

Tour Guiding

Level – III



Curriculum

Based on October, 2021 (V- IV) Occupational
Standard (OS)

November, 2022
Addis Ababa, Ethiopia

Acknowledgement

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Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for Tour Guiding Level III.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**

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TVET-Program Design

1.1 TVET-Program Title: Tour Guiding Level III

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Tour Guide** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Culture , sport and Tourism** sector in the field of **Tour Guiding**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Apply Interpretive Content on Flora, Fauna and Landscape, Prepare specialized interpretive content on Birds of Ethiopia and present, Prepare & Interpret Specialized Content on Historical Heritages, Interpret Aspects of Architecture and Paintings, Provide Customer Service, Set up and operate a Camp Site, Provide First Aid in Remote Situation, Apply Map Reading and GPS Technology, Prepare and Interpret Financial Information and Prevent and Eliminate MUDA in accordance with the performance criteria and evidence guide described in the OS.

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1.3. Training Program Structure

Unit of Competence		Module Code & Title		Training Outcomes	Duration (In Hours)
<u>CST TOG3 01 1021</u>	Apply Interpretive Content on Flora, Fauna and Landscape	CST TOG3 M01 0322	Applying Interpretive Content on Flora, Fauna and Landscape	<ul style="list-style-type: none"> Information on flora, fauna and landscape. Ethiopian flora, fauna and landscape Update knowledge of flora, fauna and landscape. 	90
<u>CST TOG3 02 1021</u>	Prepare specialized interpretive content on Birds of Ethiopia and present	CST TOG3 M02 0322	Preparing specialized interpretive content on Birds of Ethiopia and present	<ul style="list-style-type: none"> General information on birds of Ethiopia Interpretive content on birds of Ethiopia Birds of Ethiopia 	68
<u>CST TOG3 03 1021</u>	Prepare & Interpret Specialized Content on Historical Heritages	CST TOG3 M03 0322	Preparing & Interpreting Specialized Content on Historical Heritages	<ul style="list-style-type: none"> Identify specialized information about historical heritages. Interpret specialized information on historical heritages for presentation. 	80

<u>CST TOG3 04 1021</u>	Interpret Ethiopian Architecture and Paintings	CST TOG3 M04 0322	Interpreting Ethiopian Architecture and Paintings	<ul style="list-style-type: none"> • Develop knowledge on Ethiopian architecture and traditional paintings • Ethiopian architecture and paintings • present information 	48
<u>CST TOG3 05 1021</u>	Provide Customer Service	CST TOG3 M05 0322	Providing Customer Service	<ul style="list-style-type: none"> • Customer service • Customer service strategies • Evaluating and reporting on customer service • Identifying, resolving and evaluating conflict situations 	32
<u>CST TOG3 06 1021</u>	Set up and Operate a Camp Site	CST TOG3 M06 0322	Setting up and Operating a Camp Site	<ul style="list-style-type: none"> • Selecting a camp site. • Set upping a camp site. • Operating a camp site. • Breaking camp. 	32
<u>CST TOG3 07 1021</u>	Provide First Aid in Remote Situation	CST TOG3 M07 0322	Providing First Aid in Remote Situation	<ul style="list-style-type: none"> • Assess the situation • Basic first aid techniques • Communicate details of the incident 	48
<u>CST TOG3 08 1021</u>	Apply Map Reading and GPS Technology	CST TOG3 M08 0322	Applying Map Reading and GPS Technology	<ul style="list-style-type: none"> • destination Rout map • Navigate using Map • Global Positioning System (GPS) 	32

			technology		
<u>CST TOG3 09 1021</u>	Prepare and Interpret Financial Information	CST TOG3 M09 0322	Preparing and Interpret Financial Information	<ul style="list-style-type: none"> • destination Rout map • Navigate using Map • Global Positioning System (GPS) technology 	32
<u>CST TOG3 10 1021</u>	Prevent and Eliminate MUDA	CST TOG3 M10 0322	Preventing and Eliminating MUDA	<ul style="list-style-type: none"> • Prepare for work • MUDA and its problem • Causes of a problem • Elimination of MUDA and Assessment effectiveness of the solution, an • Prevention occurrence of wastes and sustain operation 	32

