

**GRZ  
NOT FOR SALE**



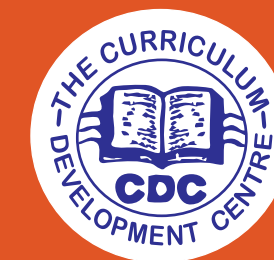
Republic of Zambia  
**Ministry of Education**

ISBN:978-9982-00-960-6



**TRAVEL AND TOURS IM SYLLABUS**  
SECONDARY EDUCATION ORDINARY LEVEL  
FORM 1 – 4

Printed by  
Zambia Educational Publishing House



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE  
LUSAKA  
2024



Republic of Zambia

MINISTRY OF EDUCATION

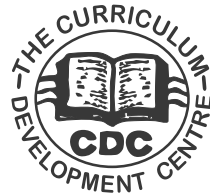
# TRAVEL AND TOURISM SYLLABUS

## SECONDARY EDUCATION ORDINARY LEVEL

### FORM 1-4

---

---



Developed by The Curriculum Development Centre

2024

© Curriculum Development Centre 2024.

**All rights reserved.** No parts of this publication may be reproduced, stored in a retrieval system or transmitted by electronic, mechanical, photocopying, recording or other means, without the prior permission of the Curriculum Development Centre



ISBN:978-9982-00-960-6

First Published 2024 by  
Zambia Educational Publishing House  
Light Industrial Area  
Chishango Road  
P. O. Box 32708  
Lusaka, Zambia

Printed by:  
Zambia Educational Publishing House (ZEPH)

## TABLE OF CONTENTS

<b>VISION</b> .....	<b>v</b>
<b>PREFACE</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>INTRODUCTION</b> .....	<b>viii</b>
Integrating Science Technology Engineering (STEM) in Travel and Tourism.....	viii
Teaching/Learning Methodologies.....	ix
Time Allocation.....	ix
Assessment.....	ix
School-Based Assessment (SBA).....	ix
 <b>COMPETENCES AND DESCRIPTORS</b> .....	 <b>x</b>
<b>FORM 1</b> .....	<b>1</b>
1.1 Introduction to Travel and Tourism Industry .....	2
1.2 Tourists.....	5
1.3 Motivation in Tourism.....	6
1.4 Tourism Products and Services.....	7
 <b>COMPETENCES AND DESCRIPTORS</b> .....	 <b>8</b>
<b>FORM 2</b> .....	<b>9</b>
2.1 Tourism Destination- Zambia.....	10
2.1 Tourism Destination Planning.....	11
2.3 Intermediaries in Tourism.....	14
2.4 Seasonality in Tourism.....	15
2.5 Impacts of Tourism.....	16

<b>COMPETENCES AND DESCRIPTORS.....</b>	<b>18</b>
<b>FORM 3.....</b>	<b>19</b>
3.1 Sustainable Tourism.....	20
3.2 Hotels and Lodges.....	21
3.3 Hotel Departments.....	21
3.4 Customer Care in Travel and Tourism.....	23
3.5 Events Planning in Tourism.....	25
3.6 Marketing and Promotions in Tourism.....	26
<b>COMPETENCES AND DESCRIPTORS.....</b>	<b>34</b>
<b>FORM 4.....</b>	<b>35</b>
4.1 Tour Guiding.....	36
4.2 Safari and Tour Operators.....	38
4.3 Global Issues in Tourism.....	39
4.4 Entrepreneurship.....	42
<b>APPENDICES.....</b>	<b>44</b>
1. Scope and Sequence in Travel and Tourism.....	45
2. School Based Assessment in Travel and Tourism.....	47
<b>REFERENCE BOOKS.....</b>	<b>50</b>

## **VISION**

Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs value systems.

## PREFACE

The **Travel and Tourism Syllabus** has been developed by the need to provide a national curriculum for Zambia that is aligned with the **Competence- Based Curriculum** and 21<sup>st</sup> Century Skills. It aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling children to live and grow into productive and useful members of their communities and the Zambian society. In an increasingly globalised world and the changing paradigm of urbanised living, the demand of Travel and Tourism being introduced in the school curricular has increased manifold the world over. In this ever-expanding sector, it has become essential to provide competency based vocational education. It is in this context that the Ministry of Education has introduced the subject. This will help the learners gain knowledge of the Tourism Industry, Tourism Products, Business and the importance of Soft Skills in Tourism Industry. After necessary knowledge in Travel and Tourism, the learners will have an edge over others in getting jobs of their choice in this sector as this sector is growing very fast and will bring in the manpower requirements that have been estimated to come up annually.

Cross cutting themes and emerging issues such as Life Skills, Entrepreneurship, Climate Change and Financial Education have been incorporated in the syllabus to ensure that the learners cultivate a mind-set, skills, values and positive attitudes that prepare them for sustainability and suitability in the labour market.

It is envisaged that the syllabus will make learning at this level more meaningful and enjoyable as it is highly activity oriented and allow for a smooth transition to both A Level and Tertiary education.



Joel Kamoko (Mr.)  
Permanent Secretary- Education Services  
**MINISTRY OF EDUCATION**

## ACKNOWLEDGEMENT

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the content to include in the syllabus and to accord them an opportunity to make suggestions for the reformed syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Secondary, the Directorate of National Science Centre, the Examinations Council of Zambia, the Copperbelt University, Zambia Institute of Hospitality Studies (ZITHS), schools and other institutions too numerous to mention, for their steadfast support.



Charles K. Ndakala (Dr.)  
Director - Directorate Curriculum Development  
**MINISTRY OF EDUCATION**



## INTRODUCTION

The O Level **Travel and Tourism** syllabus which is **Competence Based** encourages learners to appreciate the scale and importance of the Travel and Tourism industry in Zambia and the SADC region thus recognizing the positive and negative impacts the industry may have on human beings, environments, and economies. Learners will discover that the Travel and Tourism industry is dynamic and how the industry responds to change: for example, external factors such as changing consumer needs and expectations. The syllabus encourages learners to develop practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

The Travel and Tourism syllabus has been introduced as a response to the curriculum aim of the 2023 Zambia Education Curriculum Framework (ZECF) meant to equip learners with advanced entrepreneurial, vocational, and technological skills for the world of work and further studies. By studying content in this Travel and Tourism syllabus, learners will learn how to undertake Travel and Tourism functions, such as the management of cultural and natural resources, how to coordinate Travel and Tourism activities effectively, how to manage events and develop entrepreneurial skills to start their businesses. It will also open doors for a variety of courses, including, vocational and technical training to different careers in areas such as Hospitality, Event management, the Airline and cruise industries, and many more.

The study of Travel and Tourism as a subject in the curriculum of Zambian Secondary Schools will enable learners to know their country and acquire skills to market Zambia as a tourist destination. It will also allow learners to explore the world and encourage them to visit local and international destinations.

### **Integrating Science Technology Engineering (STEM) in Travel and Tourism**

**Science:** During the exploration of the environmental impact of tourism, learners can research and propose sustainable tourism practices, such as eco-friendly accommodation.

