

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**TOURISM SYLLABUS FOR ADVANCED SECONDARY EDUCATION  
FORM V-VI  
2025**

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## **Abbreviations and Acronyms**

ICT	Information and Communication Technology
TIE	Tanzania Institute of Education
UNWTO	United Nations World Tourism Organization

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## **1.0 Introduction**

Tourism for Advanced Secondary Education is a compulsory subject for students who choose to join the Social Science or Business streams taking tourism among the subjects in their combinations. Studying tourism at this level enables students to develop practical skills in travel and tour operations, tourism sustainable practices, tour guiding, tourism innovations, safety and security in tourism, emergency handling, and hospitality operations such as front office, housekeeping as well as food and beverage. Equally, upon completion, students may find their niche in occupations such as sales, marketing, reservations, security, and entrepreneurship within the tourism industry.

It also acts as a tool for developing 21<sup>st</sup> century skills which include critical thinking, creativity, communication, collaboration and problem-solving. Furthermore, it serves as a bridge to enable students appreciate the values of resources present in Tanzania and develop the ability to explore them and create career opportunities and self-employment.

This syllabus is designed to guide the teaching and learning of Tourism for Advanced Secondary Education, Form V–VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It provides information that will enable the teacher to plan his or her teaching process effectively. It also provides teaching and learning opportunities that help the teacher to apply different methods and strategies in guiding students to perform various activities that lead to meaningful learning.

## **2.0 The Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop abilities and skills as self-motivated, and autonomous learner;
- (b) Respect the culture, traditions, and customs of Tanzania; cultural differences; dignity; human rights; attitudes; and inclusive actions;

- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication, and positive attitudes for both personal growth and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability, and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace, and justice per the Constitution of the United Republic of Tanzania and international conventions.

### **3.0 Objectives of Advanced Secondary Education**

The objectives of Advanced Secondary Education are to enable the student to:

- (a) Strengthen, broaden, and develop a deeper understanding of the knowledge, skills, and attitudes developed during ordinary secondary education;
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;



- (d) Improve the use of language in academic communication;
- (e) Strengthen accountability for cross-cutting issues, including health, security, gender equality, and sustainable environmental conservation;
- (f) Develop competence and a variety of skills that will allow the student to manage their life by effectively utilizing their surroundings, as well as to employ themselves.
- (g) Develop readiness to continue to the next level of education.

#### **4.0 General Competences for Advanced Secondary Education**

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights, and civil rights;
- (c) Demonstrate confidence in learning various fields, including science and technology, theoretical knowledge, and vocational education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Demonstrate readiness to proceed to the next level of education.

## 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

**Table 1:** *Main and Specific Competencies for Form V-VI*

Main competences	Specific competences
1.0 Demonstrate mastery in principles and practices of tourism	1.1 Demonstrate an understanding of concepts, components and impacts of tourism operations 1.2 Apply basic hospitality and customer service in tourism operations 1.3 Demonstrate an understanding of travel and tour operations 1.4 Apply tour guiding in tour operations 1.5 Apply safety and security in tourism
2.0 Demonstrate mastery in principles of sustainable tourism	2.1 Demonstrate understanding of sustainable tourism practices 2.2 Understand the concept of conservation, management and protection of tourism resources 2.3 Understand global and national trends in tourism geography and statistics
3.0 Demonstrate mastery of tourism marketing and innovation	1.1 Demonstrate an understanding of the principles of marketing in the travel and tourism industry; 1.2 Apply marketing strategy and digital techniques to promote tourism products and services 1.3 Apply innovation and entrepreneurship skills in tourism businesses
4.0 Conduct a project in tourism	4.1 Conduct a project in tourism

## **6.0 Roles of Teachers, Students, and Parents in the Teaching and Learning Process**

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Tourism.

