



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



TOURISM

TORAT502

Providing assistance to Tourism Actors

TRAINER MANUAL

April, 2025



Republic of Rwanda
Ministry of Education



PROVIDING ASSISTANCE TO TOURISM ACTORS



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COORDINATION TEAM

Aimable Rwamasirabo

Felix Ntahontuye

Eugène Munyanziza

Production Team

Authoring, Validator and Review

Daniel Dimitrova Ndahayo

Louise Dushimimana

Vincent De Paul Iryumugabe

Conception, Adaptation and Editorial Works

Jean Marie Vianney Muhire

Vincent Havugimana

Kanyike John Paul

Formatting, Graphics, Illustrations, and Infographics

Asoka Niyonsaba Jean Claude

Ngamije Hildebrand

Theoneste Niringiyimana

Coordination and Technical support

Ubukerarugendo Imbere Project and RTB and RTB

Project Implementation

MCT Global Ltd

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET	Competence Based Education and Training
DMOs	Destination Management Organizations
NGOs	Non-Government Organisations
DMA	Destination Management Area
RQF	Rwanda Qualification Framework
GPS	Global Positioning System
RFPs	Request For Proposals
RTB	Rwanda TVET Board
TVET	Technical and Vocational Education and Training
OTAS	Online Travel Agencies
PPP	Public-Private Partnership
RCB	Rwanda Convention Bureau
MICE	Meetings, Incentives, Conferences, and Exhibitions
NMC	Nyungwe Management Company
AMC	Akagera Management Company
TI	Travel Intermediaries
RHA	Rwanda Hospitality Association
RTTA	Rwanda Tours and Travel Association

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled **Providing Assistance to Tourism Actors**. 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.

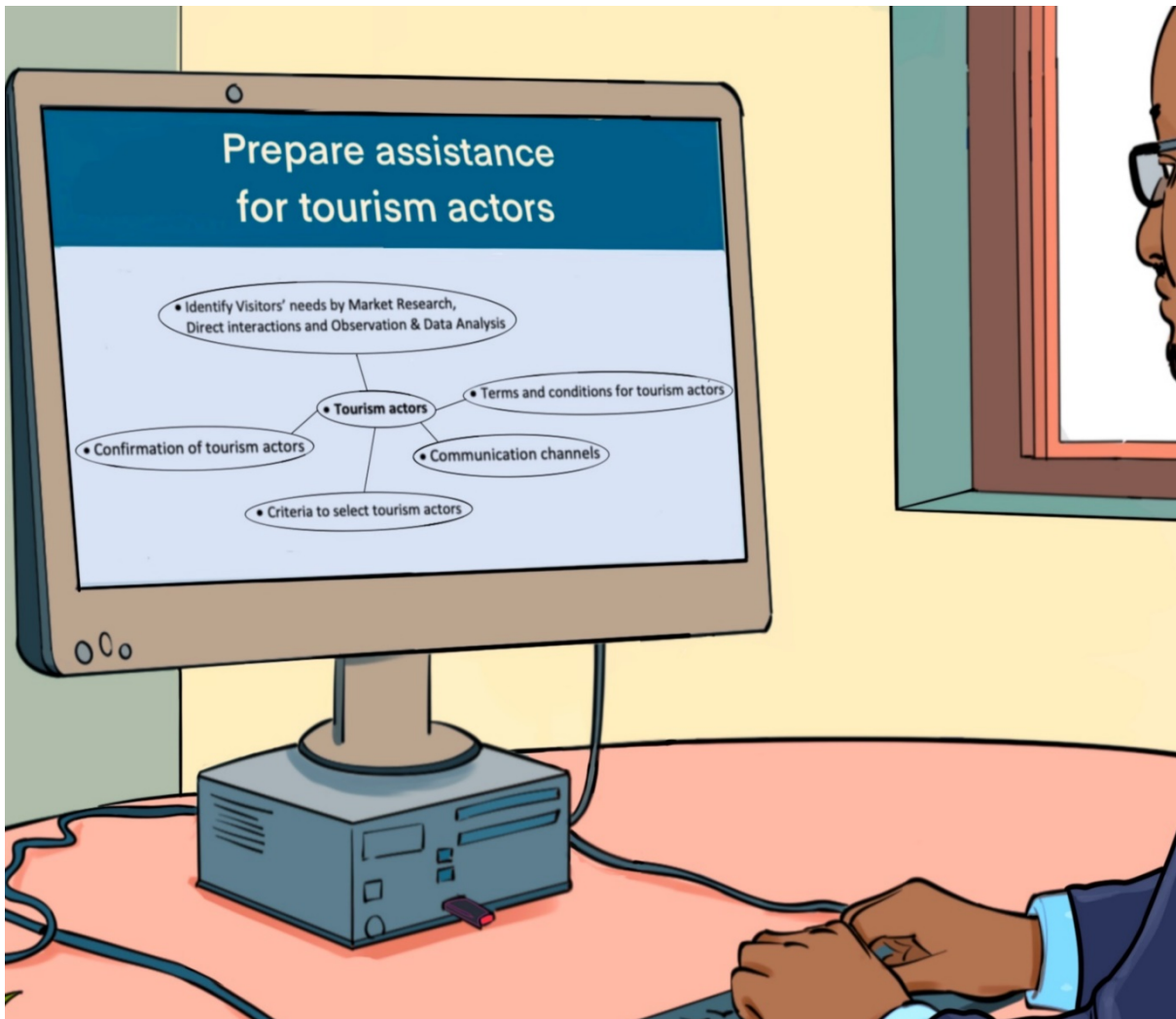
After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify strength, weaknesses, and areas for improvements.

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

PROVIDING ASSISTANCE TO TOURISM ACTORS

Learning Outcomes	Learning Hours	Learning Outcomes/topics
1. Prepare assistance for tourism actors	20	1.1. Identification of visitors' needs
		1.2. Setting criteria for actors' selection
		1.3. Determination of terms and conditions for tourism actors
		1.4. Confirmation of tourism actors
		1.5. Determining communication channels
2. Assist Tourism Actors	21	2.1. Identification of Tourism actor's preferences
		2.2. Organizing regular meetings
		2.3. Identifying types of assistance to tourism actors
3. Evaluate the Tourism Actor's Performance	19	3.1. Assessing the accomplishment of terms and conditions
		3.2. Establishing feedback mechanisms
		3.3. Establishing continuous control
		3.4. Reviewing terms and conditions for tourism actors

UNIT 1 PREPARE ASSISTANCE FOR TOURISM ACTORS



Learning outcome 1 Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss
 - a. What do you see in the illustration?
 - 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 **Providing Assistance to Tourism Actors**. They will cover the Description of Rwanda geographical features.

