



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



TOURISM

TORCE502

Coordinating Community- Based Tourism Activities

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



COORDINATING COMMUNITY-BASED TOURISM ACTIVITIES



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KIGALI-RWANDA

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET: Competency-Based Education and Training

CBT: Communities-Based Tourism

CBTEs: Community Based Tourism Enterprises

EU: European Union

GPS: Global Positioning System

HQs: Headquarters

OTAs: Online Travel Agencies

RQF: Rwanda Qualification Framework

RTB: Rwanda TVET Board

TVET: Technical and Vocational Education and Training

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Coordinating Community-Based Tourism Activities**. 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, and 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.

1. Coordinating Community-Based Tourism Activities.

Learning Outcomes	Learning Hours	Topics
1. Facilitate community engagement	20	1.1. Identification of Community based tourism opportunities
		1.2 Educating local community members for tourism
2. Develop CBT experience	30	2.2. Identification of community-based tourism offerings and services
		2.3. Interpretation of CBTE Activities
		2.4. Provision of Hands-On Experience and Meaningful Interaction
		2.5. Monitoring of CBTE Activities in Alignment with CBT Guideline
3. Promote community-Based Tourism activities	20	3.1. Identify CBTEs uniqueness and promotion techniques
		3.2. Identify CBTEs marketing channel

LEARNING OUTCOME 1: FACILITATE COMMUNITY ENGAGEMENT



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 is the structure called?
 - c. What activities are performed in the illustration above?
 - d. Based on the illustration, what topics do you think will be covered under this unit?
2. After the discussion, inform trainees that this unit outcome is intended to provide them with the knowledge, skills and attitudes required to coordinate community-based tourism activities. They will identify community-based tourism opportunities.
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 the Tourism opportunities in community-based tourism	1. Identify Tourism opportunities in community-based tourism	1. Pay attention when identifying tourism opportunities in CBT
2. Explain the components of community-based tourism	2. Sensitize local community understanding in CBT	2. Be a good presenter
3. Describe the factors influencing community participation in tourism related activities	3. Build community relationship and trust	3. Be a good communicator
4. Describe the strategies for effective Sensitization	4. Educate local community members for tourism	4. Have friendship with community
5. Explain the effective Strategies for Building Community Relationships and Trust	5. Apply techniques and methods of engaging community in tourism activities	5. Be collaborative and flexible while educating community
6. Explain the Benefits of Building Relationships and Trust with Community Members		6. Be active and creative while engaging community in tourism activities
7. Describe the steps for preparing and educating community members for CBT		
8. Explain the benefits of Educating and		

Knowledge	Skills	Attitudes
Equipping Community Members for Sustainable Tourism		
9. Identify community Participation Approaches and Techniques		
10. Describe effective ways to communicate with community		
11. Explain effective Community Engagement Methods		



Discovery Activity



Task 1

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; guide trainees to share their prior experience from their home area about coordinating community-based tourism activities and answer the provided under task 1 in their trainee's manuals. Ensure instructions are understood, all the students actively participate and necessary materials/tools are given.
2. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; while students share their answers to the class. Encourage all students to give their views.
3. 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.
4. Introduce the topic 1.1: Identification of community-based tourism opportunities.

Topic 1.1: Identification of community-based tourism opportunities



Objectives:

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

- a. Describe clearly the community-based tourism opportunities found in rural villages.
- b. Explain clearly the components of community-based tourism.
- c. Explain correctly the factors influencing community participation in tourism-related activities.



Time Required: 8 hours



Learning Methodology:

Group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit.



Materials, Tools and Equipment Needed:

- ✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Blackboard, Chalk, Reference books, Travel Guidebooks, Maps, Touristic maps, cultural tools.



Preparation:

- ☐ Requesting material, tools, and equipment needed for activities
- ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities
- ☐ Check the status of materials, tools, and equipment
- ☐ Search picture/image, videos of tools and equipment
- ☐ Organize field visit.

**Cross-Cutting Issues:**

- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.

**Prerequisites:**

- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills
- Interpretation skills



Activity 1: Problem-Solving



Task 2

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; facilitate trainees to observe the illustration 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 group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, *and field visit*; 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 1.1 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:

Identify tourism opportunities in community-based tourism

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; and students share their answers to the class. Encourage all students to give their views.

3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. 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.
5. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
6. After the sharing session, refer students to **Key Facts 1.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**
7. **Guide learners to identify tourism opportunities, pass through the below steps:**
 - Step 1: Understand the community and its resources
 - Step 2: Assess available tourism potentials
 - Step 3: Identify unique and sustainable experiences
 - Step 4: Develop partnerships and collaboration with local businesses.



Activity 3: Application



Task 4:

Identifying tourism opportunities in community-based tourism

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. 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 submitting the report.

4. Use the following checklist to evaluate the Identification of tourism opportunities in community-based tourism done by students.