### **6.1 The Teacher**

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Tourism;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
  - (i) develop the competences needed in the 21st century; and
  - (ii) actively participate in the teaching and learning process;
- (c) Use student centered instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The Student**

The student is expected to:

- (a) Develop the intended competencies by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

## **6.3 The Parent/Guardian**

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behavior and academic performance;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill a sense of commitment and positive value towards education and work.

## **7.0 Teaching and Learning Methods**

Teaching and learning methods play a crucial role in developing students' competencies. This syllabus recommends different methods suitable for tourism studies, including but not limited to discussions, presentations, group work, field tours, case studies, practical training, brainstorming, storytelling, research projects, Think-Ink-Pair-Share (TIPS), Virtual learning, multimedia resources, teaching models, role play, spot tests, guest speakers, gamification, and reflective activities. Additionally, we encourage teachers to adapt and implement other relevant methods tailored to the specific environment or context. These approaches aim to enhance the connection between theory and practical tourism practices.

## **8.0 Teaching and Learning Resources**

To effectively teach and learn tourism programs, teachers and students are encouraged to collaborate to gather and improve training resources from their school and surrounding environments. The Tanzania Institute of Education (TIE) will provide a list of approved textbooks and reference books. In addition, the teacher may use other suitable recommended teaching and learning resources from other scholarly approved sources. These resources may include tourism-related documentaries and multimedia, maps and globes, tourism case studies, travel brochures and guides, guest lectures and industry speakers, tourism websites and blogs, field visits and trips, online tourism forums and communities and journals. Students should be encouraged to utilize mobile applications, digital content, and other online tools related to tourism management, sustainability, and customer service trends.

## **9.0 Assessment**

Assessment is important in the teaching and learning of the tourism subject. We divide it into formative and summative assessments. Formative assessments provide valuable insights to both the teacher and students, enabling them to make informed decisions on how to enhance the teaching and learning process. It is expected that teachers will apply a wide range of formative assessment methods, such as discussions, presentations, oral questions, brainstorming, experiments, observations, practicals, and projects. On the other hand, summative assessments aim to determine the student's level of learning achievement. Teachers are required to employ a diverse range of summative assessments, such as midterm tests, terminals, annuals, mock examinations, and projects. The continuous assessment (CA) will use the scores obtained from these assessments. Therefore, the continuous assessments shall contribute 30%, and the National Form VI Examination shall be 70% of the student's final achievement, as indicated in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the Final Score*

Type of Assessment	Form V	Form VI
Continuous Assessment:		
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
<b>Total</b>	<b>100%</b>	

## **10.0 Number of Periods**

The Tourism Syllabus for Advanced Secondary Education provides estimates of the time that will be spent in teaching and learning, inconsideration of the complexity of the specific competences and the learning activities. Ten periods of 40 minutes each, have been allocated for this subject per week.

## **11.0 Teaching and Learning Contents**

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources, and number of periods as presented in Table 3-4.

## FORM V

**Table 3: Detailed Content for Form V**

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery in principles and practice of tourism	1.1 Demonstrate an understanding of concepts, components and impacts of tourism operations	(a) Describe the concepts of tourism ( <i>meaning, trends and patterns, forms, types and motivational factors</i> )	<b>Brainstorming:</b> Guide students to brainstorm the terms used in describing tourism and factors that motivate individuals to travel <b>Group discussion:</b> Guide students to discuss trends and patterns, forms, types and factors that motivate individuals to travel	Concepts of tourism are described	Maps showing tourism destinations, pictures of tourists doing activities, and Audio/audio visual resources	28
		(b) Explain, components and characteristics of tourism products and services	<b>Scenario:</b> Guide students to discuss scenarios related to , components and characteristics of tourism products and services <b>Multimedia sources:</b> With the aid of video or online sources, allow students to explore components of tourism products	Components and characteristics of tourism products and services are explained	Pictures of tourism products and audio/audio visual resources, computer, projector, smart screen television	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Explain the impacts of tourism ( <i>economic, social-cultural and environmental</i> )	<b>Group discussion:</b> Give students an opportunity to Explain various impacts of tourism as related to economic, social-cultural and environmental <b>Field trip:</b> Organize a field trip to a tourism attraction(s)/ destination and present a field report	The impacts of tourism ( <i>economic, social-cultural and environmental</i> ) are explained	Videos, maps, field gears, foreign currency, pictures showing tour vehicles, boats, trains, and aeroplanes	
		(d) Explore internal and external factors affecting tourism	<b>Think-Ink-Pair-Share:</b> Formulate scenario questions to help identify factors affecting tourism <b>ICT-Based Search</b> Allow students to search from online sources the factors affecting tourism.	Internal and external factors affecting tourism are explored	Flip charts and marker pens, pictures Audio/ audio visual resources	



Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(e) Explain organisations responsible for tourism development	<b>Brainstorming:</b> Guide students to brainstorm on National and International tourism organisations <b>Guest speakers:</b> Invite practitioners from organisations responsible for tourism to explain roles of various organisations in tourism development <b>Group discussion:</b> Guide students to discuss roles played by various organisations in tourism development <b>Virtual learning:</b> Organize and allow students to attend various virtual training	Organizations responsible for tourism development are explained	Online sources like websites, pictures and videos of various roles performed by these institutions	
	1.2 Apply basic hospitality and customer service in tourism operations	(a) Explain the concepts of hospitality industry ( <i>meaning, hospitality personnel, importance</i> )	<b>Brainstorming:</b> Guide students to brainstorm on the terms used to describe the hospitality industry <b>Group discussion:</b> Guide students to discuss the importance of the hospitality industry	Concepts of the hospitality and customer service in tourism are explained	Videos and pictures showing various hospitality related sectors and hospitality personnel, flip charts and marker pen.	46

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe concept of accommodation (meaning and types)	<b>Brainstorming:</b> Guide students to brainstorm on the terms used to describe accommodation <b>Group discussion:</b> Guide students to discuss types of accommodation in tourism and hospitality	Concept of accommodation are explained	Videos and pictures showing various accommodation facilities	
		(c) Describe hotel departments (core and supportive)	<b>Think-Ink-Pair-Share:</b> Formulate questions to describe core hotel departments by drawing organization structure <b>Role play:</b> Organize students in groups to practice check in and check out procedures <b>Demonstration:</b> Organize students to participate in cooking practices for various dishes, food and beverage services, guest room and public area cleanliness, bed making and basic laundry services <i>(linen classification, cleaning, ironing and folding)</i>	hotel departments are described	Flip chart and marker pen Audio/audio visual resources, reception desk, kitchen, restaurant facilities, cutleries and crockeries, bed and beddings, iron box, ironing board, detergents, trolley	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p><b>Guest speaker:</b> Invite various hospitality professionals to share experience in hospitality operations</p> <p><b>Multimedia sources:</b> With the aid of video or online sources, allow students to explore hotel department functions</p> <p><b>Industrial training:</b> Allow students to participate various hotel sections training to grasp hands on skills related to hotel operation</p> <p><b>Presentation:</b> Allow students to present discussed questions on hotel and departments organization structures</p> <p><b>Field trip:</b> Organize a field trip to the hospitality facilities and allow students to learn various sections</p>			