**Technology:** Integrating technology into travel and tourism education school learners will make the subject more engaging and relevant. Using Geographic Information System (GIS) will help learners to analyse geographical data and understand tourist patterns and the impact of tourism on different regions. By using digital tools to create marketing materials for a tourism destination, learners can design websites, social media campaigns, and promotional videos. The effectiveness of the inclusion of technology in the lessons will enhance creativity in the learners.

**Engineering:** Discussing the engineering behind tourism infrastructure, such as; airports, hotels, and transportation systems will help learners think about sustainable design and infrastructure.

**Mathematics:** In integrating mathematics, learners for example; can create budgets for hypothetical trips, including costs for transportation, accommodation, food, and other tourism activities by using spreadsheets to manage and present their budgets. Skills of this nature help combine mathematics and financial literacy, helping learners acquire competence in managing budgets and planning trips.

## Teaching/Learning Methodologies

For effective implementation of this syllabus, it is necessary that a participatory approach is used. The following are suggested participatory methods that may be used:

- Collaborative Learning
- Projective-Based Learning
- Hands-on Learning
- Inquiry-Based Learning
- Modelling and Simulations
- Guest Lectures Workshops
- Flipped Classroom

## Time Allocation

Contact time in Travel and Tourism is as follows:

Eight (8) hours, **twelve (12)** periods a week. The duration for a single period is **40 minutes**

## Assessment

Assessment for the four-year Ordinary Level Secondary Education programme shall include a variety of methods to evaluate learners' competences. Formative and summative assessments shall be conducted at the school and national levels.

## School-Based Assessment (SBA)

The purpose of SBA in Travel and Tourism is to measure learners' continuous achievement in the prescribed competencies outlined in the Zambia Curriculum Framework 2023. The Examinations Council of Zambia (ECZ) will provide an assessment guideline.

## COMPETENCES AND DESCRIPTORS IN TRAVEL AND TOURISM FORM 1

COMPETENCES	DESCRIPTORS
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>Analyse Career Development in the Tourism industry</li> <li>Analyse aspects of travel motivation</li> <li>Analyse attraction centres</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Categorise attraction centers</li> <li>Locate tourism regions</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Demonstrate effective communication between service providers and tourists.</li> </ul>
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>Design and develop tourism products and services</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Interpret the history of tourism in Zambia</li> <li>Explore forms of tourism in Zambia</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>Use digital platforms (websites, social media) to reach global audiences, and market destinations and engage with customers.</li> </ul>
<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>Practice responsible travel behavior</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Design and develop tourism product and services</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>Practice waste reduction strategies and implementing waste management systems at tourism destinations.</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>Enhance business operations, personal finances and travel experiences.</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Train staff to provide exceptional services.</li> </ul>

# FORM 1

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.1 INTRODUCTION TO TRAVEL AND TOURISM INDUSTRY	1.1.1 Travel and Tourism in Zambia	1.1.1.1 Interpret the history of tourism in Zambia	<ul style="list-style-type: none"> <li>Explaining key concepts in travel and tourism (<i>travel, tourism, tourist, excursionist-domestic and international; hosts, guests ...</i>)</li> <li>Interpreting the history of tourism in Zambia (<i>historical revolution of tourism, historical background of Zambia's tourism, Zambia's tourist attractions, tourist packages, modern tourism...</i>)</li> <li>Researching on historical sites in Zambia.</li> </ul>	History of tourism in Zambia interpreted correctly
		1.1.1.2 Explore forms of tourism.	<ul style="list-style-type: none"> <li>Researching on forms/types of tourism: <b>Types</b> (<i>domestic tourism, international tourism, inbound, outbound</i>); <b>forms of tourism</b> (<i>Leisure/holiday tourism, business tourism [trade, meeting, incentive travel, convention and</i></li> </ul>	Forms of tourism explored accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<i>exhibition], cultural tourism, ecotourism).</i> <ul style="list-style-type: none"> <li>Investigating the importance of tourism (<i>Economic, cultural exchange, environmental...</i>)</li> </ul>	
		1.1.1.3 Analyse Career Development in the Tourism Industry	<ul style="list-style-type: none"> <li>Discussing Job/Business Opportunities;  <b>Tour and Travel Services</b> (<i>Tour guide, Travel consultant, travel agent, Meeting planner...</i>)</li> <li>- <b>Travel and Transportation</b> (<i>Airline pilot, Flight attendant, Air traffic controller, Cruise crews, ...</i>)</li> <li>- <b>Lodging</b> (<i>Receptionist, Concierge, Housekeeper, ...</i>)</li> <li>• <b>Food and Beverage</b> (<i>Waiter/waitress, Chef, Bartender...</i>)</li> </ul>	Career Development in the Tourism industry analysed accordingly
	<b>1.1.2 Travel and Tourism elements</b>	1.1.2.1 Demonstrate understanding of travel and tourism elements	<ul style="list-style-type: none"> <li>Discussing the core elements in travel and tourism (<i>destination, attraction, accommodation, transportation, food and beverage events...</i>)</li> </ul>	Travel and tourism elements demonstrated appropriately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Identifying the competitive components of tourism: (<i>Five 'A's: attractions, accessibility, accommodation, attraction amenities, activities</i>)</li> <li>• Describing skills needed in the tourism industry: <b>Interpersonal skills</b> (<i>communication, teamwork, cultural sensitivity...</i>); <b>Intra-personal skills</b> (<i>self-awareness, adaptability, self-management...</i>).</li> <li>• Practicing planning a tourism itinerary based on specific types of tourism (<i>planning a 3-day itinerary for a tourist group visiting their local area, focusing on a specific type of tourism (cultural or eco-tourism ...) creating a detailed plan, including accommodation, meals, transport, and activities</i>).</li> </ul>	

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.2 TOURISTS	1.2.1 Tourists' codes of behaviour	1.2.1.1 Practice responsible travel behaviour	<ul style="list-style-type: none"> <li>Brainstorming behaviours expected in different cultural and tourist settings (dressing modestly, greeting people respectfully, being polite ...).</li> <li>Explaining the significance of respecting local cultures and traditions.</li> <li>Discussing the risks and concerns while traveling and how to reduce them (<i>crime, financial risk, health concerns, personal security...</i>)</li> <li>Discussing tourists with special needs: (<i>elderly travelers, pregnant women, children and infants...</i>)</li> <li>Researching on the Tourist's Codes of behaviour: (<i>respect local culture, respect human right, environmental responsibility...</i>).</li> </ul>	Responsible travel behaviour practiced correctly