1.4. Duration of the TVET-Program

The Program will have duration of **494 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

No	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Apply Interpretive Content on Flora, Fauna and Landscape	48	12	30	90	
2.	Prepare specialized interpretive content on Birds of Ethiopia and present	32	12	24	68	
3.	Prepare & Interpret Specialized Content on Historical Heritages	48	12	20	80	
4.	Interpret Aspects of Architecture and Paintings	24	8	16	48	
5.	Provide Customer Service	16	8	8	32	
6.	Set up and operate a Camp Site	16	8	8	32	
7.	Provide First Aid in Remote Situation	24	8	16	48	
8.	Apply Map Reading and GPS Technology	16	8	8	32	
9.	Prepare and Interpret Financial Information	16	8	8	32	
10.	Prevent and Eliminate MUDA	16	8	8	32	
	Total Hours	256	92	146	494	

1.5. Qualification Level and Certification

Qualification is a formal certificate issued by an official agency in recognition to that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title. A qualification confers official recognition of value in the labour market and in further education and training. Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Certificate (I, II, III, IV, V) according to the level. The trainee will be awarded transcript and the institutional certificate after successfully completing all the modules in the level.

1.6. Target Groups

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7. Entry Requirements

In principle everyone should be able to access training based on the labor market. Hence the prospective participants of this program are any citizen who possesses the entry requirement directive of the Ministry of Labor and Skills.

1.8. Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of training delivery is in the institution and co-operative training. Cooperative training is a model of training by the cooperation of enterprises/industries and TVET institutions whereby trainees spend much of their time in the enterprises/industries to acquire industrial knowledge, skills, experiences, and attitudes of the industrial environment and the remaining time in TVET institutions to acquire basic skills and theoretical concepts. Therefore, it is necessary to make the TVET sector more effective by strengthening a system of cooperative training accepted by the industry.

The program will employ different alternatives of cooperative training such as apprenticeships, internship and traineeship based on the nature of the occupation, location of the TVET institutions, and interest of the industry. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and

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identified companies should have to take an agreement to co-operate with regard to the implementation of this program.

1.9. Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines.

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation. Therefore, a trainee is required to earn at least 60% to be theoretically qualified. This result should be 18% or more when converted to 30%. Regarding performance appraisal results, it must score at least 80% or at least 32% or more when converted to 40%. Must cooperate at least 80% out of 100% in cooperative training; When converted to 30%, it must register 24%.

1.9. TVET Teachers Profile

The trainers conducting this particular TVET Program are **A Level** and above who have satisfactory practical experiences or equivalent qualifications.

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1.10. Training and Assessment methodology

The program is delivered using a variety of training methods. The table below shows training and assessment methodology for non-impaired trainees and with reasonable adjustment for impaired trainees. In addition, as per the nature of the module title the trainer can use recommended and possible training and assessment methodology.

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ provide tutorial support (if necessary)

Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

Assessment Methods:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

Learning Module Design

Module Code and Title	CST TOG3 M01 0322: Interpretive content on flora, fauna and landscape
Nominal Duration:	90 Hours
Module Description: This module describes brief introduction to Ethiopian flora, fauna and landscape required for presentation to customers creating an opportunity to utilize Ethiopian wild life resource. It requires a knowledge, skill, and attitude to present about Ethiopian wild life resources..	
Training Outcomes	
<ul style="list-style-type: none"> • Information on flora, fauna and landscape. • Ethiopian flora, fauna and landscape • Update knowledge of flora, fauna and landscape. 	
Module Contents:	
Unit one: Information on flora, fauna and landscape.	
1.1. Concepts of flora, fauna and landscape.	
1.2. Information sources	
1.2.1. Printed materials	
1.2.2. Digital media	
1.2.3. Art works	
1.2.4. Experience and observation	
Unit Two: Ethiopian flora, fauna and landscape	
2.1. Flora and fauna in different protective areas	
2.1.1. Flora and fauna in the park	
2.1.2. Flora and fauna in the sanctuary	
2.1.3. Flora and fauna in the the biospher	
2.2. Ethipian Land scapes	
Unit Three: Update the knowledge of flora, fauna and landscape	
3.1. Current Knowledge of Flora, Fauna and Landscape	
3.2 .Update the knowledge of flora, fauna and landscape	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brain storming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:
<p>Unit One: Information on flora, fauna and landscape.</p> <ul style="list-style-type: none"> • Interpret Ethiopian flora, fauna and landscape. • Interpret different Information sources <p>Unit Two: Ethiopian flora, fauna and landscape</p> <ul style="list-style-type: none"> • analyzing information on Flora and fauna in different protective areas • analyzing information on landscapes <p>Unit Three: Update the knowledge of flora, fauna and landscape</p> <ul style="list-style-type: none"> • Maintain Current Knowledge of Flora, Fauna and Landscape • Identify way to Update the knowledge of flora, fauna and landscape