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Virtual learning:</b> Organize and allow students to attend various virtual training			
			<b>Think-Ink-Pair-Share:</b> Formulate questions to describe roles of hospitality supporting departments and their significance <b>Exploration:</b> Assign the students to make use of online and offline resources to search materials regarding hotel supportive department			
		(d) Explain concepts of customer service ( <i>Meaning, types, roles, customer expectations, importance and professional customer service skills</i> )	<b>Brainstorming:</b> Guide students to brainstorm on the concept on the customer services <b>Group discussion:</b> Guide students to discuss types, roles, customer expectations and importance of customer service	Concepts of customer service are explained	Videos and pictures Audio/audio visual resources	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Role play:</b> Organize students in groups to demonstrate customer service skills in a tourism and hospitality <b>Field trip:</b> Organize a field trip to an accommodation establishment to learn customer service operations <b>Guest speaker:</b> Invite experienced hotelier personnel to orient students on customer service			
		(e) Practice and procedures for handling customers' complaints ( <i>causes, techniques and importance</i> )	<b>Role Play:</b> Organize students in groups to demonstrate causes and techniques for solving customers' complaints in a tourism related activity <b>Multimedia sources:</b> With the aid of video or online sources, allow students to explore various techniques for handling customers' complaints and service recovery	Procedures of handling customers' complaints are practiced	Videos and pictures showing customers handling complaints procedures	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Virtual learning:</b> Organize and allow students to attend virtual training <b>Field trip:</b> Organize a field trip to the accommodation establishment to practice procedures for handling customers' complaints			
	1.3 Demonstrate an understanding of travel and tourism operation	(a) Explain of travel and tourism operation ( <i>meaning, and functions of tour intermediaries</i> )	<b>Brainstorming:</b> Guide students to brainstorm on the concept of travel and tourism operation  <b>Group discussion:</b> Guide students to discuss functions of tour intermediaries	Basic concepts of travel and tourism operation are explained	Videos and pictures showing various functions of transportation in tourism	24

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the tourism transportation systems ( <i>modes and means, entry and exit points</i> )	<b>Multimedia sources:</b> With the aid of video or online sources, allow students to explore transportation systems used by various tourists <b>Field trip:</b> Organize a field trip to a tourism operating attraction to learn means of transport, entry and exit points and present a field visit report <b>Virtual learning:</b> Organize and allow students to attend virtual training	Transportation system is described	Videos and pictures, various models related to transport, maps showing modes of transport	
		(c) Describe basics of travel procedures and formalities	<b>Role Play:</b> Organize students in groups to demonstrate procedures for handling visitors' arrival and departure at entry and exit points <b>Guest speaker:</b> Invite experienced travel personnel to share travel formalities and procedures with students	The basics of travel procedures and formalities are described	Samples of various passports and VISA, Audio/audio-visual resources, entry permit, health certificate	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Field trip:</b> Organize field trips to various entry and exit points and allow students to learn various travel procedures and formalities <b>Virtual learning:</b> Organize and allow students to attend virtual training sessions			
	1.4 Apply tour guiding in tour operations	(a) Explain basic concepts of tour guiding ( <i>meaning, categories, ethics, roles</i> )	<b>Think-Ink-Pair-Share:</b> Formulate questions to describe concepts of tour guiding <b>Role Play:</b> Organize students in groups to demonstrate the roles of tour guides <b>Multimedia source:</b> With the aid of video or online sources, allow students to explore the categories and roles of tour guides	Basic concepts of tour guiding operations are explored	Video and pictures, field guide books, field outfits and gears	38



Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Explain process for organising and conducting tour ( <i>pre-tour arrangement, on-tour arrangement and post-tour arrangement</i> )	<b>Group discussion:</b> Guide students to discuss process for organizing pre tour arrangement, on tour arrangement and post tour arrangement <b>Multimedia source:</b> With the aid of video or online sources, allow students to explore process of organizing and conducting tours <b>Virtual learning:</b> Organize and allow students to attend various virtual training	Tour itinerary in conducting tours is executed	Maps, charts, video and pictures Travel brochures and guides	
		(c) Identify and interpret biotic resources by characteristic and behaviour ( <i>mammals, birds, fish, reptiles, amphibians and plants</i> )	<b>Brainstorming</b> Guide students to explain concepts related to interpretation and brainstorm various techniques of interpretation <b>Field practical training:</b> Organize a field tour to a tourism site to learn various biotic resources	Biotic resources are identified and interpreted	Field guide books, video and pictures, field safari gears (tents, binoculars, cameras, torches, sleeping mats), Marine/ water sports gears (kayaks/canoeing, cooking utensils, scuba diving, snorkeling, boating gears)	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p><b>Storytelling Techniques:</b> Allow students to tell compelling and interesting stories about any biotic resources to a visitor</p> <p><b>Multimedia source:</b> With the aid of video or online sources, allow students to explore various biotic resources</p> <p><b>Guest speaker:</b> Invite a professional tour guide to share skills and experience on identification and interpretation of biotic resources</p> <p><b>Spot test:</b> Prepare pictorial items for students to make identification of biotic resources</p> <p><b>Demonstration:</b> Allow students to explore biotic resources in the biological laboratory</p>			