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>1.3 MOTIVATION IN TOURISM</b>	<b>1.3.1 Motivation to travel</b>	1.3.1.1 Analyse aspects of travel motivation	<ul style="list-style-type: none"> <li>• Discussing the factors that influence travel motivation: (<i>income, climate, safety, security, people's hospitality...</i>)</li> <li>• Describing activities that influence travel motivation: (<i>holiday, culture, religion, education, sports, workshop...</i>)</li> <li>• Analysing travel motivators: (<i>Physical motivators, cultural motivators, Interpersonal motivators, status, prestige motivators...</i>).</li> <li>• Designing a simple survey asking people in their community or family about their motivations for adventure travel (<i>present their findings in a report, discussing common trends in adventure travel</i>).</li> </ul>	Aspects of travel motivation analysed correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>1.4 TOURISM PRODUCTS AND SERVICES</b>	<b>1.4.1 Products and Services in Tourism</b>	1.4.1.1 Design Tourism product and services	<ul style="list-style-type: none"> <li>Analysing tourism products and services <b>Products</b> (<i>transportation, accommodation, food and beverage, activities and attractions, travel packages...</i>); <b>Services</b> (<i>travel insurance, travel formalities, language translation...</i>).</li> <li>Discussing the key characteristics of products and services: (<i>Intangible nature, inseparability, variability...</i>)</li> <li>Categorising attraction centers: <b>Natural attraction centers:</b> (<i>national parks, waterfalls, rivers, Mountains ...</i>); <b>Man-made attraction centers</b> (<i>museum, dams, wild Sanctuaries, ...</i>).</li> </ul>	Tourism products and services designed appropriately

## COMPETENCES AND DESCRIPTORS IN TRAVEL AND TOURISM FORM 2

Competences	Descriptors
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Make data-driven, well-informed decisions that enhance business outcomes, improve customer experiences, and foster sustainability</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Enhance public-private partnership to organise events</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Interact with clients using verbal, non-verbal, and written communication</li> </ul>
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Manage carrying capacity</li> <li>• Demonstrate skills used by intermediaries in Tourism Industry</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Plan tourism destination packages</li> <li>• Plan events and tours according to seasons</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Use different platforms (facebook, Twitter, Instagram) to promote destinations, share customer reviews and interact with travelers.</li> </ul>
<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Manage the impact of tourism</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Adapt to consumer preferences, technology and global trends.</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Encourage sustainable travel practices, promote eco-friendly accommodation's and involve local communities in tourism.</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>• Plan for accommodations, transportation, meals and activities.</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Offer up to date information on travel advisories, ensure safe transportation options and educate tourists on local safety guidelines.</li> </ul>

# FORM 2

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>2.1 TOURISM DESTINATION-ZAMBIA</b>	<b>2.1.1 Tourism destination and attractions in Zambia</b>	2.1.1.1 Locate tourism regions	<ul style="list-style-type: none"> <li>• Discussing factors that make a destination attractive (<i>natural beauty, culture, historical significance, amenities, accessibility</i>).</li> <li>• Researching on the Zambian tourist attractions to tourism regions: regions: <b>South-west region</b>-(<i>Victoria falls, ...</i>); <b>Lusaka, Central and Eastern regions</b> (<i>National Museum, Memorial Park, Chitambo falls, south Luangwa National Park...</i>); <b>Copperbelt, North-Western regions</b> (<i>Dag Hammarskjold memorial site...</i>); <b>Northern, Muchinga and Luapula regions</b> (<i>Chishimba falls, North-Luangwa national park, samfya beaches, water bodies...</i>)</li> </ul>	Tourism regions located accurately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Exploring how tourism activities (<i>safaris, cultural festivals, eco-tourism ...</i>) contribute to the local and national economy.</li> <li>• Writing a report on the activities practiced in the researched attractions.</li> </ul>	
		2.1.1.2 Analyse attraction centres	<ul style="list-style-type: none"> <li>• Describing natural and manmade attraction centers (<i>Natural attraction centers - national parks, waterfalls, rivers, Mountains, ...Man-made attraction centers museums, dams, wild Sanctuaries, ...</i>)</li> <li>• Explaining natural and manmade attraction centers</li> <li>• Analysing natural and man-made attraction centers.</li> <li>• Making a brochure/models of natural or man-made attraction centres</li> </ul>	Attraction centers analysed correctly
<b>2.2 TOURISM DESTINATION PLANNING</b>	<b>2.2.1 Destination planning</b>	2.2.1.1 Plan tourism destination packages	<ul style="list-style-type: none"> <li>• Explaining tourism destination planning: (<i>physical planning,</i></li> </ul>	Tourism destination packages planned successfully

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>Economic planning, Sociocultural planning...</i>)</p> <ul style="list-style-type: none"> <li>Analysing the key components of a tourism destination (attractions, accommodations, transportation, and hospitality services).</li> <li>Outlining steps in tourism destination planning: (<i>Situation analysis, visionary and goal setting, stakeholder, market analysis...</i>)</li> <li>Discussing the importance of destination planning: (<i>Enhances visitor experience, boosts local economy, preserves cultural heritage...</i>)</li> <li>Creating a marketing campaign for a tourism destination. They should include branding, promotional materials (<i>posters, flyers, social media posts ...</i>), and a strategy for attracting tourists.</li> </ul>	

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>2.2.2 Carrying capacity</b>	2.2.2.1 Assess the carrying capacity of tourism destinations	<ul style="list-style-type: none"> <li>• Discussing carrying capacity: (<i>maximum number of visitors causing negative impact on the environment...</i>)</li> <li>• Explaining the types of carrying capacity: (<i>environment, economic, social, cultural...</i>)</li> <li>• Analysing factors that affect carrying capacity: (<i>infrastructure, community, environment, tourism type, seasonality...</i>).</li> <li>• Discussing the dangers of exceeding carrying capacity: (<i>overcrowding, tourist dissatisfaction, environmental degradation...</i>)</li> <li>• Explaining ways of managing carrying capacity: <b>physical</b> (<i>increase parking slots...</i>) <b>environmental</b> (<i>improving sewage treatment...</i>); <b>psychological</b> (<i>encouraging off season visitation...</i>); <b>economic</b> (<i>raise revenue...</i>); <b>social-cultural</b> (<i>consult the locals</i>)</li> </ul>	Carrying capacity of tourism destinations assessed appropriately