Module Code and Title	CST TOG3 M02 1021: Birds of Ethiopia and present
Nominal Duration:	68 Hours
<p>Module Description: This module describes the performance outcomes, skills and knowledge required to Prepare and present specialized content on Birds of Ethiopia. It requires knowledge of bird identification techniques and interpretation of bird behaviors and other skills needed for birding tour.</p>	
<p>Training Outcomes</p> <ul style="list-style-type: none"> • General information on birds of Ethiopia • Interpretive content on birds of Ethiopia • Present information on birds of Ethiopia . 	
<p>Module Contents:</p> <p>Unit One: General information on birds of Ethiopia</p> <p>1.1 Birds of Ethiopia</p> <p>1.2 Common and endemic birds of Ethiopia</p> <p>1.3 Bird identification techniques</p> <p>1.4 Bird identification tools and equipment</p> <p>Unit Two: Preparing interpretive content on birds of Ethiopia</p> <p>3.1 Identify Birds names and characteristics</p> <p>3.2 Bird's behavior and features</p> <p>Unit Three: Presenting information on birds of Ethiopia</p> <p>3.3 Bird's habitat</p> <p>3.4 Information about birds behavior</p> <p>3.5 Relationship of birds and habitat</p>	

Learning Methods:
<ul style="list-style-type: none">• Lecture• Group discussion• Demonstration• Simulation• Field visit• Brain storming
Assessment Methods:
<ul style="list-style-type: none">• Written test• Oral questioning• Practical demonstration• Observation in prepared checklist

Assessment Criteria:

Unit One: General information on birds of Ethiopia

- Sources of information must be identified to understand birds of Ethiopia.
- Specific information on birds of Ethiopia should be accessed and comprehended.
- Common and endemic birds of Ethiopia are distinguished
- Bird identification techniques applied
- Use bird identification tools and equipment

Unit Two: Preparing interpretive content on birds of Ethiopia

- Specified birds are identified and named according to their characteristics
- Brief descriptions of bird's behavior and significant features are recorded.
- The advice of professionals is required when necessary and where appropriate in the preparation activities.

Unit Three: Presenting information on birds of Ethiopia

- Location of birds is described based on existing habitat
- Information about birds behavior is presented
- Relationship of birds and habitat described

Module Code and Title	<u>CST TOG3 03 1021: Preparing & interpreting specialized content on historical heritages</u>
Nominal duration	80 Hours
<p>Module Description : This module describes the performance outcomes, skills and knowledge required to research the specialised information on historical heritage of Ethiopia. It highlights preparing, interpreting specialised information on Ethiopia historical heritages, and update knowledge of historical tourism resources</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Specialized information about historical heritages. • Specialized information about historical heritages for presentation 	
<p>MODULE CONTENTS:</p> <p>Unit one: Ethiopian architecture and traditional paintings.</p> <ol style="list-style-type: none"> 1.1.Introduction to architecture and paintings 1.2.Sources of information on architecture and paintings 1.3.Equipment’s and tools of Ethiopian paintings <p>Unit two: Ethiopian architecture and paintings</p> <ol style="list-style-type: none"> 2.1. Types of architecture 2.2. Types of paintings 2.3.present information 2.4. cultural and societies sensitivity <p>Unit three: present information</p> <ol style="list-style-type: none"> 3.1. present information to audience 3.2. cultural and societies sensitivity 	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit one: Ethiopian architecture and traditional paintings.