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. Determine the techniques of market research when identifying visitor needs	1. Apply the techniques of market research and direct interaction when identifying visitor needs	1. Be attentive in conducting the techniques of market research when identifying visitor needs
2. Identify the Criteria to consider when choosing tourism actors	2. Find-out the Criteria to consider when choosing tourism actors	2. Transparency to arrange the Criteria to consider when choosing tourism actors

Knowledge	Skills	Attitudes
3. Describe the key elements to Consider when determining terms and conditions for tourism actors	3. Apply the key elements to Consider when determining terms and conditions for tourism actors	
4. Explain the Process of designing the terms and conditions to tourism actors	4. Apply the Process of designing the terms and conditions to tourism actors	3. Be honest and transparent in designing the terms and conditions to tourism actors
5. Explain the Confirmation procedures to tourism actors	5. Identify Confirmation procedures to tourism actors	4. Be attentive to the Confirmation procedures to tourism actors



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 about visitors' needs Identification, how to Set criteria for actors' selection , Determination of terms and conditions for tourism actors, Confirmation of tourism actors and Determination of communication channels

2. Guide the trainees to questions on **task 1** in their Trainee's Manuals, read and share the answers. 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 Topics

Topic 1.1 Identification of visitors' needs

	Objectives By the end of the topic, trainees will be able to a. Identify the visitors' needs b. To conduct market research to visitors c. Apply the direct interaction techniques to identify visitors' needs and understand the reach of visitors' experiences. d. Select different tourism suppliers would be most appealing to visitors' needs for satisfactions. e. Determine the specific information do visitors seek in the Rwanda country f. Identify the suppliers may participate in visitor experiences?
	Time Required: 4 hours
	Learning Methodology Role-play, small group work, group discussion, video, brainstorming, 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



Preparation

- ☐ ☐ Gather some documentaries on different destination.
- ☐ ☐ Collect different maps of geographical features for the session.
- ☐ ☐ Organize field visit on crop spacing.

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.
- ✓ **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
- ✓ **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.



Prerequisites

- ▶ Interpretation skills
- ▶ Applied languages skills
- ▶ Communication skills
- ▶ Interpersonal skills
- ▶ Computer skills



Activity 1 Problem-Solving

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 2 related to visitors' needs 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 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Task 2

1. Assume there a group of visitors which need to come to visit Rwanda, they want to spend three days experiencing Rwandan beauty, you are one of the people to help them in their visit, using your prior experience in tourism industry, answer the following questions
 - a. What are the techniques to be used to identify the different visitors' needs in tourism.
 - b. Identify the main tourism actors you may work within tourism industry to make visitors being satisfied.
 - c. Identify the market research to tourism actors' tourism industry.
 - d. What are the importance of understanding visitor motivations and expectations.
 - e. Identify the criteria to be considered for choosing tourism actors you have to work with.

Answers

- a. Techniques to Identify Different Visitors' Needs in Tourism
 1. **Surveys and Questionnaires** – Conducting structured surveys to understand visitor preferences.
 2. **Feedback Forms** – Collecting feedback from tourists after their visit.

3. **Interviews and Focus Groups** – Engaging with tourists directly for detailed insights.
4. **Social media and Online Reviews** – Analyzing reviews on platforms like TripAdvisor and Google.
5. **Observation and Customer Behavior Analysis** – Studying visitor interactions at destinations.
6. **Data Analytics and CRM Systems** – Using customer relationship management tools to track preferences.
7. **Tourist Complaints and Inquiries** – Addressing common concerns to improve services.

b. Main Tourism Actors in the Industry

1. **Tour Operators** – Organizing travel packages and guided tours.
2. **Travel Agencies** – Assisting visitors with booking accommodations and transportation.
3. **Hospitality Providers** – Hotels, resorts, and lodges offering accommodation.
4. **Transport Providers** – Airlines, buses, and car rental services facilitating travel.
5. **Local Communities and Guides** – Offering cultural and historical insights.
6. **Government and Tourism Boards** – Regulating and promoting tourism activities.
7. **Event Organizers** – Managing festivals, conferences, and local events.
8. **Food and Beverage Providers** – Restaurants and catering services enhancing visitor experiences.

c. Market Research for Tourism Actors

1. **Demand Analysis** – Studying tourist demographics and preferences.
2. **Competitor Analysis** – Understanding how competitors attract visitors.
3. **Trend Analysis** – Identifying emerging travel trends and consumer behavior.
4. **Economic Impact Studies** – Assessing how tourism affects local economies.
5. **Seasonality Studies** – Evaluating peak and off-peak travel times.
6. **Pricing Strategies** – Determining the best pricing for tourism services.
7. **Satisfaction and Experience Research** – Measuring customer satisfaction levels.

d. Importance of Understanding Visitor Motivations and Expectations

1. **Enhancing Customer Satisfaction** – Delivering services that meet visitor expectations.
 2. **Personalized Services** – Offering tailored experiences for different traveler types.
 3. **Improved Marketing Strategies** – Targeting the right audience with relevant promotions.
 4. **Higher Retention and Loyalty** – Encouraging repeat visits and positive word-of-mouth.
 5. **Better Resource Allocation** – Investing in services and attractions that tourists value most.
 6. **Sustainable Tourism Development** – Creating long-term tourism strategies that benefit both visitors and locals.
- e. Criteria for Choosing Tourism Actors to Work With
1. **Reliability and Reputation** – Ensuring they provide high-quality services.
 2. **Customer Satisfaction Ratings** – Checking reviews and feedback from previous tourists.
 3. **Service Quality and Standards** – Maintaining a consistent level of excellence.
 4. **Affordability and Pricing** – Ensuring competitive and reasonable pricing.
 5. **Sustainability Practices** – Partnering with eco-friendly and responsible businesses.
 6. **Legal Compliance and Certifications** – Ensuring they follow tourism regulations.
 7. **Market Experience and Expertise** – Working with experienced professionals in the industry.



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 perform the activities under **task4** provided in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used. Your role is to guide them by using probing questions such as Why? What? How? To enable them to come to informed

responses. Instruct them to read the scenario and its questions in their manuals and discuss them in groups.

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. While students are still performing 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. 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 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 were tour guides at a certain agency, choose a historical site of their choice and demonstrate how they can create an orientation itinerary for a guided tour to that site.
2. Using an appropriate methodology such as pairs or small groups, ask trainees to open their Trainee Manuals analyze the scenario under task 2 and perform the activity under Task 4.
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. You can also ask them to choose a different tourist attraction and compare the orientation itinerary.
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.

Topic 1.2 Setting criteria for actors' selection

	Objectives By the end of the topic, trainees will be able to a. Identify the main actors in the tourism industry b. Set criteria to be considered when choosing tourism actors c. Explain Criteria to consider when choosing tourism actors
	Time Required 4 hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed Newspaper, Photos from internet, Maps, Handout, , Magazine, trainee manual, Notebook, Pens , Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector, Camera,
	Preparation ☐ Organize materials for class presentations ☐ Avail of tools and equipment to be used ☐ Gather some documentaries on different destination. ☐ Organize field visit on crop spacing ☐ Collect different maps of geographical features for the session

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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites

Prerequisites



- ▶ Communication skills
- ▶ Professional English for tourism
- ▶ Interpretation skills
- ▶ Interpersonal skills
- ▶ Computer skills



Activity 1 Problem-Solving



Task 5

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



Activity 2 Guided Practice



Task 6

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 3 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students to Key Facts 1.2b and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3 Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups trainees read the scenario and locate the Rwanda geographical features.
2. Explain to trainees that the following task links them to the criteria of better tourism actors . Inform students that each of them will assume that he/she has been assigned to brief visitors on the Rwanda geographical features, administration and population of Rwanda.
3. Each student will choose either to be a briefer or a tourist but encourage them to be briefers.
4. Inform them that they should demonstrate positive attitude when setting criteria.
5. After trainees has performed, you'll give them feedback.
6. At the end summarize the topic.