Criteria	Indicators	Scores	
		Yes	No
Community-Based Tourism opportunities are properly identified	Tourism opportunities in CBT are identified		
	Components of community-based tourism are interpreted		
	Tourism opportunities in CBT are interpreted		
	Observation		

Topic 1.2: Educating local community members for tourism

Objectives:

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

- a. Explain correctly the strategies of sensitizing local community members about tourism.
- b. Identify effectively strategies for fostering community relationships and building trust.
- c. Identify clearly importance of establishing relationships and trust with community members.
- d. Describe correctly the steps involved in preparing and educating community members for CBT.
- e. Discuss clearly the benefits of educating and equipping community members for sustainable tourism development.
- f. Identify correctly approaches and techniques for fostering community participation.
- g. Explain appropriately the methods for communicating with the community.
- h. Discuss properly the most effective community engagement strategies in CBT.



Time Required: 12 hours

Learning Methodology:



Group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit.

Materials, Tools and Equipment Needed:



- ✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Blackboard, Chalks, Reference books, Travel Guidebooks, Maps, Touristic maps, cultural tools.

Preparation:



- ☐ Requesting material, tools, and equipment needed for activities

- ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities
- ☐ Check the status of materials, tools, and equipment
- ☐ Search picture/image, videos of tools and equipment
- ☐ Organize field visit.

Cross Cutting Issues:



- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.

Prerequisites:



- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills



Activity 1: Problem-Solving



Task 5

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; trainees to observe the illustration 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 group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; 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 1.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**



Activity 2: Guided Practice



Task 6:

Educate local community members for tourism

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: Individually, in small groups, in pair presentation, group presentations, and students share their answers to the class. Encourage all students to give their views.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing

questions such as Why? What? How? to enable them to come to informed responses.

4. 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.
5. Using an appropriate methodology such simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
6. After the sharing session, refer students to **key Facts 1.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**
7. **Guide learners to educate local community members for tourism, pass through the below steps:**

Step 1: Identify key stakeholders and involve them early

Step 2: Understand the community's current relationship with tourism

Step 3: Define the benefits of tourism to communities.

Step 4: Create educational materials

Step 5: Offer training for local business owners and members

Step 6: Engage community in cultural sensitivity training



Activity 3: Application



Task 7:

Educate local community members for tourism

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

3. 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 submitting the report.
4. Use the following checklist to evaluate the activity of educating local community members for tourism done by students.

Criteria	Indicators	Scores	
		Yes	No
Local community members are effectively educated for tourism activities	Strategies for Effective Sensitization are applied		
	Effective strategies for building Community relationship and trust are applied		
	Steps for preparing and educating community members for CBT are followed		
	Community participation approaches and techniques are applied		
	Community engagement methods are interpreted		
	Observation		

Formative Assessment

1. What do you understand by the following statements?

a. Community-based tourism

Answer:

It is a form of tourism owned, operated, and managed or coordinated at the community level that contributes to the wellbeing of communities through supporting sustainable

livelihoods and protecting valued socio-cultural traditions, natural and cultural heritage resources.

b. **Agro-tourism**

Answer:

It is a type of tourism involves any agriculturally based operation or activity that brings visitors to a farm or ranch.

c. **Cultural Exchange**

Answer:

It is sustainable tourism fosters meaningful interactions between tourists and local communities.

d. **Promoting Environmental Awareness**

Answer:

Educating local residents about sustainable practices in tourism helps reduce environmental harm.

e. **Eco-tourism:**

Answer:

It means responsible travel to natural areas, conserving the environment, and improving the wellbeing of the local people. Generally, ecotourism deals with interaction with biotic components of the natural environments.

2. **Answer by TRUE to the correct statements and FALSE to the wrong statements:**

- a. Availability of facilities is one of CBT features.TRUE.....
- b. CBT features also include economic factor.....FALSE.....
- c. The strategies for effective community sensitization include only community engagement and dialogueFALSE.....
- d. In CBT Capacity Building and Education involve planning Training Programs to local communitiesTRUE.....
- e. Educating and equipping community members is beneficial to cultural preservation...TRUE..

3. **Give any two activities included in local community involvement.**

Answer:

Ownership and Management

Cultural Sensitivity

Inclusive Decision-Making

4. **What are the key consideration of effective community participation in tourism activities?**

Answer:

Economic Factors: Communities are more likely to participate in tourism if they perceive it as a viable means to improve their income and standard of living.

Social and Cultural Factors: Communities may engage in tourism activities to showcase their culture, traditions, and heritage.

Political and Institutional Factors: The level of government involvement and the presence of favorable policies can significantly impact community participation.

Environmental Factors: Communities that are aware of the potential environmental impacts of tourism and sustainability practices are implemented.

Psychological and Motivational Factors: If community members believe that they will gain tangible or intangible benefits from participating in tourism activities, they are more likely to engage.

5. **Circle the letter of correct answer. Those are political and institutional factors EXCEPT:**
- A. Regulation and Control:
 - B. Local Governance and Leadership
 - C. Social Capital and Cohesion
6. **The components of community-based tourism typically include NOT ONLY the following:**
- A. Sustainable Economic Development
 - B. Volunteering and Service Projects
 - C. Adventure tourism
7. **Circle the latter corresponding to the benefits of building relationships and trust with community embers.**
- A. Developing Infrastructure and Amenities
 - B. Increased Support and Engagement
 - C. All the statements are correct.
8. **Effective ways to communicate with the community involve the following:**
- A. Community Mobilization

- B. Use Multiple Channels
- C. Foster Engagement
- D. B and C are correct statement

9. Identify any five (5) benefits of educating and equipping community members for sustainable tourism

Answer:

- Job creation,
- Income generation,
- Community empowerment,
- Cultural preservation
- Conservation and preservation,
- Environmental sustainable practices.

