
 - V. Job opportunity information
4. Which way is suitable to “Primary data collection method?” Choose all that apply:
- I. Government sources
 - II. Focus group
 - III. Interviews
 - IV. Online sources
 - V. Surveys and questionnaires

5. Match the types of tourism markets in Rwanda in Column A with their corresponding examples in Column b and write the answer in the provided space.

Answer	Types of tourism market in Rwanda	Example
1.....E.....	1.Wildlife tourism	A. Hiking on Mount Bisoke
2-----B-----	2.Cultural tourism	B. Community-based tourism enterprises
3-----A-----	3.Adventure tourism	C. watching football match
4-----G---	4.MICE tourism	D. High-end lodges and hotels
5-----D---	5.Luxury tourism	E. Game viewing
		F. Farming
		G. Conference and meetings

6. Describe emotional needs as category of tourism market needs

Emotional needs in tourism refer to the psychological and emotional expectations of travellers that influence their satisfaction, engagement, and overall experience. Describe at least three ways of gathering tourism information

7. Select and discuss two factors to consider while selecting tourism information

Understanding the target audience

The first step in selecting relevant tourism information is to clearly define your target audience. This involves considering factors such as demographics, psychographics, geographic location

Identifying key selling points

These are the unique features and benefits that will appeal to your target audience. Some examples of key selling points include natural attractions, cultural attractions, adventure activities, culinary experiences, wellness and spa experiences

Curating relevant information

Once you have identified your target audience and key selling points, you can start to curate the relevant information for your promotional materials. Here are some tips keep it concise and easy to understand, use strong visuals, highlight unique selling points, include practical information, use a clear and consistent message

8. Two factors to consider while selecting tourism information

Relevance to target audience:

- **Demographics:** Consider the age, gender, interests, and income levels of your target audience.
- **Psychographics:** Understand their motivations, values, and lifestyles.

Clear and concise messaging:

- **Keep it simple:** Use clear and concise language that is easy to understand.
- **Highlight key benefits:** Emphasize the benefits of visiting your destination, such as relaxation, adventure, or cultural enrichment.
- **Use strong call to action:** Encourage potential visitors to take action, such as booking a trip or visiting your website.

Cultural sensitivity and accessibility:

- **Respect local customs:** Be mindful of local customs and traditions.
- **Avoid stereotypes:** Present a balanced and accurate portrayal of the destination.
- **Promote responsible tourism:** Encourage sustainable and ethical travel practices.
- **Consider diverse needs:** Ensure your promotional materials are accessible to people with disabilities.
- **Provide information in multiple languages:** Translate your materials into languages commonly used by your target audience.
- **Offer Accessible Travel Options:** Highlight accessible accommodations, transportation, and attractions.

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

- Meeting emotional needs transforms tourism from just a service into an impactful, life-enriching experience.
- In the digital age, tourism information is increasingly accessible through websites, mobile apps, social media, and online reviews, allowing travelers to find and book everything they need for a successful trip.
- For a comprehensive understanding of tourism phenomena, it is often beneficial to combine quantitative and qualitative methods in a mixed-methods approach. This approach can provide a more nuanced and holistic view of the subject matter.

Further Information for the Trainer

Make further research about tourism market, market needs, updated tourism information as well as tourism market trends.

LEARNING OUTCOME 2: PRODUCE PROMOTIONAL MATERIALS



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 **produce promotional materials**. They will cover the main activities including choosing the topic, identifying content formats, developing

promotional material content, editing promotional material content, and producing promotional materials.

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.
 - e. 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 a topic for promotional material	1. Chose the topic for the promotional content	1. Pay attention to details while choosing the topic for promotional material
2. Determine the factors to consider when choosing a topic	2. Develop promotional material content	2. Be focused when developing promotional material
3. Define the promotional material	3. Insert photographs in the promotional material content	3. Be attentive while inserting photographs in the promotional material

Knowledge	Skills	Attitudes
4. Describe the promotional material	4. Edit promotional material content	4. Be careful in editing promotional material content
5. Describe types of promotional materials	5. Produce promotional materials	5. Be patient when producing promotional material



Steps:



Discovery activity

Scenario 5: Produce promotional material

Come Again Travel and Tours, a new tourism company based in Kayonza District, aims to position Rwanda as a premier tourism destination in Africa. Recognizing the country's potential, the company has invested in understanding the diverse attractions that Rwanda offers, such as its vibrant culture, breathtaking landscapes, wildlife, and historical significance. Recently, a group of researchers collected and analysed comprehensive data on various aspects of Rwanda's tourism sector, focusing on key destinations, visitor demographics, preferences, and emerging tourism trends. They have also presented their findings whereby they even selected relevant information to be used for advertisement.

As a skilled person in marketing, you have been hired to develop effective promotional materials tailored to attract both regional and international tourists.



Task 8

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 production of promotional materials, namely

choosing the topic for promotional materials, identifying content formats, developing promotional material content, inserting photographs in the promotional material, editing promotional material content, and producing promotional materials.

2. Ask trainees to read the scenario and answer questions under **Task 14** 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 2.1: Choosing the topic.

Topic 2.1: Choosing the topic

Objectives:



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

- a. Define properly the term 'topic' used in the promotional material.
- b. Describe correctly the concept "topic" used in the promotional material.
- c. Determine clearly the factors to be considered when selecting a topic.



Time Required: 3 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

Prepare 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 6: Tourism Promotion Material Development

Byishimo Travel Company, a leading tourism agency in Rwanda, is looking to revamp its promotional materials to attract more tourists. They aim to highlight the unique attractions and experiences that Rwanda offers. The company is interested in offering travel experience in game driving, exploring Rwanda's wildlife through guided tours in parks like Akagera National Park, discovering the beautiful Rwanda's breathtaking scenery, including the rolling hills and the iconic Lake Kivu, enjoying immersive encounters with nature, such as hiking in Nyungwe Forest or visiting the Volcanoes National Park, urban experiences including Kigali's vibrant city life, cultural landmarks, and historical sites. You have just been hired as a Sales Marketing Agent at Byishimo Travel Company. Your manager has assigned you an important task: to propose and choose a relevant topic for the next promotional campaign. This material will showcase Rwanda's tourism attractions to local and international audiences.



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 9** 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 1** and answer the questions provided under **Task 10** 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 2.1b** 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 select the relevant topic that will be the focus for the development of the needed tourism promotional material, ask them to

present their chosen topic and outline to the management team during the next meeting, ensuring it aligns with Byishimo Travel Company's mission to promote Rwanda as a top-tier tourism destination.