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Virtual learning:</b> Organize and allow students to attend various virtual training from different sessions of virtual guest speaker, online role play, case studies and webinars			
		(d) Conducting tours in cultural and natural resources	<b>Field practical training:</b> Organize a field trip to a one of tourism destination to learn various cultural action <b>Storytelling Techniques:</b> Allow students to tell compelling and interesting stories about any cultural sites resources to a visitor <b>Guest speaker:</b> Invite an experienced tour guide to share identification and interpretation skills to students <b>Spot test:</b> Prepare pictorial items for students to make identification of cultural and physical features	Tours in cultural and natural resources are conducted	Audio/audio visual material, Field guide books, video and pictures	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Virtual learning:</b> Organize and allow students to attend virtual training			
		(e) Explain tour guiding technology, challenges and resilience	<b>Group discussion</b> Guide students to discuss technologies used in guiding operations, challenges and resilience of tour guides <b>Guest speaker:</b> Invite a professional tour guide to orient students on challenges facing tour guides and resilience of tour guides <b>Guest speaker:</b> Invite a professional tour guide to orient students on challenges facing tour guides and resilience	Tour guiding technology, challenges and resilience are explained	Audio/ audiovisual, video, pictures, reliable online sources and guide books	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.5 Apply safety and security measures in tourism operations	(a) Describe basic concepts of safety and security ( <i>Meaning, and importance</i> )	<p><b>Brainstorming:</b> Organize students in groups to brainstorm meaning and importance of safety and security</p> <p><b>Group discussion:</b> Guide students to discuss meaning, measures and importance of safety and security in tourism operations</p> <p><b>Guest speaker:</b> Invite professional personnel from tourism institutions to orient students about safety and security issues in tourism operations</p>	Basic concepts of first aid, safety and security are described	Audio/audio visual material, Video and pictures of various safety and security precautions	20

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Manage crises and risks in tourism operations, ( <i>types, impacts and strategies</i> )	<p><b>Multimedia source:</b> With the aid of video or online sources, allow students to explore types of crises, risks in tourism operations</p> <p><b>Think-Ink-Pair-Share:</b> Formulate questions to identify and describe impacts of safety and security threats in tourism</p> <p><b>Group discussion:</b> Guide students to discuss strategies to combat safety and security threats in tourism</p>	Risks and threats in tourism operations are managed	Audio/audio visual material, Video and pictures of various threats in tourism, Computers, Smart screen, projectors, reliable online sources (UNWTO, and WHO),	
			<p><b>Virtual learning:</b> Organize and allow students to attend virtual training</p> <p><b>Guest speaker:</b> Invite professional personnel from Occupational, Safety and Health Agency (OSHA), Fire and Rescue Force Tanzania (FIRE), Criminal investigation department (police) or</p>			