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>with new development projects...).</i></p> <ul style="list-style-type: none"> <li>• Designing a sustainable tourism management plan for a local or imaginary tourism destination (<i>consider measures such as limiting the number of visitors, promoting off-season travel, improving infrastructure, or introducing environmental conservation practices</i>); plans to be presented to the class, justifying their strategies for managing the destination's carrying capacity.</li> </ul>	
<b>2.3 INTERMEDIARIES IN TOURISM</b>	<b>2.3.1 Intermediaries in the Tourism industry (Travel Agents, Tour Operators)</b>	2.3.1.1 Demonstrate skills used by intermediaries in Tourism industry	<ul style="list-style-type: none"> <li>• Identifying intermediaries in the tourism industry: (<i>Travel Agents, Tour Operators</i>)</li> <li>• Analysing the functions of intermediaries (<i>Information provision, Travel/tour planning, Product packaging, Price negotiation, Booking and reservation, Payment processing...</i>)</li> </ul>	Skills used by intermediaries demonstrated correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Demonstrating skills used in the travel agency operations (<i>Travel Guidance, Tour Itinerary, Tour Package, Flight Reservations...</i>)</li> <li>• Discussing drawbacks of intermediaries (<i>added costs, limited options, communication barriers...</i>)</li> <li>• Exploring job opportunities in travel agency operations: (<i>Travel Agent/Consultant, Sales Consultant, Customer Service Representative, Tour Operator, Travel Coordinator/Planner ...</i>).</li> <li>• Drawing a diagram of the tourism value chain placing different types of intermediaries at the appropriate stages (<i>travel agencies for distribution, tour operators for package creation ...</i>).</li> </ul>	
<b>2.4 SEASONALITY IN TOURISM</b>	<b>2.4.1 Seasonality in Tourism</b>	2.4.1.1 Plan events and tours according to seasons	<ul style="list-style-type: none"> <li>• Describing concepts of seasonality in tourism: (<i>Climate, Calendar, Event...</i>)</li> </ul>	Events and tours planned accordingly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Explaining functions of seasonality (<i>boosts local economy, job opportunities, resource management...</i>)</li> <li>• Discussing the causes of Seasonality in tourism: (<i>natural calamities, weather and climate change, political factors...</i>)</li> <li>• Researching on types of seasonality: (<i>pick season, off season, shoulder season...</i>)</li> <li>• Applying measures to overcome seasonality in tourism: (<i>promote off season packages, diversifying products and services, offer loyalty programs...</i>)</li> </ul>	
<b>2.5 IMPACTS OF TOURISM</b>	<b>2.5.1 Impacts of Tourism</b>	2.5.1.1 Manage the impacts of tourism	<ul style="list-style-type: none"> <li>• Discussing positive and negative impacts of tourism: <b>(Positive impacts:</b> <i>Economic benefits, Cultural exchange, Infrastructure development...Negative impacts:</i> <i>Environmental degradation, Cultural commodification,</i></li> </ul>	Impacts of tourism managed successfully

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>overcrowding, and congestion, ...)</i></p> <ul style="list-style-type: none"> <li>• Applying measures to mitigate negative impacts of tourism : (<i>Responsible travel behavior, community-based tourism, environmental conservation, cultural sensitivity and respect, fair distribution of tourism benefits...</i>)</li> </ul>	

### COMPETENCES AND DESCRIPTORS FORM 3.

Competences	Descriptors
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>Analyse job opportunities</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of citizens' rights and responsibilities (foreign land)</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Plan events</li> <li>Manage crisis in marketing and promotion</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Plan events</li> <li>Conduct effective market research in tourism</li> </ul>
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>Perform housekeeping tasks</li> <li>Manage food and beverage services</li> <li>Develop a brand identity</li> <li>Create effective events promotion marketing materials</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Perform front office duties</li> <li>Explore sustainable marketing in tourism</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>Develop digital marketing in tourism</li> </ul>
<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>Practice sustainable tourism</li> <li>Manage stress</li> <li>Manage crisis in marketing and promotion</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Apply marketing concepts and principles</li> <li>Interpret marketing strategies.</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>Navigate challenges such as competition, regulation, seasonality and safety concerns</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of capital investment and profit margins</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Show understanding of hotels and lodge</li> <li>Providing Proficient Service excellence service</li> </ul>

# FORM 3

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>3.1 SUSTAINABLE TOURISM</b>	<b>3.1.1 Sustainable Tourism</b>	3.1.1.1 Practice sustainable tourism	<ul style="list-style-type: none"> <li>• Exploring principles of Sustainable Tourism: (<i>Environmental Sustainability, Economic Sustainability, social Sustainability...</i>).</li> <li>• Discussing the pillars of sustainable tourism: (<i>Environmental Sustainability, Economic Sustainability, social and cultural Sustainability...</i>).</li> <li>• Analysing contribution of sustainable tourism to a destination: (<i>Economic benefits, Climate change mitigation, Waste management, Disaster risk reduction...</i>)</li> <li>• Analysing the hidden costs to tourism that can have unfavorable economic effects on the host community: (<i>economic leakages infrastructure costs, increase in prices for goods and services, economic</i></li> </ul>	Sustainable tourism practiced accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<i>dependence on tourism, seasonal jobs...</i>	
<b>3.2 HOTELS AND LODGES</b>	<b>3.2.1 Hotels and lodges</b>	3.2.1.1 Show understanding of hotels and lodges	<ul style="list-style-type: none"> <li>Classifying accommodation establishments: (<i>Hotels, lodges, guesthouses, Bed and breakfast, camp sites...</i>)</li> <li>Describing the hotel star ratings (<i>1 star, 2 star, 3 star, 4 star and 5 star</i>)</li> </ul> <b>Note:</b> Conducting a field trip	Understanding of hotels and lodges shown accordingly
<b>3.3 HOTEL DEPARTMENTS</b>	<b>3.3.1 Front office</b>	3.3.1.1 Perform front office duties	<ul style="list-style-type: none"> <li>Describing the structure of Front Office Department: (<i>top management, front desk operations, guest services...</i>)</li> <li>Explaining the duties of the Front Office (<i>Organising reservations enquiries, preparing guest check-in and out, applying, billing and carrying out daily accounting procedures...</i>)</li> <li>Role-playing duties of the front office.</li> </ul>	Front office duties Performed correctly
	<b>3.3.2 House keeping</b>	3.3.2.1 Perform housekeeping tasks	<ul style="list-style-type: none"> <li>Identifying areas of housekeeping: (<i>guest rooms, public areas, offices ...</i>)</li> </ul>	Housekeeping tasks performed correctly



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Explaining housekeeping operations: (<i>servicing guest rooms, back areas, surroundings...</i>)</li> <li>• Applying housekeeping interdepartmental communication: (<i>Front office, food and beverage, Maintenance...</i>)</li> <li>• <i>Practicing housekeeping tasks.</i></li> </ul>	
	<b>3.3.3 Food and beverage</b>	3.3.3.1 Manage food and beverage services	<ul style="list-style-type: none"> <li>• Discussing principles of food and beverage service: (<i>planning and preparation, service techniques, customer service...</i>)</li> <li>• Explaining duties of food and beverage department: (<i>food preparation and service, beverage service, restaurant management, crump down ...</i>)</li> <li>• Classifying restaurant equipment: (<i>service equipment, food preparation equipment, cooking equipment...</i>)</li> </ul>	Food and beverage services managed correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Interpreting dining room safety: (<i>physical safety, food safety, fire safety, sanitation...</i>)</li> </ul>	
3.4 CUSTOMER CARE IN TRAVEL AND TOURISM	3.4.1 Good Customer Care Service	3.4.1.1 Apply good customer care in travel and tourism	<ul style="list-style-type: none"> <li>Describing good customer care (<i>active listening, empathy, clear communication...</i>)</li> <li>Principles of good customer service (<i>respect, empathy, communication, responsiveness, and reliability</i>).</li> <li>Classifying customers: <b>Internal</b> (<i>colleagues, supervisors, staff...</i>); <b>External</b>: (<i>business travelers, leisure travelers...</i>).</li> <li>Applying desirable approaches to customer care: (<i>Personalized service, proactive problem solving, empathetic engagement...</i>).</li> <li>Demonstrating listening and questioning techniques: (<i>active listening, reflective listening, open ended questions, probing questions...</i>)</li> </ul>	Excellent Proficient Service provided correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Applying professional integrity and ethical behaviour: (<i>honesty and transparency, respect for customers, cultural sensitivity and respect, confidentiality and data protection...</i>)</li> <li>Applying the skill of handling difficult customers: (<i>cultural differences, communication styles, personality types, age and abilities, special requests...</i>)</li> </ul>	
	<b>3.4.2 Stress Management</b>	3.4.2.1 Manage stress	<ul style="list-style-type: none"> <li>Describing stress management: (<i>understand stress, types of stress, signs of stress...</i>)</li> <li>Practicing stress management skills: (<i>Time management, self-care, communication, boundary setting, emotional intelligence, team support...</i>).</li> <li>Role-playing scenarios depicting handling stressful situations in tourism.</li> </ul>	Stress managed successfully