10. Explain the approaches and techniques used in community participation

- **Workshops and Training:** Organize sessions to educate and involve community members in various skills and topics relevant to their needs.
- **Public Meetings and Forums:** Facilitate open discussions where community members can voice their opinions, ask questions, and provide input.
- **Focus Groups:** Conduct small, diverse group discussions to explore specific issues in depth.
- **Social Media and Digital Platforms:** Use online tools to reach and interact with community members, gather feedback, and share information
- **Volunteering Opportunities:** Encourage community members to take active roles in initiatives and projects through volunteer programs.

11. Explain any three (3) appropriate methods used in help in community engagement:

- **Community Empowerment and Capacity Building:** Communities are empowered in terms of increasing their skills and understanding about CBT activities. They are also supported economically.
- **Cultural Awareness and Education Programs:** This method includes educating community about cultural preservation and benefits from it.
- **Participatory Planning and Decision-Making:** While planning CBT activities, communities are involved, where their views and contributions are considered in decision making.

- **Community-Led Tourism Initiatives:** Communities are encouraged to raise their initiatives in tourism activities.

12. Identify the strategies for effective sensitization of local community members for tourism.

Answer:

- Capacity Building and Education
- Awareness Campaigns
- Community Engagement and Dialogue
- Awareness Campaigns
- Local Economic Opportunities



Points to Remember

- Remember that effective planning ahead of educating community members is very essential.
- Always remember that community-based tourism activities generate income to locals.
- Be aware of all tourism rules and regulations in force
- Be aware of Rwandan tourism policy.
- Consider the key focus of community participation in CBT
- Ensure that community-based tourism activities respect environment protection.



Self-Reflection

1. Ask learners to re-take the self-assessment at the end 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).

LEARNING OUTCOME 2: DEVELOP CBT EXPERIENCE



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 is the structure called?
 - c. What activities are performed in the illustration above?
 - d. Based on the illustration, what topics do you think will be covered under this unit?
2. After the discussion, inform trainees that this unit outcome is intended to provide them with the knowledge, skills and attitudes required to coordinate community-based tourism activities. They will identify community-based tourism opportunities.
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 community-Based Tourism sites	1. Interpret community-based tourism sites	1. Be impressive while interpreting the CBT site
2. Explain the steps for building CBT	2. Assist in Building community-based tourism sites	2. Have innovation and creativity
3. Explain the types of interpretation techniques	3. Interpret CBTE activities	3. Pay attention while interpreting CBTEs activities
4. Describe the factors to consider while interpreting CBTE activities		
5. Explain the provision of hands-on experience associated with CBT	4. Apply hands-on experience associated with CBT	4. Be professional when applying hands-on experience associated with CBT
6. Explain the factors that influence hands-on experience and interaction in CBT		
7. Identify the strategies for measuring the effectiveness of Hands-On Experience in CBT		
8. Introduce CBTEs stakeholders	5. Monitor and analyse CBTEs activities	5. Be attentive while monitoring and analysing CBTEs activities
9. Identify the role of stakeholders in CBTEs activities		
10. Describe national CBTE guidelines		
11. Explain the contribution of CBTEs to export revenue, investment, and job creation		



Discovery Activity



Task 8

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; guide trainees to share their prior experience from their home area about coordinating community-based tourism activities and answer the provided under task 1 in their trainee's manuals. Ensure instructions are understood, all the students actively participate and necessary materials/tools are given.
2. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; while students share their answers to the class. Encourage all students to give their views.
3. 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.
4. Introduce the topic 2.1: Identification of community-based tourism offerings and services.

Topic 2.1: Identification of community-based tourism offerings and services

	Objectives: By the end of the topic, trainees will be able to: - Identify clearly community-based tourism offerings and services. - Identify clearly community-based tourism sites found in Rwanda. - Describe correctly the steps to build a CBT site. - Assist and advise appropriately local community in the project of building Community-Based Tourism Site
	Time Required: 6 hours
	Learning Methodology: Group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit.
	Materials, Tools and Equipment Needed: ✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Blackboard, Chalks, Reference books, Travel Guidebooks, Touristic maps, cultural tools.
	Preparation: ☐ Requesting material, tools, and equipment needed for activities ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities ☐ Check the status of materials, tools, and equipment ☐ Search picture/image, videos of tools and equipment ☐ Organize field visit.
	Cross Cutting Issues:

- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.



Prerequisites:

- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills



Activity 1: Problem-Solving



Task 9

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; facilitate trainees to observe the illustration 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 group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; 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 2.1 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:

Identify community-based tourism offerings and services

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: Individually, in small groups, in pair presentation, group presentations, and students share their answers to the class. Encourage all students to give their views.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. 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.
5. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
6. After the sharing session, refer students to **Key Facts 2.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**
7. Guide learners to determine community-based tourism offerings and services, pass through the below steps:

- Step 1: Engage with the local community
- Step 2: Identify unique local assets
- Step 3: Assess the market demand
- Step 4: Design sustainable tourism activities
- Step 5: Develop infrastructure and services
- Step 6: Implement monitoring and evaluation



Activity 3: Application



Task 11:

Identify community-based tourism offerings and services

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. 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 submitting the report.
4. Use the below checklist to evaluate the identification of CBT offerings and services done by students.