2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to open their Trainee Manuals, analyze the scenario under **Activity 1** and perform the activity under **Task 11**.
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. After trainees has performed, you'll give them feedback
6. At the end summarize the topic

Topic 2.2: Identifying content formats

Objectives:

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

- a. Define clearly the term “promotional material” as used in tourism promotion.
- b. Describe properly the promotional material in marketing context.
- c. Identify correctly the types of promotional material as used in tourism promotion.
- d. Describe clearly the content format for promotional material.
- e. Identify correctly the types of content formats used in promotional



material.	
	Time Required: 3 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 Check 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 7: Designing Content Formats for Tourism Promotion

You are a Sales Marketing Designer hired by Iwacu Heza Tourism Design, a new and innovative tourism marketing company. Your main task is to design content formats for promotional materials highlighting Rwanda's breathtaking tourism attractions. The company has collected rich content on various Rwandan tourism experiences, including game drive adventures experiencing wildlife encounters in Akagera national park, landscape exploration namely captivating views of hills, lakes, and scenic terrains, city sightseeing related to urban experiences in Kigali, including art, culture, and history, as well as nature experiences that includes immersive activities in Nyungwe forest, Volcanoes National Park, and Lake Kivu.

Your job is to organize this content into the appropriate promotional material formats that align with the company's marketing goals.



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 12** 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 2.2a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 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 the scenario 7 in Task 12 and answer the questions provided under **Task 13** 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 2.2.b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

Scenario 8: Identification of promotional material content format

You are a professional Sales Promotion Designer specializing in the tourism industry. "Ikaze Tourism Company Ltd" has recently launched a new brand focusing on hiking, cycling, and wheel driving experiences. The company has already collected relevant content, but they need your expertise in determining the appropriate format and design for their promotional materials to effectively reach their target audience.



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 determine the appropriate format and design for their promotional materials to effectively reach their target audience, ask them to demonstrate how they can meet with the Public Relations Officer (PRO) of "Ikaze Tourism Company Ltd" and present your recommendations.
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 14** 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. After trainees has performed, you'll give them feedback
6. At the end summarize the topic

Topic 2.3: Developing promotional material content

	Objectives: By the end of the topic, trainees will be able to: a. Identify clearly the factors to consider when developing promotional material. b. Describe correctly the steps required for developing promotional material content.
	Time Required: 4 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
- Prepare 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.*
2. 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.
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. Write their responses for reference. *Encourage all students to give their views.*
4. 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 develop one of the listed promotional materials; 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 15** and perform the activity under **Task 17**.
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: Inserting photographs in the promotional material

Objectives:

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

- a. Explain correctly the factors to consider when inserting photographs in the promotional content.
- b. Describe properly steps to follow while inserting photographs in promotional material content.
- c. Insert clearly photographs in the promotional material content.



Time Required: 4hours



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

Prepare 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:

You have been hired by Ijabo Best View Company Ltd, a tourism company operating in the Northern Province, Gicumbi District. The company is renowned for promoting diverse tourism experiences across Rwanda and aims to position itself as a top provider of unique travel adventures. The content was previously formatted but needs to include also photographs.

Your role as the Tourism Promotion Designer involves creating various promotional materials to attract both domestic and international tourists by inserting most attractive photographs.



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 read the scenario and answer the questions provided under **Task 18** 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 2.4a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 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 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 2.4b** 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, analyze the scenario under **Task 18** and perform the activity under **Task 20**.
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 2.5: Editing promotional material content

Objectives:

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



- a. Explain clearly the factors to consider when editing promotional material content.
- b. Describe correctly the editing techniques for promotional material content
- c. Edit appropriately the promotional material content



Time Required: 3hours

	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 Prepare 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 11:**

You have recently been hired as a Tourism Promotional Material Editor for Tembera Travel and Tours Company Ltd, a well-known tourism company operating in Kigali City, Gasabo District. Your primary responsibility is to review, analyze, and enhance a variety of promotional materials developed to attract and inform tourists about the diverse tourism offerings in Rwanda.

The materials you will edit include brochures, social media posts, website content, and flyers focusing on different types of tourism:

Pilgrimage Tourism

Highlighting sacred sites and spiritual journeys.

Ecotourism

Promoting sustainable tourism practices and natural attractions like national parks.

Heritage and Cultural Experiences

Showcasing Rwanda's rich cultural history, traditions, and local artistry.

Nature-based Tourism

Featuring activities like birdwatching, hiking, and exploring scenic landscapes.

Adventure Tourism

Capturing the thrill of activities such as gorilla trekking, kayaking, and canopy walks.



Task 21

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 question provided under Task 21 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 2.5a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 22

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 22** 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 2.5b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 23

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 edit the promotional materials, 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 21** and perform the activity under **Task 23**.
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 2.6: Producing promotional materials

	Objectives: By the end of the topic, trainees will be able to: - Explain clearly the factors to consider when producing promotional materials. - Describe correctly the steps to produce promotional materials. - Produce properly promotional materials to be used in tourism promotion.
	Time Required: 3 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 Prepare 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 12:

You are a professional tourism promotional material producer hired by Kivu Travel and Tours Company Ltd, a tourism company based in Rubavu District, to enhance their marketing strategies through creative and engaging promotional materials.

The company recently completed a comprehensive content development phase, where information about Rubavu's scenic landscapes, cultural attractions, adventure activities, and hospitality services was collected and formatted. The content has also been edited for accuracy and appeal. Your task is to produce high-quality promotional materials that align with the company's vision and purpose of attracting more tourists to the region.



Task 24

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 24** 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 2.6a** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 25

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 25** 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 2.6b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

Scenario 13

You are a professional tourism promotional material producer hired by Kivu Travel and Tours Company Ltd, a tourism company based in Rubavu District, to enhance their marketing strategies through creative and engaging promotional materials.

The company recently completed a comprehensive content development phase, where information about Rubavu's scenic landscapes, cultural attractions, adventure activities, and hospitality services was collected and formatted. The content has also been edited for accuracy and appeal. Your task is to produce high-quality promotional materials that align with the company's vision and purpose of attracting more tourists to the region.



Task 26

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 produce high-quality promotional materials that align with the company's vision and purpose of attracting more tourists to the region, 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 26** and perform the related activity.