- Interpret Introduction to architecture and paintings
- Identify Sources of information on architecture and paintings
- Explain Equipment's and tools of Ethiopian paintings

Unit two: Ethiopian architecture and paintings

- Identify Types of architecture
- Explain Types of paintings
- Interpret present information
- Identify cultural and societies sensitivity

Unit three: Present information

- Identify and present information to audience
- Identify cultural and societies sensitivity

Module Code and Title	<u>CST TOG3 M05 1021</u> Providing customer service		
Nominal duration	32 Hours		
Module Description : This module describes the performance outcomes, skills and knowledge required to advise on, carry out customer service, including skills and knowledge required to resolve conflict situations with customers and colleagues. The unit covers the conflict resolution skills required to address conflicts that may arise in day-to-day work situations			
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Advise on customer service needs • Support implementation of customer service strategies • Evaluate and report on customer service • Identify, resolve and evaluate conflict situations 			
<p>MODULE CONTENTS:</p> <p>Unit 1. Customer service</p> <p>1.1 Introduction to customer service</p> <p>1.2 Communication techniques</p> <p>1.3 Diagnosing customer’s problem</p> <p>1.4 Customer service delivery</p> <p>1.5 Business technology & online services</p> <p>Unit 2. Customer service strategies</p> <p>2.1 Customer service strategies</p> <p>2.2 Allocating budget</p> <p>2.3 Procedures to resolve difficulties and complaints</p> <p>2.4 Implement customer service strategies</p> <p>Unit 3. Evaluating and reporting on customer service</p> <p>1.1 Reviewing client satisfaction</p> <p>1.2 Identifying and reporting necessary changes</p> <p>1.3 .Providing constructive advice on future directions</p> <p>1.4 .Maintaining systems, records and reporting procedures</p> <p>Unit 4. Identifying, resolving and evaluating conflict situations</p> <p>4.1. Potential conflicts</p>			
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- 4.2. Personal safety of customers
- 4.3. Resources for managing conflict
- 4.4. Resolving conflict situations
- 4.5. Evaluating conflict situations

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

- Unit 1 Customer service**
- Introduction to customer service
 - Communication techniques
 - Diagnose customer’s problem
 - Customer service delivery
 - Business technology & online services
- Unit 2 Customer service strategies**
- Customer service strategies
 - Allocating budget
 - Procedures to resolve difficulties and complaints
 - Implement customer service strategies
- Unit 3. Evaluating and reporting on customer service**
- Review client satisfaction
 - Identify and report necessary changes
 - Provide constructive advice on future directions
 - Maintain systems, records and reporting procedures
- Unit 4. Identifying, resolving and evaluating conflict situations**
- Define conflicts
 - Identify Personal safety of customers
 - Identify Resources for managing conflict
 - Resolve and evaluate conflict situations

Module Code and Title	<u>CST TOG3 M06 1021</u> Setting up and operating a camp Site		
Nominal duration	32 Hours		
<p>Module Description : This module describes the performance outcomes, skills and knowledge required to set up and operate a camp site for camping tours. It requires the ability to operate the camp site within the requirements set by any permit conditions and land management guidelines. It also requires the ability to provide for the safety of customers and ensure low environmental impact.</p>			
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Selecting a camp site • Set upping a camp site • Operating a camp site. • Breaking camp. 			
<p>MODULE CONTENTS:</p> <p>Unit one. Selecting a camp site.</p> <p>1.1.Camp sites.</p> <p>1.2.negative environmental impact of camp site</p> <p>1.3.Camp site hazards</p> <p>Unit two. Set upping a camp site.</p> <p>2.1. Camp site facilities.</p> <p>2.2. Arranging appropriate shelter.</p> <p>2.3. Constructing camp fire.</p> <p>Unit three. Operating a camp site.</p> <p>3.1.Operating camping equipment.</p> <p>3.2.Waste disposal procedure in camp site.</p> <p>3.3. Camp site behaviour with customer</p> <p>Unit four. Breaking camp.</p> <p>4.1.Dismantling, packing and storing.</p> <p>4.2.Removing all rubbish from the site.</p> <p>4.3.Extinguishing camp site fire.</p> <p>4.4.Checking the site before departure.</p>			
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4.5.Leaving the campsite.