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>3.5 EVENTS PLANNING IN TOURISM</b>	<b>3.5.1 Events planning</b>	3.5.1.1 Plan events	<ul style="list-style-type: none"> <li>• Describing elements of events planning :(<i>Designing, promotion, co-ordination, transportation...</i>)</li> <li>• Discussing the types of events in the tourism industry: (<i>Weddings, birthday parties, church gatherings, sports, ceremonies...</i>)</li> <li>• Designing events.: (<i>purpose, theme, location, programme...</i>)</li> <li>• Arranging the facility according to the nature of the event: (<i>formal ceremony, corporate, cultural...</i>)</li> <li>• Discussing challenges in events planning: (<i>time constraints, venue selection, logistics...</i>)</li> <li>• Organising events promotions: (<i>target audience, collaborate with partners, use traditional or online marketing...</i>)</li> </ul>	Events planned accordingly
	<b>3.5.2 Job opportunities in events planning</b>	3.5.2.1 Analyse job opportunities	<ul style="list-style-type: none"> <li>• Exploring different job opportunities offered in tourism industry :(<i>Events</i></li> </ul>	Job opportunities explored accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<i>planner, director of events planning and operations, events coordinators...</i> )	
<b>3.6 MARKETING AND PROMOTIONS IN TOURISM</b>	<b>3.6.1 Introduction to Marketing</b>	3.6.1.1 Apply marketing concepts and principles	<ul style="list-style-type: none"> <li>• Explaining marketing concepts (<i>segmentation, targeting, positioning, market mix...</i>)</li> <li>• Discussing importance of marketing: (<i>business growth, adaptation, customer engagement...</i>)</li> </ul>	Marketing concepts and principles applied correctly
	<b>3.6.2 Marketing strategies</b>	3.6.2.1 Interpret marketing strategies in tourism	<ul style="list-style-type: none"> <li>• Discussing marketing strategies in tourism :(<i>Tourism market, Branding, Marketing mix, social media marketing, Influencer marketing, Content marketing...</i>)</li> <li>• Researching on the importance of marketing strategies in tourism.</li> </ul>	Marketing strategies interpreted correctly
	<b>3.6.3 Tourism market</b>	3.6.3.1 Apply market segmentation in tourism	<ul style="list-style-type: none"> <li>• Explaining the concept of market segmentation: (<i>identification of segmentation criteria, dividing the market, evaluate the market, positioning the product...</i>).</li> </ul>	Market segmentation in tourism applied accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Describing the importance of marketing in tourism: <i>(visitor attraction, destination image, economic growth...)</i></li> <li>• Examining characteristics of different tourist segments <i>(adventure seekers, cultural tourists, business travelers...)</i></li> <li>• Analysing successful tourism business market segmentation strategies: <i>(purpose-based, demographic, geographic...)</i></li> <li>• Identifying customer needs <i>(demographics -age, income, occupation..., psychographics-interests, life style, values)</i></li> <li>• Developing marketing strategies /tactics tailored to specify tourist's segments: <i>(demographic strategy, psychographic strategy, behavioral strategy...)</i></li> </ul>	

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>3.6.4 Branding</b>	3.6.4.1 Develop a brand identity	<ul style="list-style-type: none"> <li>• Discussing branding in tourism: (<i>Unique selling proposition, brand messaging, brand identity, brand positioning...</i>)</li> <li>• Explaining the importance of branding: (<i>recognition, differentiation, loyalty...</i>)</li> <li>• Conducting research on key elements of branding (<i>name, logo, slogan, values...</i>)</li> <li>• Analyzing successful brand management strategies in tourism: (<i>Consistency, differentiation, sustainability...</i>)</li> <li>• Developing a brand management plan for their fictional tourism business</li> </ul>	Brand identity developed successfully
	<b>3.6.5 Marketing mix</b>	3.6.5.1 Apply marketing mix concept to improve marketing strategies in tourism	<ul style="list-style-type: none"> <li>• Discussing marketing strategies (<i>marketing mix – the 7ps product, price, place, promotion, packaging, positioning, people</i>)</li> <li>• Applying marketing mix strategies in tourism: (<i>the 7ps product, price, place, promotion, packaging, positioning, people</i>)</li> </ul>	Marketing mix concept applied to improve marketing strategies applied correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>3.6.6 Sustainable marketing</b>	3.6.6.1. Explore sustainable marketing in tourism	<ul style="list-style-type: none"> <li>• Exploring Sustainable ways of marketing in tourism: (<i>Eco-lodges, tour operators, destinations...</i>)</li> <li>• Developing a sustainable marketing plan: (<i>situation analysis, sustainable market objective, target market...</i>)</li> <li>• Demonstrating sustainable tourism marketing scenarios (<i>eco-friendly product e.g., reusable water bottles...</i>)</li> </ul>	Sustainable marketing explored successfully
	<b>3.6.7 Promotion techniques in tourism</b>	3.6.7.1 Develop promotion strategies in tourism	<ul style="list-style-type: none"> <li>• Discussing the different promotion strategies (<i>advertising, sales promotions, public relations, social media marketing...</i>)</li> <li>• Analyzing promotion campaigns in tourism (<i>seasonal campaigns, special offers, trade shows...</i>)</li> <li>• Developing promotional plan for a tourism product (<i>target market, S.M.A.R.T objectives...</i>)</li> <li>• Designing an advertisement for a tourism business</li> </ul>	Promotion strategies in tourism developed appropriately