Topic 1.3 Determination of terms and conditions for tourism actors

Objectives

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



- a. Identify the key elements to Consider when determining terms and conditions for tourism actors
- b. Describe the process of designing the terms and conditions
- c. Apply the techniques of Negotiation and Agreement with tourism actors.
- d. Determine Confirmation and Documentation of terms and conditions

	Time Required: 4 hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed Newspaper, Photos from internet, Maps, Handout, Magazine, trainee manual, Notebook, Pens, Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector,
	Preparation ☐ Organize materials for class presentations ☐ Avail of tools and equipment to be used ☐ Gather some documentaries about tourism industry. ☐ Organize field visit on crop spacing ☐ Collect different maps of geographical features for the session
	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. ✓ 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 ✓ 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. ✓ Genocide Studies explain the role of visiting memorial sites



Prerequisites

- ▶ Interpersonal skills
- ▶ Communication skills
- ▶ Professional English for tourism
- ▶ Computer skills



Activity 1 Problem-Solving



Task 8

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, help trainees to read the scenario and answer the questions that follow based on their experience and research on identifying tourist attractions, facilities and activities, under task 16 in the 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, trainees 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 9

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to use their experience on identifying tourist attractions, facilities and activities, under task 19 in the trainee's manuals. 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 18. 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. 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, trainees share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, harmonize trainees' responses by referring to Key Facts 1.3 and discuss them together while answering any questions they might have.



Activity 3 Application



Task 10

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainee's manuals task 20 and make a report of the task. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. Trainees will provide feedback on what will be performed during interpretation.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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.

Topic 1.4 Confirmation of tourism actors

	Objectives By the end of the topic, trainees will be able to a. Explain the Data Collection and Verification with tourism actors b. Apply the communication and Collaboration with tourism actors c. Apply the working Partner with Industry Associations
	Time Required: 4 hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed Newspaper, Photos from internet, Maps, Handout, , Magazine, trainee manual, Notebook, Pens , Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector,
	Preparation ☐ Organize materials for class presentations ☐ Avail of tools and equipment to be used ☐ Gather some documentaries about tourism industry. ☐ Organize field visit on crop spacing ☐ Collect different maps of geographical features for the session

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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites



Prerequisites

- ▶ Computer skills
- ▶ Interpersonal skills
- ▶ Communication skills
- ▶ Professional English for tourism



Activity 1 Problem-Solving



Task 11

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



Activity 2 Guided Practice



Task 12

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 16 in their Trainee's anuals. 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 2.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3 Application



Task 13

1. Explain to trainees that the following task links them to the tourism actors.
2. Using an appropriate methodology such as pairs or small groups, ask trainees to open their Trainee Manuals 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.
6. 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.

Topic 1.5 Determining communication channels

	Objectives By the end of the topic, trainees will be able to a. Identify the Different types of communication channels b. Describe the factors to be considered when choosing communication channels c. Explain the importance of choosing communication channels
	Time Required 4: hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit



Materials, Tools and Equipment Needed

Newspaper, Photos from internet, Maps, Handout, , Magazine, trainee manual, Notebook, Pens , Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector,



Preparation

- ☐ Organize materials for class presentations
- ☐ Avail of tools and equipment to be used
- ☐ Gather some documentaries about tourism industry.
- ☐ Organize field visit on crop spacing
- ☐ Collect different maps of geographical features for the session



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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites



Prerequisites

- ▶ Interpersonal skills
- ▶ Communication skills
- ▶ Professional English for tourism
- ▶ Computer skills



Activity 1 Problem-Solving



Task 14

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



Activity 2 Guided Practice



Task 15

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 under Task 18 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 2.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3 Application



Task 16

1. Explain to trainees that the following task links them to the world of work.
2. Using an appropriate methodology such as pairs or small groups, ask trainees to open their Trainee Manuals 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.
6. 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.



Formative Assessment

1. Identify the needs and preferences of potential visitors to the village

Answers

- Travel motivations,
- desired activities,
- preferred accommodation,
- cultural interest,
- safety concerns,
- food preferences,
- budget, and desired level of interaction with locals.

2. Identify the actors in tourism industry.

Answers

- Accommodation providers,
- transportation providers,
- tour operators,
- restaurants,
- attractions,
- NGOs
- government agencies,
- and local communities,...

3. Describe the criteria consider when choosing tourism actors

Answers

- Experience,
- reputation,
- sustainability practices,
- compliance with regulations,

- alignment with the village's tourism vision.

4. Identify Key elements to Consider when determining terms and conditions for tourism actors

Answers

- Pricing,
- service quality standards,
- marketing and promotion,
- environmental impact,
- community benefits, ...

5. Which of the following is an example of traditional media used in tourism marketing?

- a. Instagram posts
- b. Brochures
- c. Television advertisements
- d. Travel apps

Answer: c. Television advertisements

6. What type of communication channel is TripAdvisor considered?

- a. social media
- b. Customer Support Channel
- c. Online Review Platform
- d. Traditional Media

Answer: c. Online Review Platform



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

These are the key learning points from all activities in this learning outcome.

- Different tourism actors in tourism industry
- Tourism visitors' needs
- Criteria for tourism actors to be selected
- Terms and conditions for tourism actors
- Confirmation and Documentation of terms and conditions
- Methods of Data Collection and Verification of tourism information to actors
- Ways of Communication and Collaboration
- Partnering with Industry Associations in tourism industry
- Different types of communication channels
- Communication channels to actors in tourism industry
- Factors to consider when choosing communication channels
- Importance of choosing communication channels

UNIT 2 ASSIST TOURISM ACTORS



Learning unit 2 Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss
 - a. What do you see in the illustration?
 - b. What does the illustration remind you in tourism?
 - c. 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 **Providing Assistance to Tourism Actors**. They will cover the Description of Rwanda geographical features.
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. Identify the Assistance of Tourism Actors	1. Categorize the assistance of tourism actors	1. Be able to Investigate the assistance of tourism actors
2. Describe the data Sharing and Collaboration preferences within tourism industry.	2. Determine data sharing and Collaboration preferences	2. Be good to data sharing and collaboration preferences
3. Identify the regular meetings Organization	3. Determine the regular meetings Organization	3. Be honest and transparent in Inspect to the meetings Organization
4. Identify the benefits of organizing regular meetings and working with tourism Actors	4. Determine the benefits for working with tourism Actors	4. Provide excellent for working with tourism actors



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, how to Prepare assistance for tourism actors, Identification of Tourism actor's preferences, Organize regular meetings, Identify types of assistance to tourism actors.
2. Guide the trainees to questions on task 1 in their Trainee's Manuals, read and share the answers. 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 Topics.