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

Written assessment

- I. Circle the letter corresponding to the correct answer.
 1. The promotional material topic should relevant. This means it should be:
 - a. Easy to understand and not be too broad or too narrow
 - b. Chosen to persuade the target audience to take a specification
 - c. Directly related to the product, service, or brand being promoted
 - d. All answers above are correct
 - e. No answer is correct
 2. When selecting a topic for a tourism promotional material, many factors should be considered among which destination's unique selling points is included. What are those selling points? (Choose all that apply)
 - a. Urban attractions
 - b. Peak seasons
 - c. Cultural attractions
 - d. Adventure activities

e. Demographics

3.

II. State whether the following statements are True or False

1. A promotional materials is defined as any communication or tangible item used to promote a product, service, brand, or cause.
2. Physical medium includes online platforms to distribute promotional material content.
3. Flyers, brochures, and online travel resources are printed promotional materials
4. Social media platforms are online travel resources aiming at promoting travel destinations.
5. All promotional materials should be designed basing on the target audience.

III. Creating effective promotional material involves careful planning and consideration of various factors to ensure it achieves its intended goals. Match the factors in Column A with their corresponding explanation in Column B and then write the answer in the provided space

Answers	Factor	Explanation
1.....	1.Target audience	A. Include compelling CTAs that prompt the audience to take action, such as “Book Now,” “Learn More,” or “Plan Your Trip.”
2.....	2.Clear objective	B. Provide correct and updated details, such as contact information, prices, dates, and itineraries.
3.....	3.Content relevance and value	C. Consider the intended users’ preferences, interests, cultural sensitivities, and buying behavior
4.....	4.Content clarity and conciseness	D. Use simple language and avoid jargon.

5.....	5.Brand consistency	E. Use language that resonates with the audience.
6.....	6.Language and Tone	F. Review competitors’ promotional materials to identify gaps and differentiate your offerings.
7.....	7.Information accuracy	G. Maintain alignment with the organization’s brand identity, including logo usage, color schemes, tone, and messaging style.
8.....	8.Cultural and ethical sensitivity	H. Define the purpose of the material.
9.....	9.Medium of distribution	I. Tailor content based on the format (e.g., print, digital, video).
10.....	10.Competitive analysis	J. Evaluate performance through feedback or engagement analytics for future improvements.
		K. Ensure inclusivity, respecting the diversity of the audience.
		L. Ensure the content aligns with the audience’s needs and interests.

IV. In your own words answer the following questions

1. Describe the steps through which a promotional material is developed.
2. What are the factors to consider while inserting photographs in the promotional content? Explain your reasons.
3. Describe the steps required to insert a photograph in the promotional material content.

4. The following are key considerations when editing the promotional material content. Briefly explain them.
 - a. Clarity and conciseness
 - b. Target audience
 - c. Brand consistency
 - d. Call to action
 - e. Visual appeal
 - f. Accuracy and fact-checking
 - g. Legal and ethical consideration
5. Which editing techniques would you apply while editing the content of the developed promotional material? Explain at least three of them.
6. What would you consider while producing promotional materials? List any five considerations.
7. Describe the steps through which the production of promotional materials is conducted.

Practical assessment

Read the scenario below then answer to related questions.

You are a newly recruited professional tourism marketing agent at *Karibu Tours*, a leading tourism company operating in Karongi District, Western Province, Rwanda. As part of your role, you are tasked with creating effective promotional materials to highlight the region's attractions for both international and national audiences. These materials will be used in various marketing channels, including brochures, social media campaigns, and trade fairs.

Task

Basing on the collected information as described in last scenario, your mission is to follow a below structured process to create high-quality promotional materials for *Karibu Tours*:

1. Choosing the Topic
2. Identifying the Content Format
3. Developing the Content
4. Inserting Photographs
5. Editing the Content
6. Producing the Promotional Material

KEY ANSWERS

Written assessment

Circle the letter corresponding to the correct answer.

- I. The promotional material topic should be relevant. This means it should be:
 - a. Easy to understand and not be too broad or too narrow
 - b. Chosen to persuade the target audience to take a specification
 - c. Directly related to the product, service, or brand being promoted
 - d. All answers above are correct
 - e. No answer is correct
 2. When selecting a topic for a tourism promotional material, many factors should be considered among which destination's unique selling points is included. What are those selling points? (Choose all that apply)
 - a. Urban attractions
 - b. Peak seasons
 - c. Cultural attractions
 - d. Adventure activities
 - e. Demographics
- II. State whether the following statements are True or False
1. A promotional material is defined as any communication or tangible item used to promote a product, service, brand, or cause. True
 2. Physical medium includes online platforms to distribute promotional material content. False
 3. Flyers, brochures, and online travel resources are printed promotional materials. False
 4. Social media platforms are online travel resources aiming at promoting travel destinations. True
 5. All promotional materials should be designed basing on the target audience. True

- III. Creating effective promotional material involves careful planning and consideration of various factors to ensure it achieves its intended goals. Match the factors in Column A

with their corresponding explanation in Column B and then write the answer in the provided space

Answers	Column A Factor	Column B Explanation
1.....C.....	1.Target audience	A. Include compelling CTAs that prompt the audience to take action, such as “Book Now,” “Learn More,” or “Plan Your Trip.”
2.....H.....	2.Clear objective	B. Provide correct and updated details, such as contact information, prices, dates, and itineraries.
3... L	3.Content relevance and value	C. Consider the intended users’ preferences, interests, cultural sensitivities, and buying behavior
4.....D...	4.Content clarity and conciseness	D. Use simple language and avoid jargon.
5.....G.....	5.Brand consistency	E. Use language that resonates with the audience.
6.....E.....	6.Language and Tone	F. Review competitors’ promotional materials to identify gaps and differentiate your offerings.
7.....B.....	7.Information accuracy	G. Maintain alignment with the organization’s brand identity, including logo usage, color schemes, tone, and messaging style.
8.....K.....	8.Cultural and ethical sensitivity	H. Define the purpose of the material.
9.....I.....	9.Medium of distribution	I. Tailor content based on the format (e.g., print, digital, video).
10...F.....	10.Competitive	J. Evaluate performance through feedback or

Answers	Column A Factor	Column B Explanation
	analysis	engagement analytics for future improvements.
		K. Ensure inclusivity, respecting the diversity of the audience.
		L. Ensure the content aligns with the audience's needs and interests.

In your own words answer the following questions

1. Describe the steps through which a promotional material is developed.

Step 1. Define Objectives : Clearly outline the purpose of the promotional material.

Step 2. Identify the Target Audienc: Understand who the material is intended for.