Criteria	Indicators	Scores	
		Yes	No
CBT offerings and services are effectively identified	CBT sites are identified		
	CBT offerings and services are identified		
	Museums, memorial sites, cultural centers, historical rocks, nature walks are identified		
	Observation		

Topic 2.2: Interpretation of CBTE activities

	Objectives: By the end of the topic, trainees will be able to: a. Describe clearly the types of interpretation techniques commonly used in community-based tourism: b. Describe correctly the factors to consider while interpreting CBTE activities c. Interpret effectively the CBTE activities.
	Time Required: 6 hours
	Learning Methodology: Group discussion, brainstorming, Jig saw, simulation, trainer-guided, and presentation, role play, and field visit.
	Materials, Tools and Equipment Needed: ✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, blackboard, chalks, Reference books, Travel Guidebooks, Touristic maps, cultural tools.
	Preparation: ☐ Requesting material, tools, and equipment needed for activities ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities ☐ Check the status of materials, tools, and equipment ☐ Search picture/image, videos of tools and equipment ☐ Organize field visit.
	Cross Cutting Issues:

- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.



Prerequisites:

- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills
- Interpretation skills



Activity 1: Problem-Solving



Task 12

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; facilitate trainees to observe the illustration 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 group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; 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 2.2 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:

Interpret CBTE Activities

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: Individually, in small groups, in pair presentation, group presentations, and students share their answers to the class. Encourage all students to give their views.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. 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.
5. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
6. After the sharing session, refer students to **Key Facts 2.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**

7. Use the below checklist to evaluate the interpretation of CBTE activities done by students.

Criteria	Indicators	Scores	
		Yes	No
CBTE activities are effectively interpreted	CBTE sites are identified		
	CBTE Activities at selected		
	Briefing is done		
	Cultural sites are interpreted		
	CBTE Activities are interpreted		
	Debriefing is done		
	Observation		



Activity 3: Application



Task 14:

Interpret CBTE Activities

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. 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 submitting the report.

4. Use the below checklist to evaluate the interpretation of CBTE activities done by students.

Criteria	Indicators	Scores	
		Yes	NO
CBTE activities are effectively interpreted	CBTE sites are identified		
	CBTE Activities at selected		
	Briefing is done		
	Cultural sites are interpreted		
	CBTE Activities are interpreted		
	Debriefing is done		
	Observation		

Topic 2.3: Provision of hands-on experience and meaningful interaction

	Objectives: By the end of the topic, trainees will be able to: - Explain clearly hands-on experience associated with CBT. - Explain correctly the factors that influence hands-on experience and interaction in CBT - Describe correctly the strategies for measuring the effectiveness of Hands-On Experience in CBT - Assist effectively local community to engage in a hands-on experience and meaningful interaction.
	Time Required: 8 hours
	Learning Methodology: Group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit.
	Materials, Tools and Equipment Needed: ✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Blackboard, Chalks, Reference books, Travel Guidebooks, Maps, Touristic maps, cultural tools.
	Preparation: ☐ Requesting material, tools, and equipment needed for activities ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities ☐ Check the status of materials, tools, and equipment ☐ Search picture/image, videos of tools and equipment ☐ Organize field visit.

Cross Cutting Issues:



- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.



Prerequisites:

- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills
- Interpretation skills



Activity 1: Problem-Solving



Task 15

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; facilitate trainees to observe the illustration 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 group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; 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 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:

Provide hands-on experience and meaningful interaction

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, or large group discussion, brainstorming, jig saw, guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: Individually, in small groups, in pair presentation, group presentations, and students share their answers to the class. Encourage all students to give their views.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. 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.
5. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.

6. After the sharing session, refer students to **Key Facts 2.3** and **discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**
7. **Guide learners to provide hands-on experience and meaningful interaction, pass through the below steps:**

Step 1: Collaboration with local communities

Step 2: Offer hands-on activities

Step 2: Create interactive learning experiences

Step 4: Ensure respectful and responsible tourism

Step 5: Allow direct interaction between locals and tourists

Step 6: Provide opportunities for reflection and feedback



Activity 3: Application



Task 17:

Provide hands-on experience and meaningful interaction

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. 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 submitting the report.

4. Use the following checklist to evaluate the provision of hands-on experience and meaningful interaction done by students.

Criteria	Indicators	Scores	
		Yes	No
Hands-on experience and meaningful interaction are provided	Hands-on experience associated with CBT is provided		
	Meaningful interaction is provided		
	Strategies for measuring the effectiveness of hands-on experience in CBT are applied		
	Associated experience with CBT is well enjoyed		
	Observation		

Topic 2.4: Monitoring of CBTE activities in alignment with CBT guideline

	Objectives: By the end of the topic, trainees will be able to: - Identify clearly the stakeholders of CBTEs. - Identify the role of stakeholders in CBTEs activities. - Describe clearly the national CBTE guidelines. - Explain correctly the contribution of CBTEs to export revenue, investment, and job creation. - Monitor and analyse CBTEs activities and address a report.
	Time Required: 8 hours
	Learning Methodology: Group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit.
	Materials, Tools and Equipment Needed: ✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guidebooks, Maps, Brochures, compass, Touristic maps, cultural tools.
	Preparation: ☐ Requesting material, tools, and equipment needed for activities ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities ☐ Check the status of materials, tools, and equipment ☐ Search picture/image, videos of tools and equipment ☐ Organize field visit.
	Cross Cutting Issues:

- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.