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit 1. Select a camp site.

- Operate Camp sites.
- Identify negative environmental impact of camp site
- identify Camp site hazards

Unit 2. Set up a camp site.

- .Identify camp site facilities.
- Arrange appropriate shelter.
- Construct camp fire.

Unit 3. Operate a camp site.

- Operate camping equipment.
- Identify Waste disposal procedure in camp site.
- Acquire Camp site behaviour with customer

Unit 4. Break camp.

- Diamante, pack and store.
- Remove all rubbish from the site.
- Extinguish camp site fire.
- Check the site before departure.
- Leave the campsite

Module Code and Title	<u>CST TOG3 M07 1021</u> Providing first aid in remote situation
Nominal duration	48 Hours
Module Description : : This module describes the skills and knowledge required to provide first aid to a casualty in a remote and/or isolated situation	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Respond emergency in a remote situation • Provide first aid in a remote situation • Work with medical and emergency services • Evaluate the incident 	
<p>MODULE CONTENTS:</p> <p>Unit one: Respond emergency in a remote situation</p> <p>1.1.Describing first aid</p> <p>1.2.Identifying Causality conditions</p> <p>1.3.Providing Emergency in Remote Situation</p> <p>1.4.Preparing options for transporting casualties.</p> <p>Unit Two: Provide first aid in a remote situation</p> <p>2.1.Describing the nature of injury</p> <p>2.2.Preparing First aid management</p> <p>2.3.Applying First aid Procedures</p> <p>Unit Three: Work with medical and emergency services</p> <p>3.1 Communicating for medical services</p> <p>3.2 Requesting ambulance support and medical assistance</p> <p>3.3 Preparing Report to experts</p> <p>Unit Four: Evaluate the incident</p> <p>4.1.Applying managements of incident</p> <p>4.2.Undertaking Evaluation of incident</p>	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit one: Respond emergency in a remote situation

- Describe first aid
- Identify Causality conditions
- Provide Emergency in Remote Situation
- Prepare options for transporting casualties

Unit Two: Provide first aid in a remote situation

- Describe the nature of injury
- Prepare First aid management
- Apply First aid Procedures

Unit Three: Work with medical and emergency services

- Communicate for Request of Medical Assistance
- Write details of casualty's condition
- Prepare Report to experts

Unit Four: Evaluate the incident

- Apply managements of incident
- Undertake evaluation of incident

Module Code and Title	<u>CST TOG3 M08 1021</u> Applying map reading and GPS technology
Nominal duration	32 Hours
Module Description : This module describes the performance outcomes, skills and knowledge required to read tourist destination Maps, and use GPS Technology. It requires the ability to read Map futures, understand and use GPS Technology	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Plan a destination route Map • Navigates using a map • Uses Global Positioning System (GPS) technology 	
<p>MODULE CONTENTS:</p> <p>Unit one: Plan a destination route Map</p> <p>1.1 S Map equipment and navigation aids</p> <p>1.2 Map symbols.</p> <p>1.3 Current position on a map using geographical features.</p> <p>1.4 Required destination.</p> <p>1.5 Select route destination.</p> <p>1.6 Plan route destination</p> <p>1.7 Measure destinations and estimate distance using map scale</p> <p>Unit two: Navigating using map</p> <p>2.1 .Plan route navigate and traverse</p> <p>2.2 .Plan surround route</p> <p>Unit three: Use Global Positioning System (GPS) technology</p> <p>3.1 Use GPS data and Record location</p> <p>3.2 Land mark and geographical feature on a map</p>	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit one: Plan a destination route using a map

- Selecting maps equipment and navigation aids
- Identifying map symbols.
- Identifying current position on map using geographical features.
- Identifying and required destination.
- Selecting route destination.
- Planning route destination.
- Measure destinations and estimating distance using map scale

Unit two: Navigate using a map

- Planed route navigated and traversed
- planning surrounding route

Unit three: Use Global Positioning System (GPS) technology

- Using GPS data and Recording locations
- Identify and locate Land mark and key geographical feature on a map