Step 3. Research and Gather Information: Collect data about the subject of the promotional material.

Step 4. Develop a Key Message: Craft a central theme or unique selling proposition (USP) that highlights the value of the offering.

Step 5. Plan the Structure: Organize the content for clarity and flow. A typical structure includes:

Step 6. Create Engaging Content: capture attention and encourage readers to learn more, use clear, concise, and persuasive language, incorporate high-quality images, graphics, and videos, use storytelling techniques to connect with your audience emotionally, highlight testimonials, reviews, and case studies to build credibility.

Step7. Choose the Right Format: Consider your target audience and message and Optimize for different channels

Step 8. Design for Impact: maintain a consistent brand identity throughout your materials, guide the reader's eye to the most important information, use white space to improve readability and visual appeal, ensure your content is accessible on mobile devices.

Step 9. Incorporate Visuals and Design: Combine engaging visuals with concise text.

Step 10. Edit and Refine: Review the draft to ensure clarity, consistency, and impact.

Step 11. Select the Distribution Channels: Determine the platforms where the promotional material will be shared.

Step 12. Publish and Promote: Finalize and launch the material.

Step 13. Review and Update: Periodically evaluate the material's relevance and effectiveness.

What are the factors to consider while inserting photographs in the promotional content? Explain your reasons.

Factors to consider while inserting photographs in the promotional content include:

Image quality and resolution namely high-resolution images, proper file format, image sharpness and clarity.

Relevance to the message namely direct correlation, evoke emotion, and storytelling:

Relevance to the theme: photographs should align with the core message or theme of the promotional material. For example, a tourism leaflet promoting eco-tourism should include images of natural landscapes, wildlife, or eco-friendly lodges.

Visual appeal and aesthetics: consider color palette, image composition, image placement, image size and cropping

Target audience and cultural sensitivity: consider cultural appropriateness, target audience preferences, and inclusivity: use images that represent diversity and inclusivity.

Strategic placement: photographs should be placed strategically within the material to complement text, guide the viewer's attention, and avoid overcrowding. Using captions can add context.

Emotional connection: choose images that evoke positive emotions such as joy, excitement, or relaxation. This could include smiling locals, serene landscapes, or thrilling adventures.

Branding and logo integration: photographs should complement the overall branding, including color schemes, logos, and style.

Copyright and licensing: consider image ownership, royalty-free images, creative commons licenses.

Technical considerations: image file size, image formatting, and image compression

Describe the steps required to insert a photograph in the promotional material content.

Key steps for inserting photographs in Digital content are:

Step 1. Choose Your Image Editing Software:

Step 2. Open Your Document

Step 3. Insert the Image

Step 4. Position and Resize the Image

Step 5. Adjust Image Properties (Optional)

Step 6. Save Your Document

Key steps for inserting photographs in Printed materials

Step 1. Prepare Your Image

Step 2. Choose Your Design Software

Step 3. Create Your Layout

Step 4. Adjust Image Properties (Optional)

Step 5. Export Your Design

Step 6. Print Your Material

The following are key considerations when editing the promotional material content. Briefly explain them.

Clarity and conciseness

Ensure the use of clear and concise language: use simple, direct language that is easy to understand. Avoid jargon and technical terms.

Ensure strong headline: capture attention immediately and convey the main message.

Ensure concise body copy: keep the text focused and avoid unnecessary details.

Ensure the use of active voice: use active voice to make the content more engaging and direct

Target audience

Understand the target audience: consider their demographics, interests, and preferences.

Tailor the message: adjust the tone, language, and content to resonate with the target audience.

Use appropriate language and visuals: avoid using language or images that may offend or alienate the target audience.

Brand consistency

Maintain brand voice and tone: ensure the content aligns with the brand's overall messaging and style.

Use consistent branding elements: incorporate the brand's logo, color scheme, and typography.

Check for brand guidelines: adhere to any existing brand guidelines or style manuals.

Call to action

Ensure clear and compelling call to action: tell the reader what you want them to do (e.g., "book now," "learn more").

Place the call to action prominently: make it easy for the reader to find and act on.

Create a sense of urgency: use time-limited offers or limited availability to encourage immediate action.

Visual appeal

Use high-quality images and graphics: visuals can enhance the message and make the content more engaging.

Ensure visual consistency: use a consistent visual style throughout the promotional material.

Consider the overall layout and design: the layout should be clean, easy to read, and visually appealing.

Accuracy and fact-checking

Verify all information: ensure that all facts, figures, and claims are accurate and up-to-date.

Check for spelling and grammar errors: proofread carefully to avoid mistakes.

Cross-reference information: verify information from multiple sources to ensure accuracy.

Legal and ethical consideration

Comply with advertising laws and regulations: ensure that the content is compliant with local and international laws.

Avoid misleading or deceptive claims: be honest and truthful in all promotional materials.

Respect copyright laws: obtain permission to use copyrighted images or text.

Which editing techniques would you apply while editing the content of the developed promotional material? Explain at least three of them.

The editing techniques to apply while editing the content of developed promotional material are:

Content Clarity and Conciseness

Cut the clutter: eliminate unnecessary words and phrases.

Simplify complex ideas: break down complex concepts into simpler terms.

Use strong verbs: choose action verbs to make your writing more impactful.

Prioritize key messages: focus on the most important points.

Eliminate redundant or wordy sentences to maintain reader attention.

Use short, impactful sentences with active voice for greater engagement.

Structure information hierarchically, starting with the most important details.

Content Alignment with Objectives

Ensure the content reflects the core goals of the campaign, such as promoting a destination, highlighting unique experiences, or encouraging bookings.

Cross-check the messaging with the brand's tone and voice, ensuring consistency.

Grammatical Accuracy and Punctuation

Proofread carefully: check for spelling, grammar, and punctuation errors.

Use consistent formatting: maintain a consistent style throughout the document.

Avoid overuse of jargon: use plain language that your target audience can understand.

Strong Writing Style

Active voice: use active voice to make your writing more direct and engaging.

Vary sentence structure: avoid repetitive sentence patterns.

Use strong transitions: connect ideas smoothly.

Write with clarity and precision: use clear and concise language.

Target Audience and Brand Voice

Know Your Audience: Tailor your content to their needs and interests.

Maintain Brand Consistency: Ensure your writing aligns with your brand's voice and style.

Use Persuasive Language: Use strong language to motivate your audience.

Visual Appeal

Use High-Quality Images: Choose images that are relevant and visually appealing.