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			hospital/health centre or dispensary to orient students on managing security risks and threats in tourism operations			
		(c) Employ emergency care and first aid techniques in tourism operations (emergency care, <i>first aid kit and techniques, institutions responsible for first aid, emergency and security</i> )	<p><b>Gamification:</b> Use game design techniques to present scenarios that will require students to practice first aid skills and techniques in tourism operations</p> <p><b>Demonstration:</b> Organize students in groups to demonstrate emergency care and first aid techniques to casualty</p> <p><b>Guest speaker:</b> Invite professional personnel from Occupational, Safety and Health Agency (OSHA), Fire and Rescue Force Tanzania (FIRE) or hospital/health centre or dispensary to share various risks, threats and techniques for first aid in tourism</p>	Emergency and first aid in tourism operation are employed	Firefighting gears, first aid kit, models to show human anatomy, videos and pictures showing various techniques to provide emergence care and first aid to casualty Audio/audio visual material	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery in principles of sustainable tourism	2.1 Demonstrate sustainable tourism	(a) Describe concepts of sustainable tourism ( <i>meaning, principles, pillars and impacts</i> )	<b>Brainstorming:</b> Organise students in groups to brainstorm the meaning and principles of sustainable tourism <b>Group discussion:</b> Guide students to discuss the pillars and impacts of sustainable tourism	Concepts of sustainability are described	Audio/ audio-visual material, video and pictures of various sustainable tourism pillars	24
		(b) Describe the roles of stakeholders in sustainable tourism	<b>Think-Ink-Pair-Share:</b> Formulate questions to describe stakeholders in sustainable tourism <b>Case study:</b> Provide case studies that portray stakeholder's roles in sustainable tourism practices <b>Multimedia source:</b> With the aid of video or online sources, allow students to explore roles of sustainable tourism stakeholders	Roles of various stakeholders in sustainable tourism are described	Audio/ audio visual material, video and pictures of various sustainable tourism stakeholders Internet sources and relevant written documents	



Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Guest speaker:</b> Invite experienced personnel to orient students on sustainable tourism practices <b>Debate:</b> Organize students to discuss sustainable tourism practices			
		(c) Discuss challenges for implementing sustainable tourism practices	<b>Reflection:</b> Guide students to recall the principles of sustainable tourism. Relate their responses to the challenges of implementing sustainable tourism practices <b>Multimedia source:</b> With the aid of video or online sources, assist students in exploring challenges of implementation of sustainable tourism practices <b>Virtual learning:</b> Organize and allow students to attend virtual training	Challenges of implementing sustainable tourism practices are discussed	Audio/audio visual material, video, smart screen, internet, tablets, and pictures of various challenges of implementing sustainable tourism	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Conduct a project in tourism	4.1 Conduct a project in tourism	(a) Design and carry out a project on tourism/hospitality	<b>Project work:</b> Guide students to identify problem in an area of their choice within the tourism industry and conduct a project to address the identified problem	The project on tourism/hospitality is designed and carried out	Tourism sites ( <i>protected areas</i> ) and other related sites Accommodation facilities (hotel, lodge, campsite, restaurants) Readings (Journals, newsletters, online resources, research papers, projects guidelines, samples of projects report, and magazine)	30

## FORM VI

**Table 4:** *Detailed Content for Form VI*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery in principles of sustainable tourism	2.2 Understand the concept of conservation, management and protection of tourism resources	(a) Describe basic concepts of tourism resources ( <i>natural and cultural resources focusing on significance, threats and mitigation measures</i> )	<p><b>Brainstorming:</b> Organize students in groups to brainstorm meaning of tourism resources</p> <p><b>Group discussion:</b> Guide students to discuss tourism resources (<i>types, significance, threats and mitigation measures</i>)</p> <p><b>Project activity:</b> Guide students to initiate a tree nursery as a strategy for managing threats to natural resources. Later, allow students to select a proper season and location for planting trees</p>	Basic concepts of tourism resources are described	Audio/audio visual material, Maps, pictures and videos showing various types of tourism resources, field guide book, brochures,	26

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p><b>Guest speaker:</b> Invite a heritage expert/practitioner to share with student on heritage conservation techniques. Let students relate to heritage sustainability.</p> <p><b>Multimedia source:</b> With the aid of video or online sources, allow students to explore various types of threats to natural resources</p> <p><b>Storytelling Techniques:</b> Allow students to tell compelling stories about cultural experiences of a destination</p> <p><b>Virtual learning:</b> Organize and allow students to attend various virtual training</p>			