Module Code and Title	<u>CST TOG3 M09 1021</u> Preparing and interpreting financial information
Nominal duration	32 Hours
<p>Module Description This module describes the performance outcomes, skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. It includes different types of financial reports, on how financial information is used in the management of a business and preparing end of period financial reports.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Access and interpret financial information • Prepare financial reports • Apply financial information to work activities 	
<p>MODULE CONTENTS:</p> <p>Unit one. Access and interpret financial information</p> <ol style="list-style-type: none"> 1.1 Identifying and using business performance indicators and benchmarks. 1.2 Identifying financial information reports. 1.3 Accessing and reviewing financial information. 1.4 . Interpreting financial information <p>Unit two. Prepare financial reports</p> <ol style="list-style-type: none"> 2.1 Preparing profit and loss statement for reporting period. 2.2 Preparing balance sheet and cash flow. 2.3 Identifying and correcting Errors. <p>Unit three. Apply financial information to work activities</p> <ol style="list-style-type: none"> 3.1. Identifying financial information. 3.2. Reviewing financial information. 3.3. Sharing financial information 	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit 1. Access and interpret financial information

- Relevant business performance indicators and benchmarks are identified and used for decision-making purposes.
- The range of financial information reports are required to monitor business performance and identified effectively on a day-to-day operational management level.
- Relevant financial information is accessed and reviewed at appropriate times according to organization policy and financial reporting periods.
- Financial information is interpreted correctly.

Unit 2. Prepare financial reports

- Profit/loss statement is prepared in accordance with organizational requirements to reflect operating profit for reporting period.
- Balance sheet and cash flow is prepared to reflect financial position of business at end of reporting period.
- Errors are identified corrected for resolution in accordance with organizational policy and procedures.

Unit 3. Apply financial information to work activities

- Financial information applies to particular areas of work operation is identified.
- Financial information is reviewed in terms of its impact on day-to-day work operations and action taken accordingly.
- Appropriate financial information is shared with colleagues in a timely manner

Module Code and Title	<u>IND ALW 01 0322</u> – Preventing and Eliminating MUDA
Nominal Duration:	58Hours
<p>Module Description: This module covers the knowledge, skills and attitude required by a worker to Prevent and eliminate MUDA/wastes in his/her work place by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis. It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> • Identification of requirements • Identification of MUDA • Causes of problem. • MUDA elimination • MUDA prevention 	
<p>Module Contents:</p> <p>Unit one: Identification of requirements</p> <ol style="list-style-type: none"> 1.1.Work instructions 1.2.Job specifications 1.3.OHS 1.4.Selecting of materials 1.5.Safety tools and equipment <p>Unit two: Identification of MUDA</p> <ol style="list-style-type: none"> 2.1. Planning 2.2. Causes and effects of MUDA 2.3. Tools and techniques 2.4. Kaizen Board 2.5. Procedures 2.6. Reporting <p>Unit three: Causes of problem.</p> <ol style="list-style-type: none"> 3.1. Listing causes 3.2. 4M1E 	

- 3.3.Idea generation
- 3.4.Solutions test and evaluation
- 3.5.Action plan

Unit four: MUDA elimination

- 4.1.Planning
- 4.2.Action plan
- 4.3.Principles for improvement
- 4.4.Tools and techniques
- 4.5.Tangible and intangible results
- 4.6.Types of diagrams
- 4.7.Improvements reporting

Unit five: MUDA prevention

- 5.1.Planning
- 5.2.Standardizing
- 5.3.Methods of prevention
- 5.4.Standard Operating Procedures (SOPs)
- 5.5.Problem selection

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Problem based learning
- Field visit

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work
- Observation in prepared checklist
- Direct observed practice

Assessment Criteria:

During the assessment the evidence must show that the trainee.....

Unit one: Identification of requirements

- Use work instructions
- Read and interpret job specifications
- Observe OHS
- Select materials
- Identify and check safety tools and equipment

Unit two: Identification of MUDA

- Prepare and implement planning
- Discuss causes and effects of MUDA
- Use tools and techniques
- Identify Kaizen elements
- Identify and measure procedures
- Report wastes

Unit three: Causes of problem.