Topic 2.1 Identification of Tourism actor's preferences

Objectives

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



- a. Identify the Tourism actor's preferences.
- b. Determine Marketing and Promotion preferences
- c. Describe factors that can be considered When considering Product and Service Development preferences.
- d. Explain the rules and laws that businesses and individuals must follow when shaping Regulatory Environment preferences

e. Determine the Data Sharing and Collaboration preferences	
	Time Required: 7 hours
	Learning Methodology Role-play, small group work, group discussion, video, brainstorming, 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, camera
	Preparation ☐ Gather some documentaries on different destination. ☐ Collect different maps of geographical features for the session. ☐ Organize field visit on crop spacing.
	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. ✓ 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 ✓ 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.



Prerequisites

- ▶ Interpretation skills
- ▶ Applied languages skills
- ▶ Communication skills
- ▶ Interpersonal skills
- ▶ Computer skills



Activity 1 Problem-Solving



Task 2

Nyungwe Retreat is a new eco-tourism resort opening in Nyungwe National Park, Rwanda. The resort aims to attract nature-loving tourists interested in sustainable travel and cultural experiences.

- a. What types of data are you comfortable sharing to either visitors or tourism actors to [provide smooth services.
- b. What tools and technologies can facilitate data sharing and analysis?
- c. How can data be used to improve decision-making in the tourism industry?
- d. How can data analytics help to identify emerging trends and opportunities?



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 perform the tasks provided in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used. Your role is to guide them by using probing questions such as Why? What? How? To enable them to come to informed

responses. Instruct them to read the scenario and its questions in their manuals and discuss them in groups.

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. While students are still performing 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. 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 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 were tour guides at a certain agency, choose a historical site of their choice and demonstrate how they can create an orientation itinerary for a guided tour to that site.
2. Using an appropriate methodology such as pairs or small groups, ask trainees to open their Trainee Manuals analyze the scenario under task 25 and perform the activity under Task 26 and 27.
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. You can also ask them to choose a different tourist attraction and compare the orientation itinerary.
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.

Topic 2.2 Organizing regular meetings

	Objectives By the end of the topic, trainees will be able to a. Identify the types of regular meetings b. Determine the ways that improve communication in tourism industry c. Explain the Importance of organizing regular meetings with tourism actors
	Time Required: 7 hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed Newspaper, Photos from internet, Maps, Handout, , Magazine, trainee manual, Notebook, Pens , Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector, Camera,
	Preparation ☐ Organize materials for class presentations ☐ Avail of tools and equipment to be used ☐ Gather some documentaries on different destination. ☐ Organize field visit on crop spacing ☐ Collect different maps of geographical features for the session

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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites

Prerequisites



- ▶ Communication skills
- ▶ Professional English for tourism
- ▶ Interpretation skills
- ▶ Interpersonal skills
- ▶ Computer skills



Activity 1 Problem-Solving



Task 5

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the

scenario and answer the questions provided under task 2 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts 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 6

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 30 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 31. 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 2.2b and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3 Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups trainees read the scenario and locate the Rwanda geographical features.
2. Explain to trainees that the following task links them to the criteria of better tourism actors . Inform students that each of them will assume that he/she has been assigned to brief visitors on the Rwanda geographical features, administration and population of Rwanda.
3. Each student will choose either to be a briefer or a tourist but encourage them to be briefers.
4. Inform them that they should demonstrate positive attitude when setting criteria.
5. After trainees has performed, you'll give them feedback.
6. At the end summarize the topic.

Topic 2.3 Identifying types of assistance to tourism actors

	Objectives By the end of the topic, trainees will be able to a. Identify the types of assistance for tourism actors to visitors b. Determine the ways that tourism actors can receive regulatory assistance c. Identify the benefits for working with tourism Actors
	Time Required: 7 hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed Newspaper, Photos from internet, Maps, Handout, , Magazine, trainee manual, Notebook, Pens , Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector,

Preparation



- ☐ Organize materials for class presentations
- ☐ Avail of tools and equipment to be used
- ☐ Gather some documentaries about tourism industry.
- ☐ Organize field visit on crop spacing
- ☐ Collect different maps of geographical features for the session

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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites



Prerequisites

- ▶ Interpersonal skills
- ▶ Communication skills
- ▶ Professional English for tourism
- ▶ Computer skills



Activity 1 Problem-Solving



Task 8

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, help trainees to read the scenario and answer the questions that follow based on their experience and research on identifying tourist attractions, facilities and activities, under task 16 in the 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, trainees 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 9

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to use their experience on identifying tourist attractions, facilities and activities, under task 19 in the trainee's manuals. 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 33. 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. 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, trainees share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, harmonize trainees' responses by referring to Key Facts 2.3b and discuss them together while answering any questions they might have.



Activity 3 Application



Task 10

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainee's manuals task 34 and make a report of the task. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. Trainees will provide feedback on what will be performed during interpretation.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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.



Formative Assessment

1. How do travel agencies, tour operators, and tourist information centers assist tourists in planning and navigating their trips?
 - a. **Travel agencies, tour operators, and tourist information centers** play a crucial role in assisting tourists by offering expert advice, customized travel packages, and logistical support.
 - b. **Travel agencies** help plan and book flights, accommodations, and activities.
 - c. **Tour operators** organize tours, including transportation, guides, and excursions, ensuring that tourists have a structured and convenient itinerary.
 - d. **Tourist information centers** provide local insights, maps, directions, and recommendations on attractions, dining, and cultural experiences, helping visitors navigate unfamiliar destinations with ease
2. What role do guidebooks, travel blogs, and online reviews play in providing assistance to travelers?
 - a. **Guidebooks** offer comprehensive information about destinations, attractions, history, cultural insights, and practical advice for planning a trip.
 - b. **Travel blogs** provide personal experiences and tips from fellow travelers, offering authentic and up-to-date information, including hidden gems, local restaurants, and off-the-beaten-path experiences.
 - c. **Online reviews** allow travelers to read feedback from others who have visited specific hotels, restaurants, and attractions, helping to set expectations and avoid poor experiences. They also provide information on the quality of services, cost, and overall satisfaction
3. Identify the benefits for working with tourism Actors
 - a. **Expertise and Knowledge** Tourism actors such as tour operators, agencies, and guides have in-depth knowledge of destinations, culture, local regulations, and logistics, ensuring that travelers make informed decisions.
 - b. **Convenience** Collaboration with tourism actors simplifies the travel planning process by providing packages that include transport, accommodation, meals, and activities, reducing the burden on the traveler.
 - c. **Cost Efficiency** Tourism actors may offer group discounts or bundled services, providing better pricing and value than booking individually.

- d. **Safety and Security** Professional tourism actors ensure that travelers receive reliable information, have access to emergency support, and follow local guidelines to ensure a safe trip.
- e. **Access to Exclusive Experiences** Tourism actors often have partnerships with local attractions or businesses, giving travelers access to exclusive events or tours that are not readily available to independent travelers.