Prerequisites:

- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills
- Interpretation skills



Activity 1: Problem-Solving



Task 18

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; facilitate trainees to observe the illustration 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 group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; students share their

answers to the class. Write their responses for reference. Encourage all students to give their views.

3. After the sharing session, refer students to **Key facts 2.4 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:

Monitor CBTE activities in alignment with CBT guideline

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: Individually, in small groups, in pair presentation, group presentations, and students share their answers to the class. Encourage all students to give their views.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. 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.
5. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
6. After the sharing session, refer students to **Key Facts 2.4 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**

7. Guide learners to monitor community-based tourism activities, pass through the below steps:

Step 1: Identifying key indicators

Step 2: Collecting data

Step 3: Engaging stakeholders

Step 4: Regular reporting and evaluation

Step 5: Provide feedback to stakeholders

Step 6: Ensuring accountability

Step 7: Implement ongoing improvements



Activity 3: Application



Task 20:

Monitor CBTE activities in alignment with CBT guideline

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. 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 submitting the report.

4. Use the below checklist to evaluate the monitoring of CBTE activities in alignment with CBT guideline done by students.

Criteria	Indicators	Scores	
		Yes	No
CBTE Activities are properly monitored according to CBTE guidelines	CBTE Activities are monitored		
	Complaints are handled		
	Feedback is provided		
	Observation		



Formative Assessment

1. List down any six (6) community-based tourism offerings and services.

Answers:

- Cultural Experiences
- Nature-based Activities
- Environmental Education
- Workshops and Learning Opportunities
- Adventure Activities
- Social impact activities
- Wellness and Spiritual Retreats

2. Identify any four (4) community-based tourism sites. Specify their names and location.

Answer:

- Lake Kivu Community Tours
Location: Western province (Rubavu, Karongi, Rutsiro and Rusizi).
- Gorilla Guardian Village
Location: Musanze district, Northern province
- Kigali Cultural Village
Location: Kigali, Capital City
- Huye Cultural Village

Location: Huye district, Southern province

3. Fill the blank/ empty (.....) spaces by using correct statements found blanket.

- a. (Assess local capacity, Hands-on experience, Supporting local businesses, Income Distribution, Eco-Tours and Nature Walks).
- a.**Eco-Tours and Nature Walks**.....Visitors can explore natural landscapes, go on bird watching tours, or hike through forests, mountains, and coastal areas with knowledgeable local guides.
- b.**Supporting local businesses**..... CBT often focuses on strengthening local economies, with services that encourage tourists to shop at local markets or eat at locally-owned restaurants.
- c.**Assess local capacity**.....Understand the skills, resources, and infrastructure available within the community to determine how tourism can be integrated.
- d.**Income Distribution**.....Evaluating how the economic benefits (profits, jobs, etc.) are shared within the community is vital.
- e.**Hands-on experience**..... refers to learning or practicing something by directly engaging with it, rather than just observing or reading about it.

4. Explain any three (3) types of interpretation Techniques.

5. Match the factors influencing hands-on experiences and interactions in CBT in Column A with their corresponding statements in Column B. Write the letter in Column of answers.

Answers	Column A	Column B
1. F.....	1. Social Interaction	A. Encouraging tourists to actively participate in activities, such as cooking classes, farm work, or craft workshops.
2. D.....	2. Community Participation	B. Economic stability and growth can positively impact the development of CBT.

3. A.....	3. Co-Creation by Tourists	C. Conduct focus groups with visitors to discuss their perceptions and experiences in a more in-depth manner.
4.B.....	4. External Factors	D. Ensuring that local communities are involved in decision-making and benefit-sharing.
		E. Participating in local events, festivals, and celebrations.

6. National CBTE Guidelines consider various aspects. Outline any five (5) among them.

Answer:

- Legal and Regulatory Framework:
- Community Engagement and Empowerment
- Product Development and Marketing:
- Environmental and Cultural Sustainability:
- Financial Management and Business Planning:
- Monitoring and Evaluation:

7. Identify stakeholders in CBTEs stakeholders

Answer:

- Local Community Members
- Government and Regulatory Bodies
- Private Sector
- Non-Governmental Organizations (NGOs)

8. Examine the contribution of CBTEs to attraction of investment and job creation.

Answer:

a. Attraction of Investment

CBTEs attract foreign direct investment and domestic investment to the communities and the entire countries.

b. job creation.

a. CBTEs contribute to direct Employment (tour guides, artisans) and indirect employment (transportation, agriculture).

9. Identify any five (5) contribution of Tour operators and Travel agents in CBT.

Answer: Tour operators and Travel agents contribute to CBT as follow:

The contribution of tour operators to CBT:

- Package community-based tourism experiences into tours.
- Market and sell tourism products to potential visitors.
- Facilitate partnerships between CBTEs and other tourism businesses.