Create Engaging Layouts: Use white space and typography to enhance readability.

Use Visual Hierarchy: Guide the reader's eye to the most important information.

Call to Action

Be Clear and Direct: Tell your audience what you want them to do.

Use Strong Action Verbs: Encourage immediate action.

Place Your Call to Action Prominently: Make it easy to find.

Design and Aesthetic Consistency

Check alignment, font sizes, and color schemes for a cohesive and professional appearance.

Ensure visuals match the text content and convey the intended message.

Readability and Accessibility

Use simple, inclusive language to reach a broader audience.

Optimize the material for various formats (print, digital, mobile).

Test accessibility features, such as alt text for images or high-contrast designs for readability.

A/B Testing and Iteration

Test different versions: experiment with different headlines, images, and calls to action.

Analyze results: track the performance of your promotional materials.

Make adjustments: use data to improve future campaigns.

Audience Feedback Incorporation

Test the material with a sample audience or focus group to identify areas for improvement.

Use feedback to refine the content and ensure it resonates with the target audience

What would you consider while producing promotional materials? List any five considerations.

The following are factors to consider while producing promotional materials are:

Target Audience

This consists of understanding the demographics, preferences, and behaviors of your audience helps tailor the message and design.

Identify whether your audience consists of families, solo travelers, luxury tourists, or budget travelers. Use language, images, and offers that resonate with their interests.

Purpose of the Material

This consist of clearly defining the purpose ensures the material meets its objectives, whether to inform, persuade, or generate leads.

Decide if the material is for awareness, event promotion, or conversion. For instance, a brochure might focus on providing detailed information, while a social media post may emphasize visuals and urgency.

Content Quality

High-quality, concise, and engaging content helps to capture and retain attention.

Use appealing headlines, accurate information, and storytelling to highlight unique features of destinations or experiences. Avoid overly technical language.

Visual Appeal

Eye-catching visuals draw attention and create an emotional connection with potential tourists.

Include high-resolution images, attractive color schemes, and layouts. Ensure visuals align with the brand identity and evoke the desired feelings (e.g., adventure, relaxation, culture).

Brand Identity

Consistency in branding reinforces recognition and trust.

Use the same logos, fonts, colors, and tone of voice as other promotional efforts. For example, the Rwanda Development Board consistently highlights its logo and slogan.

Cultural Sensitivity

Misrepresentation or insensitivity to cultural nuances can alienate audiences and harm brand reputation.

Respect local cultures and traditions in the imagery and language. Ensure all materials align with ethical tourism practices.

Distribution Channels

The choice of medium determines how effectively the material reaches the target audience.

Consider whether the material will be used for print (e.g., brochures) or digital platforms (e.g., websites, social media). Optimize designs for each platform.

Call-to-Action (CTA)

A clear CTA guides the audience toward the next step, whether booking, subscribing, or contacting.

Use action-driven phrases like "Plan Your Trip Today!" or "Download Our Travel Guide."

Budget and Resources

The scale and quality of promotional materials depend on the available budget.

Allocate resources for professional design, printing, or digital tools. Balance cost with quality to maximize return on investment (ROI).

Sustainability

Eco-conscious travelers value sustainability in tourism promotions.

Use environmentally friendly materials for print and emphasize sustainable tourism practices in content.

Timeliness

Relevance to the current travel season, trends, or events enhances engagement.

Highlight seasonal attractions, upcoming festivals, or timely discounts.

Legal and Ethical Compliance

Non-compliance with advertising regulations or ethical standards can lead to penalties or reputation damage.

Ensure all claims are accurate, and the content adheres to local and international advertising standards.

Describe the steps through which the production of promotional materials is conducted.

The production of promotional material is conducted through the following process:

Step 1. **Define Objectives and Target Audience**

This requires to:

Identify the purpose of the material (e.g., increasing bookings, raising awareness, or promoting a specific event). Understand your target audience's preferences, needs, and travel behavior.

Know your audience and objectives helps craft relevant messages and designs that attract the intended demographic.

Step 2. **Develop Key Messages**

This requires to:

Highlight the unique selling points (USPs) of the destination or service, such as breathtaking scenery, cultural heritage, or exclusive offers. Include persuasive call-to-action statements.

Ensure Clear and engaging messages communicate why tourists should choose the destination.

Step 3. **Choose the Format and Design**

This requires to:

Decide on the type of promotional material (e.g., brochures, flyers, posters, digital ads). Select design elements like colors, fonts, imagery, and layouts that align with the branding.

Ensure a visually appealing and professional design enhances credibility and captures attention.

Step 4. **Gather Content**

This requires to:

Collect high-quality photos, videos, testimonials, maps, and any information that supports the key messages. Ensure content is accurate and up-to-date.

Ensure authentic and relevant content builds trust and engages the audience.

Step 5. **Create the Material**

This requires to:

Work with graphic designers or use design software to combine the content and visuals into a cohesive product. Maintain branding consistency throughout.

Ensure professional and polished materials convey a strong brand image.

Step 6. **Test and Revise**

This requires to:

Share the draft with a focus group or stakeholders for feedback. Revise based on suggestions to improve clarity, appeal, and functionality.

Ensures the material resonates with the audience and meets marketing goals.

Step 7. **Distribute and Promote**

This requires to:

Deploy the materials across multiple channels, including travel agencies, social media, websites, and events. Track their performance.

Ensure Wide and strategic distribution maximizes reach and effectiveness.

Step 8. **Evaluate Impact**

This requires to:

Monitor the outcomes using metrics like engagement, leads, bookings, or ROI. Use surveys or analytics tools to assess effectiveness.

Ensure evaluation provides insights for future improvements



Self-Reflection

2. 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.
3. 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

- A topic, in the context of promotional material development, is the central subject or theme around which the promotional content is organized. It's the core idea that the material aims to communicate to the target audience.
- A topic could be a unique tourism destination, a type of tourism, or a cultural experience.
- The chosen topic guides the design, visuals, and messaging to highlight the distinct aspects of that subject, aiming to inform, attract, and inspire potential tourists.
- Types of promotional materials include brochure, leaflet, pamphlet, fliers, guidebooks, maps, travel magazines, online travel resources.
- Choosing the right topic for a tourism promotional material is crucial, as it directly impacts its effectiveness in attracting the target market.
- Factors to consider while selecting a topic include target market, destination's unique selling points, current trends and issues, seasonal opportunities, and competitor analysis
- Promotional material refers to It aims to increase brand awareness, generate interest, and ultimately drive sales or actions.