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>3.6.8 Digital marketing in tourism</b>	3.6.8.1 Develop digital marketing in tourism	<ul style="list-style-type: none"> <li>• Interpreting digital marketing in Tourism: (<i>understanding target audience, marketing channels, marketing metrics...</i>)</li> <li>• Explaining role of digital marketing in tourism: (<i>customer engagement, destination awareness, personalization and customer experience...</i>)</li> <li>• Discussing the importance of digital marketing tourism: (<i>destination visibility, cost-effective, real –time information and feedback...</i>)</li> <li>• Analysing successful digital marketing campaigns in tourism :(<i>social media, email, marketing and search engine optimization SEO...</i>)</li> <li>• Developing a digital marketing plan for a business</li> </ul>	Digital marketing in tourism developed successfully
	<b>3.6.9 Events promotion marketing</b>	3.6.9.1 Create effective events promotion marketing materials	<ul style="list-style-type: none"> <li>• Identifying types of events (<i>festivals, concerts, sports events, cultural, ...</i>)</li> </ul>	Events promotion marketing materials created appropriately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Examining events promotion strategies: (<i>social media, email, broadcast media...</i>)</li> <li>Explaining the importance of events promotion marketing materials: (<i>creation of awareness, generate interest, build excitement...</i>)</li> <li>Discussing the creation of effective promotion materials: (<i>define objective, design content messaging, design promotional materials...</i>)</li> <li>Analysing the importance of monitoring promotion strategies: (<i>staying competitive, enhancing customer engagement, identifying areas of improvement...</i>)</li> </ul>	
	<b>3.6.10 Market research</b>	3.6.10.1 Conduct effective market research in tourism	<ul style="list-style-type: none"> <li>Explaining the importance of market research in tourism: (<i>identifying market trends, understanding target audience, improving product and service offerings...</i>)</li> </ul>	Market research in tourism conducted effectively

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Describing the importance of market research in tourism: (<i>understanding customer behaviour, supporting destination development, competitor analysis...</i>)</li> <li>• Classifying types of market research: <b>primary research</b> (<i>surveys, focus group, interviews...</i>); <b>Secondary research</b> (<i>industry reports, online resources, books and journals...</i>)</li> <li>• Discussing the: <b>advantages</b> of primary market research (<i>flexibility, accurate data, unique insights...</i>); and <b>disadvantages</b> (<i>time consuming, expensive, ethical consideration...</i>) ; <b>advantages of secondary market research</b> (<i>time saving, cost-effective, easy to access...</i>); and <b>disadvantages</b> (<i>limited relevance, outdated information, potential for misinterpretation..</i>)</li> </ul>	

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Designing research market plan</li> </ul>	
		3,6.10.2 Manage crisis in marketing and promotion	<ul style="list-style-type: none"> <li>• Identifying potential crisis: (<i>internal crisis, external crisis, digital crisis...</i>)</li> <li>• Evaluating potential crises on tourism (<i>economic, social and environmental</i>)</li> <li>• Developing clear and consistent communication strategies to inform stakeholders during marketing: (<i>verbal, written, visual communication...</i>)</li> <li>• Collaborating with stakeholders (<i>regular meetings, customer advisory boards, influencer partnership...</i>)</li> <li>• Conducting crisis research and analysis: (<i>identify potential crisis, asses the crisis, develop a plan...</i>)</li> </ul>	Crisis in marketing and promotion managed effectively

## FORM 4 COMPETENCES AND DESCRIPTORS FORM 4

Competences	Descriptors
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Optimise use digital pricing based on factors like demand seasonality, competitor pricing and customer segmentation</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Promote responsible and sustainable tourism development</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Develop awareness on health risks and safety issues</li> </ul>
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Conduct safari tours</li> <li>• Conduct national park and game management area activities</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Explore types of tour guides</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Use digital platforms to reach global audiences, market destinations and engage with customers</li> </ul>
<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Address emotional needs of travelers.</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Show an understanding of entrepreneurship concept and innovation in travel and tourism</li> <li>• Develop a business plan in travel and tourism</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Promote eco-friendly practices like regulating visitor numbers to prevent overcrowding</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the benefits and risks of using credit cards, debit cards and alternative payment methods</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Address global complex challenges in the tourism industry</li> <li>• Improve conservation practices</li> </ul>

# FORM 4

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
4.1 TOUR GUIDING	4.1.1 Tour Guiding	4.1.1.1 Demonstrate tour guiding principles	<ul style="list-style-type: none"> <li>• Explaining tour guiding: (<i>planning and preparation, communication, leading the tour, customer service provision...</i>)</li> <li>• Discussing tour guides and roles: (<i>communicator and storyteller, information provision, customer service provision, leader...</i>)</li> <li>• Identifying attributes of a tour guide :(<i>Sound communication skills, leadership skills, planning and organisation skills, courtesy, honesty, patience, tolerance...</i>)</li> <li>• Discussing technical qualification of a tour guide :(<i>Communication skills, Product knowledge,</i></li> </ul>	Tour guiding principles demonstrated appropriately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<i>leadership and organisation...</i> <ul style="list-style-type: none"> <li>Interpreting general knowledge required by Tour guides: (<i>legal and liability issues, consumer protection laws, licensing where relevant, customary practices in communities...</i>)</li> <li>Researching on information for commentary based on customer's: (<i>age, geographical origin, cultural background, educational level, special interest, requested coverage...</i>)</li> </ul>	
	4.1.2 <b>Tour guides</b>	4.1.2.1 Explore types of tour guides	<ul style="list-style-type: none"> <li>Classifying types of tour guides: (<i>local guide, site guide, indigenous guide, ecotourism guide, driver or escort, manager or owner...</i>)</li> <li>Practicing ethics in tour guiding: (<i>accuracy of information, provision of services as promoted, ethical dealings with local communities, ethical</i></li> </ul>	Types of tour guides explored accordingly



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<i>relationships with colleagues...</i>	
<b>4.2 SAFARI AND TOUR OPERATORS</b>	<b>4.2.1 Safari tour operators in Zambia</b>	4.2.1.1 Conduct safari tours	<ul style="list-style-type: none"> <li>• Describing the concepts: (<i>Safari, Tour operator, National parks, Game management areas...</i>)</li> <li>• Exploring types of safari tour operators: (<i>luxury safari operators, budget safari operators, walking in safari operators...</i>)</li> <li>• Discussing the safari products in Zambia: (<i>game drive, night drive, walking safaris, boat safaris...</i>)</li> <li>• Organizing a safari tour :(<i>Educational tour to the national park, exotic wildlife, ecosystems tour...</i>)</li> <li>• Demonstrating how to conduct safari tours (<i>role play</i>)</li> </ul>	Safari tours conducted correctly
	<b>4.2.2 National parks and game management areas</b>	4.2.2.1 Conduct national park and game management area activities	<ul style="list-style-type: none"> <li>• Identifying national park</li> <li>• Activities: (<i>Hiking, birding, photographing...</i>)</li> <li>• Exploring game management area activities: (<i>hunting, fishing, birding...</i>)</li> </ul>	National Park and game management area activities conducted correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Discussing the dos and don'ts in a national park and game management area: (<i>respect wildlife, stay on trails, follow rules, bring hiking kits, leave no trash or waste behind, avoid disrupting the natural food chain, do not feed animals...</i>)</li> </ul>	
<b>4.3 GLOBAL ISSUES IN TOURISM</b>	<b>4.3.1 Global issues in Tourism</b>	4.3.1.1 Address global complex challenges in the tourism industry	<ul style="list-style-type: none"> <li>Explaining global issues in tourism: (<i>environmental Issues, social and cultural issues, economic issues, political issues, health and safety issues technology and innovations issues...</i>)</li> <li>Inventing mitigation solutions for global threats: (<i>making stools using plastic, local participation in tourism activities, respecting local heritage sites...</i>)</li> </ul>	Global Complex challenges addressed correctly
	<b>4.3.2 Environmental Issues in Tourism</b>	4.3.2.1 Improve conservation practices	<ul style="list-style-type: none"> <li>Showcasing the impact of Climate Change on Tourism: (<i>changes in temperatures, water scarcity, droughts...</i>)</li> </ul>	Environmental Issues improved appropriately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Analyzing Sustainable Tourism Practices :(<i>eco-tourism, cultural heritage tourism, Agro-tourism...</i>)</li> <li>Evaluating Environmental Impact on Tourism: (<i>deforestation, soil erosion, drought...</i>)</li> <li>Emphasizing the importance of Conservation: (<i>protection of natural resources, cultural heritage preservation, climate change mitigation...</i>)</li> <li>Practicing Waste Management in Tourism: (<i>recycling programs, waste reduction initiatives...</i>)</li> </ul>	
	<b>4.3.3 Social and Cultural Issues in Tourism</b>	4.3.3.1 Promote responsible and sustainable tourism development	<ul style="list-style-type: none"> <li>Researching on Cultural Heritage and Tourism: (<i>traditional ceremonies, historical sites, museums...</i>)</li> <li>Examining Social Impacts of Tourism on communities: <b>positive</b>; (<i>cultural exchange, job creation, community development...</i>), <b>negative</b></li> </ul>	Social and Cultural Issues promoted successfully