The contribution of travel agents to CBT:

- Promote and sell tourism packages that include CBTEs.
- Provide information and advice to tourists.

10. A CBT site can be built step by step accordingly. Justify.

Answer:

- i. Conduct Community Consultation and Stakeholder Engagement: Engage local community and stakeholders.
- ii. Conduct a Feasibility Study: Assess the area's tourism potential and Evaluate environmental and social impacts
- iii. Design the Tourism Product: Develop tourism experiences and incorporate sustainability
- iv. Create a Tourism Management Plan: Define roles and responsibilities, set guidelines and regulations, and Establish a marketing and promotion strategy.
- v. Train the Community: community capacity building in hospitality and tourism services.
- vi. Develop Infrastructure and Facilities: Build sustainable infrastructure and Promote accessibility.
- vii. Implement Monitoring and Evaluation
- viii. Promote Long-Term Sustainability
- ix. Engage in Partnerships and Networking



Points to Remember

- Be aware of requirements of building a Community-Based Tourism Enterprise
- A CBTE must work regarding a sustainable tourism.
- Ensure national CBTE guidelines respected
- Make sure CBTE offerings are basing on local resources



Self-Reflection

1. Ask learners to re-take the self-assessment at the end 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).

LEARNING OUTCOME 3: PROMOTE COMMUNITY-BASED TOURISM ACTIVITIES



Learning outcome 3: 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 is the structure called?
 - c. What activities are performed in the illustration above?
 - d. Based on the illustration, what topics do you think will be covered under this unit?
2. After the discussion, inform trainees that this unit outcome is intended to provide them with the knowledge, skills and attitudes required to coordinate community-based tourism activities. They will identify community-based tourism opportunities.
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 the features of CBT sites	1. Select and interpret promotional tools	1. Comply with features of CBT sites.
2. Explain promotional techniques	2. Select the types of marketing Communication channel	2. Pay attention while interpreting promotional techniques
3. Identify promotional tools		3. Be professional while selecting promotional tools
4. Describe the types of marketing Communication channel		4. Pay attention while selecting marketing communication channel
5. Explain the steps to choose the right marketing communication channel		



Discovery Activity



Task 21

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; guide trainees to share their prior experience from their home area about coordinating community-based tourism activities and answer the provided under task 1 in their trainee's manuals. Ensure instructions are understood, all the students actively participate and necessary materials/tools are given.
2. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; while students share their answers to the class. Encourage all students to give their views.
3. 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.
4. Introduce the topic 3.1: Identify CBTEs uniqueness and promotion techniques

Topic 3.1: Identify CBTEs uniqueness and promotion techniques

	Objectives: By the end of the topic, trainees will be able to: a. Explain clearly the features of CBT sites. b. Explain properly the promotional techniques for promoting CBTEs' products and services c. Describe properly the promotional tools for promoting CBTEs' products and services.
	Time Required: 10 hours
	Learning Methodology: Group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit.
	Materials, Tools and Equipment Needed: ✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Blackboard, Chalks, Reference books, Travel Guidebooks, Touristic maps, cultural tools.
	Preparation: ☐ Requesting material, tools, and equipment needed for activities ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities ☐ Check the status of materials, tools, and equipment ☐ Search picture/image, videos of tools and equipment ☐ Organize field visit.
	Cross Cutting Issues:

- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.



Prerequisites:

- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills



Activity 1: Problem-Solving



Task 22

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; facilitate trainees to observe the illustration 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. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, 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 3.1** and **discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**



Activity 2: Guided Practice



Task 23:

Select and interpret appropriate promotional techniques and tools for promotion.

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: Individually, in small groups, in pair presentation, group presentations, and students share their answers to the class. Encourage all students to give their views.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. 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.
5. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
6. After the sharing session, refer students to **Key Facts 3.1** and **discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**

7. Use the below checklist to evaluate the selection and interpretation appropriate promotional techniques and tools for promotion done by students.

Criteria	Indicators	Scores	
		Yes	No
Promotional techniques and tools are appropriately selected and interpreted	Promotional techniques are selected		
	Promotional techniques are applied		
	Promotional tools are selected		
	Promotional tools are used		
	Promotion is done		
	Observation		



Activity 3: Application



Task 24:

Select and interpret appropriate promotional tools for promotion.

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. 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 submitting the report.

4. Use the below checklist to evaluate the selection and interpretation appropriate promotional techniques and tools for promotion done by students.

Criteria	Indicators	Scores	
		Yes	No
Promotional techniques and tools are appropriately selected and interpreted	Promotional techniques are selected		
	Promotional techniques are applied		
	Promotional tools are selected		
	Promotional tools are used		
	Promotion is done		
	Observation		

Topic 3.2: Identify CBTEs marketing channel

Objectives:

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



- a. Describe correctly the traditional marketing communication channel for promoting CBTEs.
- b. Describe correctly the digital marketing communication channel for promoting CBTEs.
- c. Select properly the right marketing communication channels for promoting CBTEs.



Time Required: 10 hours

Learning Methodology:



Group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit.

Materials, Tools and Equipment Needed:



✓ Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Blackboard, Chalks, Reference books, Travel Guidebooks, Touristic maps, cultural tools.