4. Why do individuals or organizations choose to share data or collaborate.

- a. **Mutual Benefit** Sharing data allows both parties to leverage each other's resources, expertise, or technologies, leading to more effective problem-solving and better outcomes.
- b. **Innovation and Knowledge Sharing** Collaboration enables access to new ideas, insights, and technologies, driving innovation and growth.
- c. **Efficiency Gains** By sharing information and resources, parties can avoid duplication of effort, reduce costs, and improve service delivery.
- d. **Improved Decision-Making** Access to more comprehensive data helps improve decision-making and enhances strategy development.
- e. **Building Trust and Relationships** Collaboration fosters trust and can lead to long-term partnerships that benefit all involved.
- f. **Regulatory Compliance** In some cases, sharing data or collaborating may be necessary to meet industry regulations or standards.

5. What are the types of Assistance within tourism actors?

- a. **Pre-Trip Assistance** Help with booking flights, hotels, and car rentals, as well as providing travel guides and destination information.
- b. **On-Site Assistance** Offering guided tours, transport services, local recommendations, and emergency support during the trip.
- c. **Post-Trip Assistance** Collecting feedback, providing follow-up information, and offering loyalty programs or promotions for future travel.
- d. **Customer Service Assistance** Addressing complaints, concerns, and questions before, during, and after the trip.
- e. **Legal/Regulatory Assistance** Ensuring travelers comply with local laws, visa requirements, or safety regulations.

6. Choose the correct answer.

A. Why do organizations choose to share data with partners or collaborators?

- a. To maintain complete control over all operations and decisions.

- b. To leverage external expertise and resources for mutual benefit.
- c. To avoid having any transparency or accountability.
- d. To create competition between collaborators to improve performance.

Answer: b. To leverage external expertise and resources for mutual benefit.

B. Why is it important to establish continuous control in an organization or business?

- a. It allows for greater flexibility in decision-making without accountability.
- b. It helps in maintaining consistency and ensures alignment with strategic goals.
- c. It eliminates the need for employee training and development.
- d. It reduces the level of monitoring and oversight required for performance.

Answer: b. It helps in maintaining consistency and ensures alignment with strategic goals

1. Match each mechanism with its corresponding benefit in the context of tourism.

Mechanism	Benefit
A. Transparent Pricing	1. Ensures the quality of service and builds long - term loyalty.
B. Third-Party Certification and Ratings	2. Builds consumer confidence by ensuring that providers meet established standards.
C. Clear Communication of Terms and Policies	3. Encourages tourists to make informed choices and avoids hidden fees.
D. Customer Reviews and Feedback	4. Provides direct insights from previous customers, establishing trust through real experiences.
E. Sustainable Tourism Practices	5. Demonstrates responsibility and ethical practices, appealing to eco-conscious travelers.
F. Real-Time Updates and Information	6. Improves traveler experience by ensuring accurate information and reducing frustration.

Answers:

A-3 B-2 C-6 D-4 E-5 F-1



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).

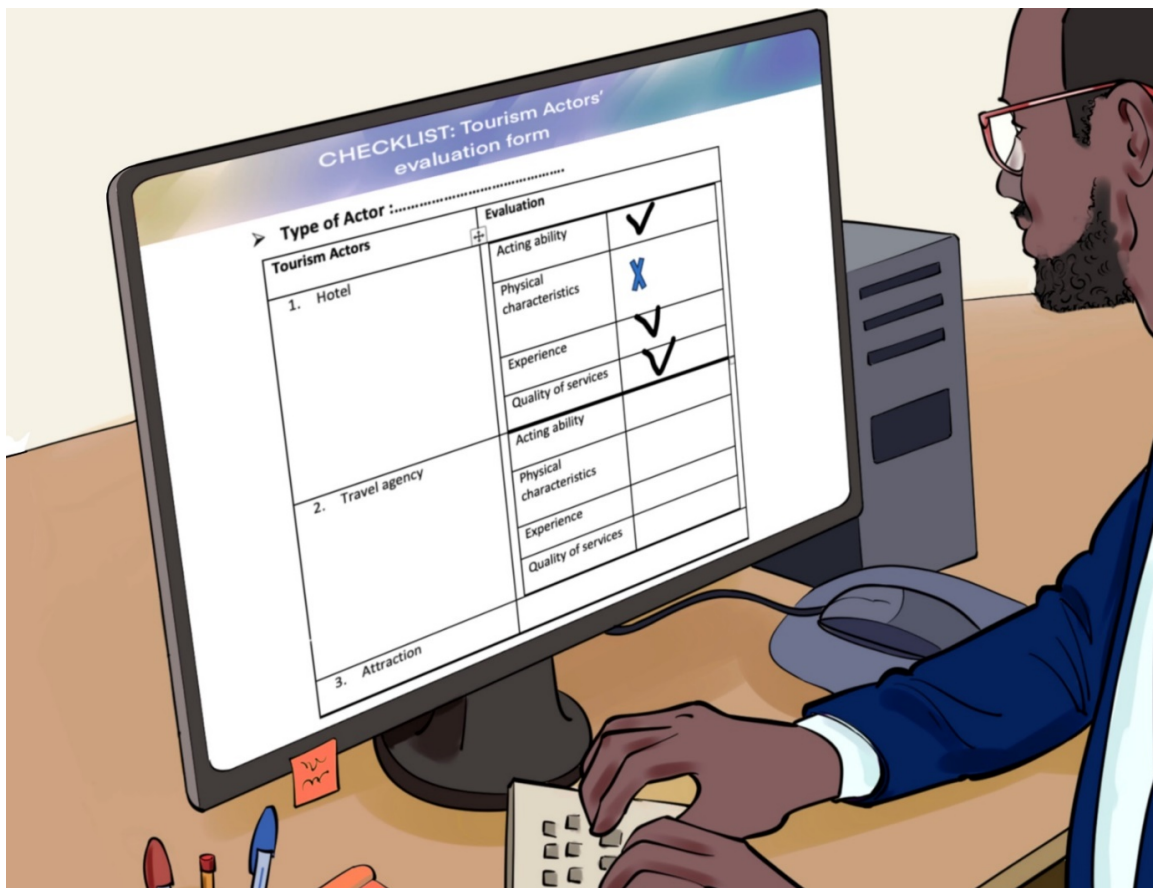


Points to Remember

These are the key learning points from all activities in this learning outcome.