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>; (overcrowding, displacement of locals, prostitution, crime...)</p> <ul style="list-style-type: none"> <li>• Developing Community-Based Tourism: (homestays, village tours, cultural performances, food festivals...)</li> <li>• Demonstrating understanding of Human Rights and Tourism: (appreciating cultural exchange, respecting local culture and traditions, protect children and vulnerable groups...)</li> </ul>	
	<b>4.3.4 Health and Safety Issues in Tourism</b>	4.3.4.1 Conduct awareness initiatives on health risks and safety issues	<ul style="list-style-type: none"> <li>• Discussing Global Health and Tourism: (positive impacts of tourism on global health, negative impacts of tourism on global health, best practices for global health and tourism ...)</li> <li>• Researching on pandemics and Tourism: (Covid 19, HIV/AIDS, cholera...)</li> <li>• Demonstrating an understanding of Health Risks for Tourists: (malaria, heat and sun</li> </ul>	Health risks and Safety Issues developed accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p><i>exposure, waterborne diseases...</i>)</p> <ul style="list-style-type: none"> <li>Analysing Safety issues and Security in Tourism: (<i>crime, theft, pandemics...</i>)</li> <li>Managing Crisis in Tourism: (<i>Natural disasters, health crisis, economic crisis...</i>)</li> <li>Applying First Aid: (<i>save life, giving assurance, making use of safety equipment and procedures...</i>)</li> <li>Practicing safe travel tips (<i>destination research, preparation of travel documents, transportation safety ...</i>)</li> </ul>	
<b>4.4 ENTREPRENEURSHIP</b>	<b>4.4.1 Entrepreneurship in travel and tourism</b>	4.4.1.1 Show an understanding of entrepreneurship concept and innovation in travel and tourism	<ul style="list-style-type: none"> <li>Discussing the concepts in tourism (<i>eco-tourism, cultural, adventure, food, and beverage entrepreneurship ...</i>)</li> <li>Explaining the characteristics of Entrepreneurship: (<i>Innovation, risk-taking, adaptability, creativity...</i>)</li> </ul>	Entrepreneurship concepts and innovation in travel and tourism shown correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Managing risks (<i>risk identifying, risk assessment, risk prioritization...</i>)</li> <li>• Discussing the types of enterprises in entrepreneurship: (<i>Micro, small, medium...</i>)</li> <li>• Analyzing the importance of entrepreneurship: (<i>innovation and competitiveness, job creation, local engagement...</i>)</li> </ul>	
	<b>4.4.2 Entrepreneurial skills in Travel and Tourism</b>	<b>4.4.2.1</b> Develop a business plan for travel and tourism	<ul style="list-style-type: none"> <li>• Discussing the business concepts: (<i>market research, market analysis, business planning, Marketing and sales, Customer service...</i>)</li> <li>• Describing entrepreneurial opportunities in travel and tourism: (<i>Transportation, accommodation, entertainment, food and beverages...</i>)</li> <li>• Developing a business plan</li> </ul>	Business plan in travel and tourism developed successfully

---

---

# APPENDICES

---

---

# 1.SCOPE AND SEQUENCE IN TRAVEL AND TOURISM

Form 1		Form 2		Form 3		Form 4	
Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content
Travel and Tourism in Zambia	-History of Tourism in Zambia -Exploring forms of tourism -Career development in travel and tourism	<b>Tourism Destination and Attraction in Zambia</b>	-Tourism Regions -Attraction Centres	<b>Sustainable Tourism</b>	-Practise Sustainable Tourism	<b>Tour Guiding</b>	-Tour Guiding Principles -Types of Tour Guides
Travel and Tourism Elements	-Travel and Tourism Elements	<b>Tourism Destination Planning</b>	-Tourism Destination Packages -Carrying Capacity	<b>Hotels and Lodges</b>	-Show understanding of Hotels and Lodges	<b>Safari and Tour Operations</b>	-Safari and Tour Operators in Zambia -National Parks and Game Management areas
Tourists' Code of Behaviour	-Responsible Travel Behaviour	<b>Intermediaries in Tourism</b>	-Skills used by Intermediaries in the Tourism Industry	<b>Hotel Departments</b>	-Front Office -House Keeping -Food and Beverage Services	<b>Global Issues in Tourism</b>	-Global Complex Challenges in the Tourism Industry
Motivation to Travel	-Aspects of Travel Motivation	<b>Seasonality in Tourism</b>	-Plan Events according to Seasons	<b>Customer Services in Travel and Tourism</b>	-Good Customer Services -Stress Management	<b>Environmental Issues in Tourism</b>	-Conservation Practices -Social and Cultural Issues in Tourism Health and Safety Issues in Tourism



Tourism Products and Services	-Tourism Products and Services	<b>Impacts of Tourism</b>	-Manage Impacts of Tourism	<b>Events Planning in Tourism</b>	-Planning Events -Job Opportunities in Events Planning	<b>Entrepreneurs hip</b>	-Concepts and Innovations in Travel and Tourism -Entrepreneurial Skills in Travel and Tourism
				<b>Marketing Promotions in Tourism</b>	-Marketing Strategies in Tourism -Tourism Market -Branding -Marketing Mix -Sustainable Marketing -Promotion Techniques in Tourism -Digital Marketing in Tourism -Events Promotion Marketing Marketing Research		