- When inserting the photographs in the promotional material content, consider image quality and resolution, relevance to the message, relevance to the theme, diversity of content, visual appeal and aesthetics, target audience and cultural sensitivity, strategic placement, emotional connection, branding and logo integration, copyright and licensing.
- The process of inserting photographs in the digital promotional material content involves choosing the image editing software, opening the document, inserting the image, positioning and resizing the image, adjusting image properties, saving the document.
- The process of inserting photographs in the printed materials involves preparing the image, choosing the design software, creating the layout, adjusting images properties, exporting the design, and printing the material.

Further Information for the Trainer

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

LEARNING OUTCOME 3:USE TOURISM INFORMATION



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 **use tourism information**. They will cover the main activities including selection of promotional materials, publication of promotional materials, distribution of promotional materials, and collection of feedback.
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 promotional channel	1.Select promotional channel	1.Being selective while selecting promotional channel
2. Explain the selection criteria of promotional channels	2.Apply the techniques of publicizing promotional materials	2.Being attentive in applying the techniques of publicizing promotional materials
3. Describe promotional material publication	3.Distribute promotional materials using different distribution channels	3.Being ethical while distributing promotional materials
4. Identify techniques of publicizing promotional materials	4.Collect feedback using different tools	4.Managing effectively the time when collecting feedback
5. Describe process of collecting feedback		



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

Scenario 14: Marketing Rwanda's Destinations for "Umubano Travel and Tours"

You are a professional tourism marketing agent hired by Umubano Travel and Tours, a reputable tourism company based in Eastern Province, Kayonza District. The company specializes in promoting Rwanda's rich tourism destinations to both national and international audiences. Promotional materials, including brochures, posters, videos, social media content, and branded merchandise, have already been developed and are ready to be distributed.

Your role is to spearhead an innovative and impactful marketing campaign to advertise the destinations Umubano Travel and Tours offers using various promotional channels, and distribution systems. These destinations include the Akagera National Park, Muhazi Lakeside, and cultural heritage sites around Kayonza District.



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 using tourism information, namely selection of promotional channels, publication of promotional materials, distribution of promotional materials, and collection of feedback.
2. Ask trainees to read the scenario and answer questions under **Task 27** 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: Selection of promotional channels

Topic 3.1: Selection of promotional channels

Objectives: By the end of the topic, trainees will be able to:  a. Define correctly the term promotional channel as used in tourism promotion. b. Describe the concept of promotional channel in tourism promotion. c. Identify correctly the criteria to follow when selecting a promotional material.
 Time Required: 6hours.
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:  id and understand the scenario before giving it to the students

her in advance tools, materials, and equipment needed to deliver the session.

ing 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

Scenario19: Selection of promotional channels

You are a professional tourism marketing agent hired by Umubano Travel and Tours, a reputable tourism company based in Eastern Province, Kayonza District. The company specializes in promoting Rwanda's rich tourism destinations to both national and international audiences. Promotional materials, including brochures, posters, videos, social media content, and branded merchandise, have already been developed and are ready to be distributed.

Your role is to spearhead an innovative and impactful marketing campaign to advertise the destinations Umubano Travel and Tours offers. These destinations include the Akagera National Park, Muhazi Lakeside, and cultural heritage sites around Kayonza District.

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 28 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 29** 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 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 create a detailed plan that outlines all possible promotional channels you would use to effectively market these destinations, 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 28** and perform the activity under **Task 30**.
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: Publication of promotional materials

Objectives:

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



- a. Define clearly the term “promotional material publication” as used in tourism promotion.
- b. Describe clearly the concept “promotion material publication” as done in tourism promotion.
- c. Explain clearly the techniques used while publicizing promotional materials.



Time Required: 7hours.

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:



- ad and understand the scenario before giving it to the students
- ther in advance tools, materials, and equipment needed to deliver the session.
- ange 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 20: Publication of promotional materials

You have been hired by Umubano Travel and Tours, a tourism company operating in Kayonza District, Eastern Province. The company specializes in promoting breathtaking destinations in Rwanda and beyond. Recently, they have developed a set of high-quality promotional materials that showcase their offerings. These materials include brochures, posters, digital advertisements, videos, and social media content.

Your role as a professional tourism marketing agent is to ensure these materials are strategically publicized to reach both national and international audiences effectively.



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 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 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 strategically publicize produced promotional materials to reach both national and international audiences effectively, ask them to demonstrate how they can publicize those materials.
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 31** and perform the activity under **Task 33**.
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 3.3: Distribution of promotional materials

Objectives:

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

- a. Describe appropriately the concept “distribution system” in tourism promotion.
- b. Explain correctly the concept “distribution channel” as used in tourism promotion.
- c. Identify properly the characteristics of distribution channel used in tourism promotion.
- d. Explain clearly the factors determining the distribution channels used in tourism distribution.
- e. Identify correctly the types of distribution channels used in tourism promotion.
- f. Define correctly the term “feedback” used in tourism promotion.
- g. Describe clearly the steps of collecting feedback in tourism promotion.
- h. Identify appropriately the tools used while collecting the feedback in tourism promotion.



Time Required: 7hours



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

Prepare 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



Read the scenario below and answer the related questions in the Task 34.

Scenario 17:

You are a professional tourism marketing agent working for Peaceland Travel and Tours Company Ltd, a renowned tourism company based in Rusizi District, Western Province. Your primary role is to promote the company's curated destinations, including the stunning attractions of Rusizi and other parts of Rwanda, to both national and international audiences.

The company has provided you with a comprehensive set of promotional materials, including brochures, posters, social media content, and video ads, all highlighting the unique experiences offered by Peaceland Travel and Tours. These materials emphasize breathtaking landscapes, cultural heritage, and eco-friendly tourism opportunities in and around Rusizi District.

Your task is to ensure the promotional materials reach the right audience through effective distribution and strategic marketing activities.

Task 34

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 34 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 3.3a and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 35

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 35** 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 3.3b** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application

You have been hired as a professional tourism marketing agent by Amahoro Tours, a renowned tourism company operating in the Northern Province, Musanze District, Rwanda. The company recently developed promotional materials showcasing key destinations in the region and distributed them across both national and international markets through various distribution channels, including digital platforms, tourism fairs, hotels, and travel agencies.

Your role involves advertising these destinations and, most importantly, collecting feedback from users who interacted with the promotional materials. This feedback will be instrumental in assessing the effectiveness of the campaign and identifying areas for improvement.