Preparation:



- ☐ Requesting material, tools, and equipment needed for activities
- ☐ Selection and preparation of materials, tools, and equipment used for identifying of community-based tourism opportunities
- ☐ Check the status of materials, tools, and equipment
- ☐ Search picture/image, videos of tools and equipment
- ☐ Organize field visit.

Cross Cutting Issues:



- ✓ Consider both female and male while forming group and task distribution. Mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environments that enable/allow participation for the trainees with disability.
- ✓ 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.
- ✓ Encourage student to consider environmental protection issue.



Prerequisites:

- Interpreting Rwandan culture and historical heritage
- Developing tourism promotional materials
- Reading skills
- Communication skills
- Interpersonal skills



Activity 1: Problem-Solving



Task 24

1. Using an appropriate methodology such as group discussion, brainstorming, Jig saw, simulation, and presentation, trainer guided, and field visit; facilitate trainees to observe the illustration 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 3.2 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:

Select the appropriate marketing channels for promoting CBT center.

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; guide trainees to share their understanding and experience about coordinating community-based tourism activities. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Appropriate methods to be used when asking trainees to answer different questions: Individually, in small groups, in pair presentation, group presentations, and students share their answers to the class. Encourage all students to give their views.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. 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.
5. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; students share their answers to the class. Write their responses for reference. Encourage all students to give their views.

6. After the sharing session, refer students to **Key Facts 3.2** and **discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**
7. Use the following checklist to evaluate the selection of the appropriate marketing channels for promoting CBT center done by students.

Criteria	Indicators	Scores	
		Yes	No
Marketing communication channels are effectively selected	Marketing communication channels are identified		
	Traditional marketing communication channels are selected		
	Traditional marketing communication channels are applied		
	Digital Marketing Communication Channels are selected		
	Digital Marketing Communication Channels are applied		
	Observation		



Activity 3: Application



Task 26:

Select the appropriate marketing channels for promoting CBT center

1. Using an appropriate methodology such as simulation, and presentation, trainer guided, and field visit; trainees read the scenario and make a report about CBT opportunities.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

3. 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 submitting the report.
4. Use the following checklist to evaluate the selection of the appropriate marketing channels for promoting CBT center done by students.

Criteria	Indicators	Scores	
		Yes	No
Marketing communication channels are effectively selected and used	Marketing communication channels are identified		
	Traditional marketing communication channels are selected		
	Traditional marketing communication channels are used		
	Digital Marketing Communication Channels are selected		
	Digital Marketing Communication Channels are used		
	Observation		

 Formative Assessment

1. Outline any four (4) characteristics of community-based tourism sites.

Answer: The characteristics of community-based tourism sites are below:

- Accessibility
 - Affordability
 - Availability of facilities and amenities
 - Rich in cultural components
 - Availability of Host Communities in CBT
 - Profitability in Community-Based Tourism
2. Differentiate those two statements: Economic Sustainability vs Environmental Sustainability.
 - **Economic Sustainability refers** to ensuring that the benefits of tourism are distributed equitably among community members, supporting local businesses and creating jobs, and reducing reliance on tourism by promoting other economic activities. Whereas:
 - **Environmental Sustainability refers** to protecting natural resources, reducing waste generation and promoting recycling and composting and adopting sustainable practices, such as energy conservation and water efficiency.
 3. One of these statements is not CBTE promotion technique for a target market. Circle the answer.
 - A. Website and Online Presence
 - B. Word-of-Mouth and Testimonials
 - C. Website**
 4. Those are Social Media Platforms Except:
 - A. Instagram
 - B. Loyalty Programs**
 - C. Pinterest
 5. Among the following statements, select example of print media:
 - A. Posters
 - B. Newsletters

C. All the above

D. None of the above

6. Explain any three (3) the promotion tools used in CBTEs.

Answer:

➤ Website

A professional, user-friendly website is crucial for promoting CBTEs.

➤ Social Media Platforms

Different social media platforms are used for promoting CBTEs. They include Instagram, Pinterest, and so on.

➤ Brochures and Flyers

Physical brochures and flyers can be distributed at travel agencies, local hotels, and visitor centers to provide travelers with information on community-based tourism offerings.

➤ Online Travel Agencies (OTAs)

OTAs such as Booking.com, Airbnb, or Expedia helps reach a larger audience and makes it easier for travelers to book experiences.

7. Match the traditional marketing communication channels in Column A with their description in column B. Write the letter in column of answers.

Answers	ColumnA:Traditional marketing communication channels	Column B: Description
1....C...	1. Posters and Billboards	A. They include personal recommendations and community engagement
2...E....	2. Trade Shows and Events	B. They often form partnerships to promote the community's tourism offerings.
3...A...	3. Word-of-Mouth and Local Networks	C. They are often placed in strategic locations, such as in nearby towns, transportation hubs to

		increase visibility and attract tourists to the community.
4.....F....	4. In-person Presentations	D. They display interviews, and documentaries about the community, showcasing the cultural heritage, activities, and attractions available to tourists.
5..D....	5. Local radio stations	E. They offer an opportunity for the community to engage directly with tourists, offering hands-on experiences
	b.	F. Organizing cultural performances, or guided tours allows potential visitors to experience the community firsthand and build an emotional connection to the destination.