## 2. SCHOOL BASED ASSESSMENT IN TRAVEL AND TOURISM

Conducting a Competence-Based School-Based Assessment (CBSA) in Travel and Tourism at the O level involves assessing learners' ability to apply knowledge, skills, and attitudes in real-world contexts related to the travel and tourism industry. Below is an outline for conducting such an assessment:

### 1. Defining Key Competencies in Travel and Tourism

- **Knowledge of the Industry:** Understanding the structure, operations, and key components of the tourism and hospitality sectors (such as types of tourism, tourism organizations, and cultural heritage).
- **Customer Service Skills:** Demonstrating effective communication and interpersonal skills, essential for working with clients, tourists, and stakeholders.
- **Cultural Awareness and Sensitivity:** Knowledge of cultural diversity, respect for different cultures, and application of this understanding in travel planning and tourism services.
- **Sustainability and Responsible Tourism:** Understanding the principles of sustainable tourism and the impact of tourism on the environment and local communities.
- **Planning and Organising Travel:** Ability to plan travel itineraries, book services (such as transport, and accommodation), and manage budgets for individual or group trips.
- **Problem-solving and Critical Thinking:** Ability to solve problems, make decisions, and adapt to changes in the travel and tourism environment (handling client issues, emergencies, or changes in itinerary ...).

### 2. Formative Assessment Design

- **Project-Based Assessments:**
  - **Sample Itinerary Creation:** Learners can be tasked with designing a detailed travel itinerary for a specific destination. This project could involve researching transportation options, accommodation, activities, and budgeting.
  - **Travel Agency Simulation:** Learners can role-play as travel agents, helping clients plan trips by providing advice on destinations, transportation, and services.
- **Interactive Assignments:**
  - **Customer Service Scenarios:** Simulate real-world customer service situations where learners handle client queries or complaints related to travel and tourism services. They can demonstrate their problem-solving and interpersonal skills.
  - **Group Work:** Encourage group assignments where learners plan a group trip, decide on the destinations, create a budget, and divide tasks (research, bookings, etc.). This helps assess collaboration, communication, and organisational skills.

- **Fieldwork/Case Studies:**
    - **Field Trips to Local Tourism Sites:** Organise visits to local tourism attractions or businesses (e.g., hotels, tour operators) to assess how learners interact with industry professionals and apply their knowledge in real-life settings.
    - **Case Study Analysis:** Learners can analyse case studies of real-world tourism issues (e.g., the effects of tourism on local environments, crisis management in tourism) and propose solutions.
3. **Clear Rubrics and Assessment Criteria**
- **Develop Specific Rubrics:** For each task or project, create rubrics that outline clear criteria for assessment, such as:
    - **Creativity and Originality:** How innovative is the learner's approach to the assignment (e.g., planning a unique itinerary)?
    - **Practical Application of Knowledge:** How well the learner applies travel and tourism knowledge in a practical context (e.g., planning a budget-friendly, sustainable trip).
    - **Customer Interaction:** Assess communication and interpersonal skills in role-plays or customer service scenarios.
    - **Problem-solving and Decision-Making:** How effectively does the learner handle unexpected issues or changes in travel plans?
4. **Real-World Contexts and Application**
- **Sustainable Tourism Projects:** Learners can be tasked with researching and proposing a sustainable tourism development plan for a local or international destination, considering environmental impact, community involvement, and economic sustainability.
  - **Tourism Promotion Campaign:** Learners could create promotional materials (brochures, websites, social media campaigns) for a destination, focusing on the importance of marketing and promoting tourist destinations.
  - **Event Planning for Tourism:** Learners can design and plan events like conferences, festivals, or cultural tours that promote a particular destination, demonstrating planning, marketing, and organisational skills.
5. **Use of Technology in Assessments**
- **Digital Portfolios:** Learners can create digital portfolios to document their work, such as research, itineraries, promotional content, and reflections on the travel and tourism assignments.
  - **Tourism Management Software Simulations:** Use industry-standard software or apps to simulate real-world booking systems, itinerary planning, and travel arrangements to assess learners' technical competency.
  - **Virtual Tours and Online Learning:** Incorporate virtual tours of global destinations, encouraging learners to learn about different cultures and tourism practices and then assess their reflections and understanding.
6. **Feedback and Self-Assessment**
- **Peer Review:** Learners can participate in peer assessments, reviewing and providing constructive feedback on each other's work, particularly in group projects like itinerary planning or promotional material development.

- **Self-Reflection:** Encourage learners to reflect on their learning experiences by asking them to evaluate their work, identify challenges, and suggest improvements for future assessments.
- **Regular Feedback:** Provide regular and detailed feedback during the assessment process to guide learner improvement and ensure they are on the right track.

#### 7. Summative Assessment (Final Evaluation)

- **Project Presentation:** At the end of the term, learners can present their final travel and tourism project (e.g., a detailed trip itinerary, sustainable tourism proposal, or promotional campaign) to the class or a panel of industry professionals, assessing both their presentation skills and the quality of their work.
- **Competency Exams (Optional):** A final exam could test theoretical knowledge related to travel and tourism, but it should focus on applying knowledge in practical, real-world scenarios (e.g., case study analysis or solving tourism-related problems).
- **Practical Assessments:** Learners can complete practical assessments such as organizing a mock tour, assisting in event planning, or managing a simulated travel booking process.

#### 8. Inclusivity and Equity

- **Differentiation:** Ensure that assessments cater to diverse learning styles and abilities. Provide alternative assessment formats where necessary (e.g., oral presentations for students who may struggle with written work).
- **Cultural Sensitivity:** To cater to the diverse learner body and emphasise global tourism perspectives, ensure that the assessments reflect a broad range of cultures, practices, and tourism-related issues worldwide.

#### 9. Teacher Professional Development

- **Ongoing Training:** Ensure that teachers are equipped with the skills to assess competencies in the travel and tourism field. This includes staying updated with trends in the industry and innovative assessment practices.
- **Collaboration with Industry Professionals:** Encourage teachers to collaborate with tourism professionals to ensure that assessments are relevant and reflect current industry practices.

#### Conclusion:

A Competence-Based School-Based Assessment (CBSA) in Travel and Tourism should evaluate learners' ability to apply their knowledge and skills in practical, real-world contexts. By using a variety of assessments such as projects, role-playing, fieldwork, and presentations, learners can demonstrate their competencies in customer service, planning, sustainability, and problem-solving, preparing them for careers in the tourism industry.

## **1. REFERENCE BOOKS**

1. **"Tourism: A Modern Synthesis" by Stephen J. Page**
2. **"Introduction to Tourism and Hospitality" by John R. Walker**
3. "Tourism Management: An Introduction" by Stephen J. Page and Joanne Connell
4. "Tourism Marketing" by William C. Gartner
5. "Sustainable Tourism: Theory and Practice" by David Leslie
6. "Event Management for Tourism, Cultural, Business, and Sporting Events" by Lynn Van Der Wagen and Brenda R. White
7. "Tourism Planning: Policies, Processes, and Relationships" by Claire L. C. Boniface and Chris Cooper
8. "Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management" by Bob McKercher and Hilary du Cros