- The marketing and promotion preferences in tourism industry
- Product and Service Development preferences
- Fair taxation policies
- The data Sharing and Collaboration preferences
- Industry standards and best practices
- Networking opportunities in tourism industry
- Types of regular meetings in tourism actors
- Importance of organizing regular meetings with tourism actors
- The types of Assistance in tourism industry
- The benefits for working with tourism Actors

UNIT 3 EVALUATE THE TOURISM ACTOR'S PERFORMANCE



Learning outcome 1 Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss
 - a. What do you see in the picture?
 - b. What does the illustration remind you in tourism?
 - c. 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 **Providing Assistance to Tourism Actors**. They will cover the Description of Rwanda geographical features.
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. Identify the tips to effectively assess the accomplishment of terms and conditions.	1. Apply the tips to effectively assess the accomplishment of terms and conditions.	1. Be able to take responsibility in effectively assessing the tips the accomplishment of terms and conditions.
2. Describe the effective feedback mechanism	2. Select the effective feedback mechanism	
3. Describe the types and steps of designing effective feedback mechanisms	3. Apply the steps of designing effectively with the types of feedback mechanisms	
4. Identify the methods of continuous control due to tourism actors	4. Choose and use one method of continuous control due to tourism actors	2. Pay attention in the establishing continuous control due to tourism actors

Knowledge	Skills	Attitudes
5. Describe the steps of reviewing terms and conditions	5. Apply the steps of reviewing terms and conditions	3. Be committed to the steps of reviewing terms and conditions



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 about visitors' needs Identification, how Assess the accomplishment of terms and conditions, establish feedback mechanisms, Establish continuous control, Review terms and conditions for tourism actors
2. Guide the trainees to questions on task 35 in their Trainee's Manuals, read and share the answers. 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 Topics

Topic 3.1 Assessing the accomplishment of terms and conditions

	Objectives By the end of the topic, trainees will be able to - Identify the tips to effectively assess the accomplishment of terms and conditions. - Apply the tips to effectively assess the accomplishment of terms and conditions. - Identify the ways to assess the accomplishment of terms and conditions - Apply the ways to assess the accomplishment of terms and conditions of tourism actors.
	Time Required: 5 hours
	Learning Methodology Role-play, small group work, group discussion, video, brainstorming, 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
	Preparation ☐ Gather some documentaries on different destination. ☐ Collect different maps of geographical features for the session. ☐ Organize field visit on crop spacing.
	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.

- ✓ **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
- ✓ **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.



Prerequisites

- ▶ Interpretation skills
- ▶ Analyses skills
- ▶ Applied languages skills
- ▶ Communication skills
- ▶ Interpersonal skills
- ▶ Computer skills



Activity 1 Problem-Solving



Task 2

Assume there a group of visitors which need to come to visit Rwanda, they want to spend three days experiencing Rwandan beauty, you are one of the people to help them in their visit, using your prior experience in tourism industry, answer the following questions

- a. Identify the guidelines of to effectively assess the accomplishment of terms and conditions to the tourism actors.
- b. Describe the methods of measuring customer satisfaction.
- c. What are tips to effectively assess the accomplishment of terms and conditions
- d. Identify the main tourism actors you may work within tourism industry to make visitors being satisfied.
- e. What are the importance of understanding visitor motivations and expectations.
- f. Identify the criteria to be considered for choosing tourism actors you have to work with.



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 perform the tasks provided in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used. Your role is to guide them by using probing questions such as Why? What? How? To enable them to come to informed responses. Instruct them to read the scenario and its questions in their manuals and discuss them in groups.
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. While students are still performing 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. 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 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 were tour guides at a certain agency, choose a historical site of their choice and demonstrate how they can create an orientation itinerary for a guided tour to that site.
2. Using an appropriate methodology such as pairs or small groups, ask trainees to open their Trainee Manuals analyze the scenario under task 37 and perform the activity under Task 4.
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. You can also ask them to choose a different tourist attraction and compare the orientation itinerary.
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.

Topic 3.2 Establishing feedback mechanisms

Objectives



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

- a. Explain the types of feedback
- b. Identify the mechanism of effective feedback
- c. Describe the steps of designing effective feedback mechanisms



Time Required: 5 hours



Learning Methodology

Role-play, small group work, video, brainstorming, field visit



Materials, Tools and Equipment Needed

Newspaper, Photos from internet, Maps, Handout, , Magazine, trainee manual, Notebook, Pens , Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector, Camera,



Preparation

- ☐ Organize materials for class presentations
- ☐ Avail of tools and equipment to be used
- ☐ Gather some documentaries on different destination.
- ☐ Organize field visit on crop spacing
- ☐ Collect different maps of geographical features for the session



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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites

Prerequisites



- ▶ Communication skills
- ▶ Professional English for tourism
- ▶ Interpretation skills
- ▶ Interpersonal skills
- ▶ Computer skills



Activity 1 Problem-Solving



Task 5

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under task 37 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 6

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 3 in their trainee's manuals. Make

sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students to Key Facts 1.2b and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3 Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups trainees read the scenario and locate the Rwanda geographical features.
2. Explain to trainees that the following task links them to the criteria of better tourism actors . Inform students that each of them will assume that he/she has been assigned to brief visitors on the Rwanda geographical features, administration and population of Rwanda.
3. Each student will choose either to be a briefer or a tourist but encourage them to be briefers.
4. Inform them that they should demonstrate positive attitude when setting criteria.
5. After trainees has performed, you'll give them feedback.
6. At the end summarize the topic.

Topic 3.3 Establishing continuous control

	Objectives By the end of the topic, trainees will be able to - Identify the Methods of continuous control - Apply the techniques Continuous control - Determine Importance of establishing continuous control
	Time Required: 5 hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed Newspaper, Photos from internet, Maps, Handout, , Magazine, trainee manual, Notebook, Pens , Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector,
	Preparation ☐ Organize materials for class presentations ☐ Avail of tools and equipment to be used ☐ Gather some documentaries about tourism industry. ☐ Organize field visit on crop spacing ☐ Collect different maps of geographical features for the session

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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites

Prerequisites



- ▶ Interpersonal skills
- ▶ Communication skills
- ▶ Professional English for tourism
- ▶ Computer skills



Activity 1 Problem-Solving



Task 4

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, help trainees to read the scenario

and answer the questions that follow based on their experience and research on identifying tourist attractions, facilities and activities, under task 46 and 48 in the 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, trainees 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 3.3 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2 Guided Practice



Task 9

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to use their experience on identifying tourist attractions, facilities and activities, under task 19 in the 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 48. 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. 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, trainees share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, harmonize trainees' responses by referring to Key Facts 2.2a and discuss them together while answering any questions they might have.



Activity 3 Application



Task 10

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainee's manuals task 20 and make a report of the task. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. Trainees will provide feedback on what will be performed during interpretation.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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.

Topic 3.4 Reviewing terms and conditions for tourism actors

	Objectives By the end of the topic, trainees will be able to a. Identify the steps of reviewing terms and conditions b. Explain the Steps of reviewing terms and conditions c. Apply the Steps of reviewing terms and conditions
	Time Required: 4 hours
	Learning Methodology Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed Newspaper, Photos from internet, Maps, Handout, Magazine, trainee manual, Notebook, Pens, Magazines, Fuel (for vehicle), Internet, Air time, Computer, Phone, Vehicle for transportation, Projector,

Preparation



- ☐ Organize materials for class presentations
- ☐ Avail of tools and equipment to be used
- ☐ Gather some documentaries about tourism industry.
- ☐ Organize field visit on crop spacing
- ☐ Collect different maps of geographical features for the session

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.
- ✓ **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
- ✓ **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.
- ✓ **Genocide Studies** explain the role of visiting memorial sites



Prerequisites

- ▶ Computer skills
- ▶ Interpersonal skills
- ▶ Communication skills
- ▶ Professional English for tourism



Activity 1 Problem-Solving



Task 4

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 49 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 3.4 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2 Guided Practice



Task 9

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 50 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 3.4 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3 Application



Task 10

1. Explain to trainees that the following task links them to the tourism actors.
2. Using an appropriate methodology such as pairs or small groups, ask trainees to open their Trainee Manuals and perform the activity under Task 50.
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.
6. 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.