Task 36

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 advertise the destinations and, most importantly, collect feedback from users, who interacted with the promotional materials, ask them to demonstrate how they can collect the feedback about promotional materials.
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 36**.
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 and summarize the topic



Formative Assessment

Written assessment

1. State whether the following statements are True or False
2. A promotional channel and distribution channel are the same in meaning and function.
3. Direct marketing is known as one of traditional promotional channels.
4. Effective promotional channel consider the target audience rather than expected income to be generated.
5. Promotional material publication refers to specific method or medium used to communicate a marketing message to a target audience.
6. Print media are advantageous for they are tangible and easy to distribute although they cannot reach to many people compared to digital media.
7. A distribution channel refers to the interconnected network that delivers goods, services, or utilities from producers or providers to end-users or customers.
8. Direct selling is an online distribution channel.
9. Constructive feedback focuses on identifying areas of weakness or improvement. It offers guidance for making adjustments or changes to behavior, methods, or performance.

10. Share the survey, questionnaire, or invitation for interviews or focus groups with your audience is one of the distributions of feedback mechanism.
11. While collecting the feedback, one must use only surveys and questionnaire.
12. Match the type of feedback in Column A with the related explanation in Column B and write the answer in the provided space

Answer	Column A	Column B
1.....	1.Constructive feedback	A. A form of feedback that acknowledges and praises the actions or performance that meets or exceeds expectations
2.....	2.Summative feedback	B. It offers guidance for making adjustments or changes to behavior, methods, or performance.
3.....	3.Formative feedback	C. It should be clear and detailed, pointing out exact behaviors or actions rather than being vague.
4.....	4Positive feedback	D. This type of feedback occurs during the learning or work process and aims to improve the current performance or behavior.
		E. Feedback influenced by personal preferences or the respondent's relationship with the brand, which may not reflect the broader audience's opinion.
		F. This feedback typically happens after a task, performance, or evaluation is completed.

13. Answer the following questions in your own words
14. Define the term “promotional channel”.

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15. Describe the concept of promotional channel

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16. Identify the criteria to follow when selecting a promotional material

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17. Describe the promotional material publication.

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18. Explain the techniques to be used while publicizing promotional materials.

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19. Describe the concept “distribution system”.

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20. Explain the concept “distribution channel”.

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21. Identify the characteristics of distribution channel.

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22. Discuss the factors determining the distribution channels

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23. Identify the types of distribution channels.

24. Explain the term “feedback”.

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25. Describe the steps of collecting feedback.

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26. Identify the tools used while collecting the feedback.

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Practical assessment

You are hired as a professional tourism marketing agent working on behalf of Izuba Suncity Tours, a prominent tourism company based in Karongi District, Western Province. Your mission is to effectively promote the company's offerings, including the breathtaking attractions of the Western Province, by utilizing the prepared promotional materials. You are assigned to perform the following tasks:

1. Review Promotional Materials
2. Select Appropriate Promotional Channels
3. Publicize the Promotional Materials
4. Distribute Materials to Intended Users
5. Collect Feedback
6. Reporting and Recommendations

Instructions

- a. Familiarize yourself with the provided promotional materials, including brochures, videos, social media content, and banners. These materials showcase the natural beauty, cultural heritage, and unique tourism activities available in the Western Province, especially in Karongi.
- b. Identify the most effective promotional channels to reach both national and international audiences.
- c. Develop a clear strategy to publicize the materials across the selected channels.

- d. Organize the distribution of brochures, posters, and videos to potential clients and partners in both national and international regions.
- e. Implement mechanisms to gather feedback from audiences and partners who receive the promotional materials.
- f. Analyze the collected feedback to assess the impact of the promotional campaign. Provide a report to Izuba Suncity Tours with recommendations for improving future marketing efforts.

KEY ANSWERS

Written assessment

1. State whether the following statements are True or False
2. A promotional channel and distribution channel are the same in meaning and function. False
3. Direct marketing is known as one of traditional promotional channels. True
4. Effective promotional channel consider the target audience rather than expected income to be generated. True
5. Promotional material publication refers to specific method or medium used to communicate a marketing message to a target audience. False
6. Print media are advantageous for they are tangible and easy to distribute although they cannot reach to many people compared to digital media. True
7. A distribution channel refers to the interconnected network that delivers goods, services, or utilities from producers or providers to end-users or customers. False
8. Direct selling is an online distribution channel. False
9. Constructive feedback focuses on identifying areas of weakness or improvement. True
10. Share the survey, questionnaire, or invitation for interviews or focus groups with your audience is one of the distributions of feedback mechanism. True
11. While collecting the feedback, one must use only surveys and questionnaire. False
12. Match the type of feedback in Column A with the related explanation in Column B and write the answer in the provided space

Answer	Column A	Column B
1.....	1.Constructive feedback	A. A form of feedback that acknowledges and praises the actions or performance that meets or exceeds expectations
2.....	2.Summative feedback	B. It offers guidance for making adjustments or changes to behavior, methods, or performance.
3.....	3.Formative feedback	C. It should be clear and detailed, pointing out exact behaviors or actions rather than being vague.
4.....	4Positive feedback	D. This type of feedback occurs during the learning or work process and aims to improve the current performance or behavior.
		E. Feedback influenced by personal preferences or the respondent's relationship with the brand, which may not reflect the broader audience's opinion.
		F. This feedback typically happens after a task, performance, or evaluation is completed.

13. Answer the following questions in your own words

14. Define the term “promotional channel”.

15. A promotional channel refers to the specific method or medium used to communicate a marketing message to a target audience.

16. Describe the concept of promotional channel

17. Promotional channels can be broadly categorized into two types Traditional channel and digital channel
18. Traditional Channels include Print Media, Broadcast Media, and Direct Marketing
19. Digital Channels include Digital Advertising, Content Marketing, Influencer Marketing, and Public Relations
20. Identify the criteria to follow when selecting a promotional channel
21. The selection of promotional channel bases on the following criteria:

Identifying the target audience

Conducting marketing objectives

Identifying budget constraints

Examine channel characteristics

Analyzing channel synergy

Considering channel flexibility

Conducting competitor analysis

Considering channel credibility

Realizing adaptability to trends

Considering the integration with other channels

Conducting measurement and analytics

Regulatory and ethical considerations

22. Describe the promotional material publication.

Key aspects of promotional material publication consists of content creation, identifying the target audience, developing a strong message, and creating engaging content (formats, design and layout, target audience, print and digital production, distribution channels, measurement and analysis.