- List causes
- Analyze 4M1E
- List idea generation
- Suggest solutions test and evaluation
- Prepare action plan

Unit four: MUDA elimination

- Prepare and implement planning
- Implement action plan
- Adopt principles for improvement
- Use tools and techniques
- Identify tangible and intangible results
- Compare types of diagrams
- Report improvements

Unit five: MUDA prevention

- Prepare and implement planning
- Discuss and prepare standardizing
- Understand methods of prevention

- Ensure Standard Operating Procedures (SOPs)
- Select problem

Resource Requirements				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Aspects of Tourism: Natural Area Tourism	Newsome, D 338.4791, NEW. 2006	5	1:5
2.2	The Heritage-Scape: UNESCO, World Heritage and Tourism	338.4791,DIG.,2009	5	1:5
2.3	Cultural Heritage and Tourism: An Introduction	Dallen J. Timothy, 338.4791,TIM.,2011	5	1:5
2.4	Architectural History of Ethiopia in Pictures	Lindahl, B.963LIN	5	1:5
2.5	A History of Ethiopia in Pictures: From Ancient to Modern Times	Geoffrey Last 963 LAS. 2012/2013	5	1:5
2.6	Quality Control of Tourism Products and Services	WTO.1988	5	1:5
2.7	Improving Tourism and Hospitality Services	Eric Laws,2004	5	1:5
2.8	Guidelines: Development of National Parks and Protected Areas for Tourism	WTO,1992	5	1:5
2.9	Camping procedures and reference manual	Rose Harvey, 2016	1	1:25
2.10	How to Teach: Hygiene, Home Nursing and First Aid	Kaune, E.19 63	5	1:5

2.11	International Travel Health Guide – 2000 Eleventh ed.	Rose, S.R.2000	5	1:5
2.12	ገሃ።U ህK?Kuf	፡፡፡፡ ።.1996	5	1:5
2.13	Tourist map of Ethiopia	MCT,2012	5	1:5
2.14	Junior atlas for Ethiopia	Woobshet,2001	5	1:5
2.15	Bradt Ethiopia 7 th Ed	Philip Briggs,2015	5	1:5
2.16	Accounting Principles - 16th ed.	Warren, F	5	1:5
2.17	Accounting for the Travel Agent: An Approach to Effective Management	Madden, D.,1972	5	1:5
2.18	Accounting for Hospitality, Tourism and Leisure - Second ed.	Owen, G.,1998	5	1:5
2.19	Journals/Publication/Magazines	Up to dated	2	2:25
B.	Learning Facilities & Infrastructure			
1.	Smart Room/Class Rooms with its packages.	Standard	1	1:25
2.	White Board,	Standard	1	1:25
3.	TV, LCD Projector	Standard	1	1:25
4.	Library	Standard	1	1:25
C.	Consumable Materials			
1.	Duster	whiteboard duster	1	1:25
2	Marker,	Permanent, whiteboard marker	2 pac	2:25
3	Flip chart	Standard	1	1:25
4	Pen	Standard	25	1:1
5	Paper	A4 Desta	1	1:25
6	Flash Disk	64 GB	3	3:25
7	Tourist Maps	Tourist map of Ethiopia	25	1:1
D.	Tools and Equipments			

1.	Computer	Core i3	5	5:25
2	Laptop Computer	Core i10	1	1:25
3	Tent	Standard	5	1:5
4	First aid kit	Standard	1	1:5
5	Heating facilities	---	2	1:25
6	Mobile toilet	Standard	3	3:25
7	Cutting equipment and tools	Standard	1pac	1:25
8	Solar powered/chargeable hand torch	Standard	5	1:5
9	Sleeping bag	Standard	25	1:1
10	Cooking utensils	Standard	1pac	1:25
11	Compass	Standard	1	1:5
12	GPS	Small size digital GPS	5	1:5
13	Digital camera	High quality	1	1:25
14	Binocular	Standard	5	1:5
15	Calculator	Standard	5	1:5
16	Broom	standard	3	3:25
17	Dust bin	standard	5	5:25
18	mop	standard	3	3:25

The experts who developed the curriculum

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