Formative Assessment

1. What are the tips assessing the accomplishment of terms and conditions effectively?
 - a. **Regular Audits and Reviews** – Conduct periodic audits to ensure all parties comply with the agreed terms. Use checklists and benchmarks to systematically review obligations and deliverables.
 - b. **Clear Performance Metrics** – Establish clear, measurable KPIs (Key Performance Indicators) tied to the terms. Track progress regularly to identify gaps or areas needing attention.

- c. **Feedback and Reporting** – Implement structured reporting systems where involved parties provide regular updates. Encourage open communication to address issues before they escalate.
 - d. **Documentation and Record-Keeping** – Maintain thorough records of all transactions, communications, and actions related to the agreement. This ensures transparency and simplifies the evaluation process.
 - e. **Third-Party Evaluation** – Engage external auditors or consultants for an unbiased assessment of compliance with the terms. This can highlight blind spots and reinforce accountability.
 - f. **Risk Management and Contingency Plans** – Identify potential risks to compliance early on and develop contingency plans. Regularly reassess risks to adapt to changing circumstances and maintain alignment with the terms
2. Identify the methods of Measuring Customer Satisfaction in tourism actors.
- a. **Surveys and Questionnaires** – Use post-visit surveys to gather feedback on customer experiences.
 - b. **Online Reviews and Ratings** – Monitor reviews on platforms like TripAdvisor, Google Reviews, and social media.
 - c. **Net Promoter Score (NPS)** – Ask customers how likely they are to recommend the experience to others.
 - d. **Direct Feedback and Comment Cards** – Encourage tourists to leave comments or suggestions at key touchpoints, such as hotels, tour sites, and restaurants.
 - e. **Mystery Shoppers** –shoppers evaluate customer service, facility quality, and overall experience from a visitor’s perspective.
3. Determine the ways to assess the accomplishment of terms and conditions
- a. **Compliance Checklists** – Develop detailed checklists outlining each clause of the terms and conditions.
 - b. **Performance Monitoring** – Track performance through regular reviews and compare results against the agreed benchmarks, timelines, and deliverables specified in the contract.
 - c. **Milestone Reviews** – Break down the terms into key milestones and assess progress at each stage.
 - d. **Client or Partner Feedback** – Gather feedback from clients, partners, or stakeholders to verify if the terms and conditions are being fulfilled to their satisfaction.

- e. **Documentation Review** – Maintain comprehensive records of all activities, communications, and deliverables.
 - f. **Legal and Financial Audits** – Conduct internal or third-party audits focusing on legal, financial, and operational aspects of the agreement.
4. Describe the types of feedback of customers in tourism industry.
- a. **Positive Feedback** – Highlights what customers enjoyed or appreciated about their experience. This could include compliments about services, staff, or specific attractions.
 - b. **Negative Feedback** – Points out areas where the experience did not meet expectations. This can involve complaints about poor service, delays, or unsatisfactory accommodations.
 - c. **Neutral Feedback** – Balanced feedback that reflects both positive and negative elements of the experience. It often provides a fair assessment without strong emotional bias.
 - d. **Constructive Feedback** – Provides suggestions for improvement while acknowledging the positive aspects of the experience. Customers may recommend changes to enhance overall service.

5. Discuss Effective feedback mechanisms in tourism

A. **Surveys and Questionnaires**

Description Structured surveys are distributed to tourists post-trip to gather insights on their experiences. These can be paper-based, online, or app-integrated.

Benefits Provides detailed and quantifiable data. Questions can be tailored to specific areas like accommodations, transportation, or guided tours.

Example A hotel emailing guests after checkout with a survey on room quality, staff service, and amenities.

B. **Online Review Platforms**

Description Platforms like TripAdvisor, Google Reviews, and Booking.com allow tourists to publicly share their experiences.

Benefits Offers real-time, organic feedback that future travelers rely on when making decisions. It also helps tourism businesses identify common trends.

Example A travel agency monitoring TripAdvisor reviews to identify strengths and areas for improvement.

C. Social Media Monitoring

Description Engaging with tourists on platforms like Instagram, Facebook, and X (Twitter). Tourists often post photos, tag businesses, and share opinions.

Benefits Allows for interactive, public engagement and can help boost brand visibility. It also provides immediate insight into guest satisfaction.

Example A resort responding to tagged posts and addressing guest concerns directly through comments or messages.

D. Feedback Forms at Key Touchpoints

Description Physical or digital feedback forms placed at attractions, hotels, or airports. These allow visitors to provide input during or immediately after the experience.

Benefits Captures spontaneous feedback while the experience is still fresh in the guest's mind.

Example Tourist centers with kiosks or QR codes leading to feedback forms.

E. Mystery Guests or Shoppers

Description Employing anonymous individuals to experience tourism services and evaluate them objectively.

Benefits Provides unbiased insights and highlights gaps that regular customer feedback may miss.

Example A tour company hiring mystery guests to assess guide professionalism and the quality of excursions.

F. Direct Communication Channels

Description Offering tourists access to managers or feedback teams through dedicated phone lines, emails, or apps.

Benefits Encourages open dialogue and allows for immediate issue resolution.

Example A hotel providing guests with a direct WhatsApp line to report feedback or concerns during their stay.

G. Net Promoter Score (NPS)

Description A simple survey asking customers how likely they are to recommend the service on a scale of 0 to 10.

Benefits Quickly gauges overall satisfaction and loyalty.

Example Tour operators using NPS to evaluate guest satisfaction after a trip.

H. Focus Groups and Interviews

Description Organizing small groups of tourists for in-depth discussions about their experiences.

Benefits Provides rich qualitative data and insights that numerical feedback may not capture.

Example Tourism boards conducting interviews to shape future marketing strategies.

6. What are the steps Should be followed to design effective feedback mechanisms

Answers

- a. Define Objectives
- b. Identify Target Audience
- c. Choose Appropriate Methods
- d. Design Simple and Clear Tool.
- e. Encourage Participation
- f. Collect and Analyze Feedback
- g. Act on Feedback
- h. Communicate Changes

7. Choose the correct answer

- A. Why is establishing continuous control important in the tourism industry?
 - a. To reduce the cost of advertising.
 - b. To ensure customer satisfaction and service quality.
 - c. To increase the number of travel agencies.

d. To avoid competition in the market.

Answer: b. To ensure customer satisfaction and service quality.

B. What is one key benefit of continuous control in tourism operations?

- a. Increased product prices.
- b. Better tracking of customer feedback and experience.
- c. A decrease in customer loyalty.
- d. Reduced operational costs.