23. Explain the techniques to be used while publicizing promotional materials.

The techniques to use while publicizing the promotional material may include but not limited to the following:

Traditional Methods namely Print Media, Direct Mail, Outdoor Advertising

Digital Marketing namely Social Media Marketing, Email Marketing Pay-Per-Click (PPC) Advertising, Content Marketing.

Public Relations, networking and Partnerships namely Press Releases, Leveraging trade shows, expos, and community events to distribute materials.

Broadcast Media such as Television and Radio: , Podcasts:

Word-of-Mouth and Influencer Marketing

Describe the concept “distribution system”.

A **distribution system** refers to the interconnected network that delivers goods, services, or utilities from producers or providers to end-users or customers.

It plays a crucial role in various industries, such as manufacturing, utilities (electricity, water, gas), and logistics, ensuring that products or services are available when and where they are needed.

Distribution systems are designed to optimize delivery efficiency, minimize costs, and maintain high service levels.

Explain the concept “distribution channel”.

A distribution channel is a network of organizations and individuals involved in the process of transferring a product from its producer or manufacturer to its final consumer. It encompasses the various pathways used to deliver goods to their final destination, such as wholesalers, retailers, and the internet.

Identify the characteristics of distribution channel.

Key Characteristics of Distribution Channels involve Length, **Width, depth, Channel Relationships, Channel Control, Channel Costs, Channel Efficiency, and Channel Flexibility:**

Discuss the factors determining the distribution channels.

Factors determining the distribution channel include:

Product Characteristics

Market Characteristics

Company Resources and Capabilities

Environmental Factors

Control and Coordination

Identify the types of distribution channels.

Distribution channels are classified into two types namely offline distribution channel including direct selling, retailers, wholesalers, distributors, franchising and digital distribution channels including e-commerce platform, social media platform, mobile apps, affiliate marketing, digital marketplace for services, streaming and download platforms .

Explain the term “feedback”.

Feedback is an essential component of the learning process, interpersonal communication, and organizational growth. It refers to the process of providing information about how one’s actions, behaviors, or performances are perceived, along with guidance for improvement or reinforcement of positive behavior.

1. Describe the steps of collecting feedback.

Feedback is collected through the following steps:

Define the Purpose of Feedback

Identify Your Audience

Choose the Feedback Collection Method

Design Clear and Relevant Question

Ensure Anonymity and Confidentiality (If Needed)

Distribute the Feedback Mechanism

Collect the Feedback

Analyze the Feedback

Report and Share Findings

Take Action Based on Feedback

Close the Feedback Loop

Identify the tools used while collecting the feedback.

The following are some common tools used for gathering feedback, each offering unique advantages:

Surveys and Questionnaires

Interviews

Focus Groups

Online Review Platforms

Comment Boxes

Polls

Observation

Usability Testing

Social Media Listening

Net Promoter Score (NPS)



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

- A promotional channel refers to the specific method or medium used to communicate a marketing message to a target audience.
- Promotional material publication refers to the process of creating and distributing materials designed to promote a product, service, or idea.
- Publicizing promotional materials involves various strategies and tools aimed at reaching target audiences effectively.
- A distribution system refers to the interconnected network that delivers goods, services, or utilities from producers or providers to end-users or customers while a distribution channel is a network of organizations and individuals involved in the process of transferring a product from its producer or manufacturer to its final consumer.
- Characteristics of distribution channel are concerned with length, width, depth, channel relationships, channel control, channel costs, channel efficiency, and channel flexibility
- Collecting feedback is a structured process that involves obtaining valuable information from stakeholders, customers, or participants to improve a service, product, or system.
- Tools used to collect the feedback include survey and questionnaires, interviews, focus group, online review platforms, comment boxes, polls, observation, usability testing, social media listening, and net promoter score (NPS).

Further Information for the Trainer

Make further researches in books or websites for more information

Integrated assessment

Integrated situation

OUTDOOR TOURS is a Tour Company that has its headquarter in Musanze, sector Cyuve, Kabeza cell, that specializes in Outdoor activities. The company receives a request to prepare a tour arrangement for a group of 5 travelers from Tanzania who want to experience the natural beauty of the country. Unfortunately, the company does not have the promotional material to provide tourism information about the country. OUTDOOR TOURS hires you to develop promotional materials of Rwanda destination.

Instructions:

- Identify the traveller's needs
- Collect the destination information
- Develop the promotional materials
- Interpret the promotional materials

The allocated time: 6 hrs

Resources

Tools	Ebsites, engines
Equipment	Computer, projector, billboard, TV
Materials/Consumables	Internet, brochures, leaflets, pamphlets, tourist maps, newspapers, papers,

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Collect tourism information (35%)	1.1. Tourism market needs are correctly identified according to the industry policy	Market survey is well conducted			5
		Tourism market needs are well			5

		identified			
	1.2. Tourism information is properly gathered as per market needs	Tourism information is well gathered			5
		Source of information is well identified			5
	1.3. Tourism information is correctly analyzed according to the company standards	Tourism information is well analyzed			5
		Tourism information is well analyzed			5
	1.4. Tourism information is correctly selected according to the target market	Tourism information is well selected			5
	2. Produce promotional materials (35%)	2.1. Topic is properly chosen as per target market	The topic is well selected		3
		2.2. Content formats are properly identified as per company standards	Content format is properly identified		3
		2.3. Promotional material content is correctly developed as per company standards	Material content is well developed		5
		2.4. Photographs are correctly Inserted according to the	Photographs are well Inserted		5

	promotional material content				
	2.5. Promotional material content is correctly developed as per company standards	Material content is well edited			5
		Literature Content is well developed			4
	2.6. Promotional materials are correctly produced as per company standards	Promotional materials are well processed			5
		Promotional materials are well produced			5
3.Use tourism information (30%)	3.1. Promotional channels are adequately selected according to the target market	Marketing channels are well selected			4
		Marketing channels are well determined			4
	3.2. Promotional materials are adequately published as per company standards	Promotional materials are well published			4
	3.3. Promotional materials are properly distributed as per company standards	Promotional materials are well distributed			4
		Marketing channels are well functioning			4
	3.4. Feedback is properly collected	Feedback collection tools are well			3

	and considered as per client needs	identified			
		Steps of collecting feedback are well followed			3
		Feedback is properly considered.			4
Total marks					
Percentage Weightage		100%			
Minimum Passing line % (Aggregate):		70%			

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