8. Write these acronyms in full words:

- a. OTAs: **Online Travel Agencies**
- b. SEM: **Search Engine Marketing**
- c. CBTEs: **Community-Based Tourism Enterprises**
- d. SEO: **Search Engine Optimization**

9. Arrange correctly the steps to choose the right marketing communication channels.

- a. Analyse available communication channels
- b. Test and Experiment
- c. Integrate Multiple Channels
- d. Monitor and Optimize
- e. Assess Channel Effectiveness
- f. Understand Your Target Audience
- g. Define Your Marketing Goals

- h. Consider the Budget
- i. Align with Brand Identity and Message
- j. Stay Updated on Trends

Answer:

- i. Understand Your Target Audience
- ii. Define Your Marketing Goals
- iii. Analyze Available Communication Channels
- iv. Consider the Budget
- v. Assess Channel Effectiveness
- vi. Test and Experiment
- vii. Align with Brand Identity and Message
- viii. Monitor and Optimize
- ix. Stay Updated on Trends
- x. Integrate Multiple Channels

10. Online Communities and Forums promote CBTE activities. Justify.

Answer:

Online Communities and Forums such as Reddit, Facebook Groups, TripAdvisor forums, specialized tourism forums promote CBTE activities. Engaging in niche online communities or forums can help build a loyal following and encourage discussions around sustainable travel



Points to Remember

- Make sure that promotion techniques are clearly explained and understandable.
- CBTEs marketing channels should be applicable



Self-Reflection

1. Ask learners to re-take the self-assessment at the end 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).



Summative assessment

Nyungwe National Park has a CBT program where tourists participate in eco-friendly activities, such as guided nature walks, and wildlife monitoring and cultural experiencing. The community interprets these activities as part of their larger environmental conservation efforts. The enterprise partners with local environmental groups to ensure that tourism activities do not negatively impact the natural environment. Income from tourism is reinvested into conservation projects like tea plantations, beekeeping, and other biodiversity protection. Unfortunately, these communities don't have enough skills to build a CBT site with its offerings and promote them. As a skilled person in CBT, you are hired to assist communities in solving their problem.

You are requested to:

1. Identified Community-Based Tourism opportunities
2. Educate local community members for tourism
3. Identify community-based tourism offerings and services
4. Interpretation of CBTE activities
5. Monitor CBTE activities in alignment with CBT guideline
6. Select and interpret appropriate promotional techniques and tools for promotion
7. Select the appropriate marketing channels for promoting CBT center.

Needed resources

Equipment	Tools	Materials
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Tents, Tents, Camping mattress, Radiocalls, GPS, Compass, Television, Projector, Telephones & Printer	Hiking sticks, torch, Intebe ya Kinyarwanda, Recorder, Umuheto, Ikibindi n'imiheha, Ibicuma, Imigongo, Calculator, Stapling machine and wires, Flash disk, Camping lamp, Urusyo n'ingasire, Umuvure n'ubutanda, Isekuru n'umuhini, Ingoma n'imirishyo, Igisabo, Inkongoro, Ingobyi, Imbehe, Life jacket, Sleeping bag, Imishanana, Ingabo, imigara n'amacumu, Traditional music instruments, Umusambi, Watches, Urusyo n'ingasire & Fire extinguisher	1. Internet, Papers, Tourist Maps, Reference books /Guide books, Brochures, Tourist Maps & Pen
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Use the below checklist to evaluate activity done by students.

Criteria	Indicators	Score	
		Yes	No
Community-Based Tourism opportunities are properly identified	Tourism opportunities in CBT are identified		
	Components of community-based tourism are interpreted		
	Tourism opportunities in CBT are interpreted		
Local community members are effectively educated for tourism activities	Strategies for effective sensitization are applied		
	Effective strategies for building Community relationship and trust are applied		
	Steps for preparing and educating community members for CBT are followed		
	Community participation approaches and techniques are applied		
	Community engagement methods are interpreted		
CBT offerings and services are effectively identified	CBT sites are identified		
	CBT offerings and services are identifies		
	Museums, memorial sites, cultural centers, historical rocks, nature walks are identified		
CBTE activities are effectively interpreted	CBTE sites are identified		
	CBTE Activities at selected		
	Briefing is done		
	Cultural sites are interpreted		
	CBTE Activities are interpreted		
	Debriefing is done		
Hands-on experience and meaningful	Hands-on experience associated with CBT is provided		
	Meaningful interaction is provided		

Criteria	Indicators	Score	
		Yes	No
interaction are provided	Strategies for measuring the effectiveness of hands-on experience in CBT are applied		
	Associated experience with CBT is well enjoyed		
CBTE Activities are properly monitored according to CBTE guidelines	CBTE Activities are monitored		
	Complaints are handled		
	Feedback is provided		
Promotional techniques and tools are appropriately selected and interpreted	Promotional techniques are selected		
	Promotional techniques are applied		
	Promotional tools are selected		
	Promotional tools are used		
	Promotion is done		
Marketing communication channels are effectively selected	Marketing communication channels are identified		
	Traditional marketing communication channels are selected		
	Traditional marketing communication channels are applied		
	Digital Marketing communication channels are selected		
	Digital Marketing communication channels are applied		
Observation			

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