Answer: b. Better tracking of customer feedback and experience

C. How does continuous control impact tourism service providers?

- a. helps in managing regulatory compliance and legal standards.
- b. It forces companies to cut costs immediately.
- c. It has no effect on customer satisfaction.
- d. It increases the complexity of operations.

Answer: a. It helps in managing regulatory compliance and legal standards.

D. Which of the following is a result of not implementing continuous control in tourism?

- a. Consistent service quality across all tourism touchpoints.
- b. The ability to address customer complaints proactively.
- c. The potential for service failures or customer dissatisfaction.
- d. High levels of customer retention and repeat business.

Answer: c. The potential for service failures or customer dissatisfaction.

E. What role does continuous control play in maintaining competitive advantage in tourism?

- a. It ensures that competitors are outperformed in price.
- b. It improves the quality of services by identifying areas for improvement.
- c. It increases the number of tours available.
- d. It helps in lowering staff salaries.

Answer: b. It improves the quality of services by identifying areas for improvement.

F. Why is continuous control essential for long-term success in the tourism industry?

- a. To maintain a consistent level of customer experience.
- b. To focus solely on increasing the number of tours offered.
- c. To lower advertising budgets.
- d. To minimize the use of technology in operations.

Answer: a. To maintain a consistent level of customer experience.

8. Match the Steps of reviewing terms and conditions with their meaning

N/S	Steps of Reviewing Terms and Conditions	Matching Answers
1	Understand the Scope and Purpose	A. Analyze if any terms need to be updated based on changes in laws, market conditions, or customer expectations.
2	Check for Consistency and Clarity	B. Ensure that the terms align with the overall goals and expectations of both parties involved.
3	Evaluate Legal and Regulatory Compliance	C. Verify that the language used in the terms is clear, concise, and unambiguous to ensure understanding.
4	Assess Risks and Liabilities	D. Check if the agreement complies with the applicable local, national, and international laws to avoid legal issues.
5	Identify Performance Metrics and Milestones	E. Review how performance is measured and ensure that there are clear milestones to track progress.
6	Seek Input from Stakeholders	F. Involve relevant departments, such as legal teams or key stakeholders, to gather feedback and ensure all perspectives are considered.
7	Update and Revise Terms as Needed	G. Review and revise the terms based on current conditions to ensure they are up to date and effective.

Answer Key 1 → b, 2 → c, 3 → d, 4 → e, 5 → f, 6 → g, 7 → a

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

These are the key learning points from all activities in this learning outcome.

- Tips to effectively assess the accomplishment of terms and conditions.
- Ways to assess the accomplishment of terms and conditions
- Types of feedback mechanisms
- Effective feedback mechanism
- Steps of designing effective feedback mechanisms
- Methods of continuous control
- Continuous control techniques
- Importance of establishing continuous control
- Steps of reviewing terms and conditions

Integrated /summative assessment

Bombo Tours is a tour operator company located in Rwanda, Nyabihu district, Rambura sector. Last time, it received Banani, a group of 4 tourists from London who want to discover Rwanda, and they wish to spend 4 days visiting different places in the country. The company has a shortage of competent workers to help them with all necessary services that are needed to discover the country and has not yet established any partnership with actors. So, you are hired as a person in charge of providing assistance to tourism actors. You are requested to perform the following tasks;

1. Find the main actors of tourism industry that may be needed for this tour.
2. Determine terms and conditions for partnering with the best tourism actors.
3. Identify the tourism actors' preferences

Resources

Tools	• Website • Maps • Internet				
Equipment	• Computer • Phone • Vehicle for transportation • Projector • Calculator				
Materials/ Consumables	• Notebook • Pen • Maps • Fuel (for vehicle)				
Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Prepare assistance for tourism actors	Visitor needs are appropriately identified as per visitors' preferences	Surveys are well conducted			2
		Online searches are well analyzed			2
		Competitor analysis is properly conducted			2
		Direct interactions are effectively done			2
		Observation and Data Analysis are well conducted			2
	Actors' selection criteria are properly set according to	Accommodation providers are well selected			2
		Tourist attractions are well identified			2

	company preferences.	Transport operators are well selected			2
		Food and beverage providers are well selected			2
		NGOs are well selected			2
		Government and regulatory bodies are well selected			2
		Trade and industry associations are well selected			2
		Destination management organizations (DMOs) are well selected			2
		Pricing and Payment are well determined			2
		Inclusions and Exclusions are well stated			2
		Cancellation Policies are well stated			2
		Changes and Modifications are well made			2
		Liability and Insurance are well explained			2
		Dispute Resolution is well determined			2
		Information is well gathered			2
	Terms and conditions are correctly determined referring to legal terms Actors are properly confirmed as per company's policies	Pricing and Payment are well determined			2
		Inclusions and Exclusions are well stated			2
		Cancellation Policies are well stated			1
		Changes and Modifications are well made			1

		Liability and Insurance are well explained			1
		Dispute Resolution is well determined			1
		Information is well gathered			1
		Actors are well contacted			1

		Information is effectively crosschecked			1
		Communication Plan is well developed			1
		Checklist is well verified			1
		Online Tools are well utilized			1
		Actors are properly categorized			1
	Communication channels are properly determined as per company standard	Traditional Channels are well identified			1
		Modern Digital Channels are well determined			1
		Direct Communication Channels are well determined			1
2. Assist tourism actors (40%)	Tourism actor's preferences are well identified according to company policies	Marketing and Promotion preferences are well explained			3
		Product and Service Development preferences are well explained			3
		Regulatory Environment preferences are well explained			3
		Data Sharing and Collaboration preferences are well explained			3

	Regular Meetings are efficiently organized as per company policies	Supplier Meetings are well prepared			3
		Product Development Committee Meetings are well planned			3
		Marketing Committee Meetings are well planned			3
		Stakeholder Meetings are well planned			3

	Tourism actors are effectively assisted according to tourism industry standards	Marketing and Promotion Support are well provided			3
		Product and Service Development is well conducted			3
		Training and Capacity Building is well provided			3
		Regulatory Assistance is well provided			3
		Data Sharing and Collaboration is well provided			2
3.Evaluate the actor's performance (30%)	The accomplishment of terms and conditions is well assessed as per legal terms	The tips to effectively assess the accomplishment of terms and conditions are well mentioned			2
		Ways to assess the accomplishment of terms and conditions are well highlighted			2
	Feedback mechanisms are correctly established according to company procedures	The type of feedback mechanisms is well provided			2
		The effective feedback mechanism is well mentioned			2
		The steps of designing effective feedback			2

		mechanisms are well followed			
	Continuous control is well established	Methods of continuous control are well provided			2
	regarding the evaluation procedures	Continuous control techniques are well applied			2
		Importance of establishing continuous control is well mentioned			2
	Terms and conditions are properly reviewed as per the agreement	The Steps of reviewing terms and conditions are well followed			2
Total marks					
Percentage Weightage		100%			
Minimum Passing line % (Aggregate)		70%			

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