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Debate:</b> Organise students to participate in discussion on conservation and protection of tourism resources			
		(b) Describe protected areas ( <i>categories, importance, challenges and management strategies</i> )	<b>Case study:</b> Organize students in groups and provide a case study that portrays challenges such as fire, poaching, human -wildlife conflicts, encroachment and significance of protected areas <b>Guest speaker:</b> Invite a resource person from any conservation institutions to elaborate protected areas <b>Field trip:</b> Organize a field trip to a protected area and allow student to explore categories and management	Protected areas are described	Audio/audio visual material, maps, field guide books, means of transport, video, GPS. compass direction and pictures showing protected areas	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Understand global and national trends in tourism geography and statistics	(a) Explain concepts of tourism geography ( <i>meaning and linkage between geographical aspects and tourism</i> ).	<b>Think-Ink-Pair-Share:</b> Formulate questions to describe concepts of tourism geography <b>Group discussion:</b> Guide students to discuss the linkage between geographical aspects and tourism <b>Case study:</b> Provide case studies that portray the interrelation between geographical features and tourism activities	Concepts of tourism geography are explained	Maps, pictures and video, audio/ audio-visual material and tourism sites	10
		(b) Describe tourism statistics ( <i>sources, types importance and relations to the country's economy</i> ).	<b>Group discussion:</b> Guide students to discuss sources and types of tourism statistics <b>Brainstorming:</b> Organize students in groups to brainstorm importance of tourism statistics and its relations to the country's economy	Tourism statistics are described	Online and offline sources, relevant written documents, and audio/audio visual material, Tourism exit survey report	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>Guest speaker:</b> Invite experienced personnel to orient students on tourism statistics and its relations to the country's economy			
3.0 Demonstrate mastery of tourism marketing and innovation	1.1 Demonstrate an understanding of the principles of marketing in the travel and tourism industry	(a) Describe the concept of tourism marketing products and services ( <i>meaning, principles and importance</i> )	<b>Think-Ink-Pair-Share:</b> Formulate questions to describe the concept of tourism marketing products and services <b>Guest speaker:</b> Invite experienced personnel in tourism marketing to orient students on principles of marketing in the travel and tourism industry <b>Group discussion:</b> Guide students to discuss the concepts of tourism marketing	The concept of tourism marketing products and services is described	Online and offline learning resources, relevant written documents, and audio/audio-visual material	28

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe tourism market segmentation ( <i>meaning, types, characteristics, segmentation based on destination, and importance</i> )	<b>Networking Events:</b> Organize students to attend tourism-related events to exchange ideas with peers and learn about the latest trends <b>Guest speaker</b> Invite marketing practitioners to orient students on the marketing issues related to segmentation	The tourism market segmentation is described	Online and offline learning resources, relevant written documents, and audio/audio-visual material	
		(c) Describe the basic concepts of the tourism marketing mix (4Ps)	<b>Brainstorming</b> Organize the students in groups to brainstorm the concept of the tourism marketing mix <b>Role Play</b> Guide students to simulate customers' interactions so as to understand marketing mix	The basic concepts of the tourism marketing mix are described	Online and offline learning resources, relevant written documents, and audio/audio-visual material	



Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.2 Apply marketing strategy and digital techniques to promote tourism products and services	(a) Describe the digital marketing approach of the tourism products and services	<b>Brainstorm:</b> Organize students to brainstorm the concept of digital marketing <b>Group discussion</b> Guide students to discuss digital marketing of the tourism products and services	The digital marketing approach of tourism products and services is described	Online and offline learning resources, relevant written documents, and audio/audio-visual material	10
	3.3 Apply innovation and entrepreneurship skills in tourism businesses	(a) Describe the concepts of innovation and entrepreneurship in tourism ( <i>meaning, principles, types, characteristics, and importance</i> )	<b>Brainstorm:</b> Guide students to brainstorm the concept of innovation and entrepreneurship in tourism <b>Group discussion</b> Guide students to discuss the types, principles, characteristics and importance of innovation and entrepreneurship	The concepts of innovation and entrepreneurship in tourism are described	Online and offline learning resources, relevant written documents, and audio/audio-visual material	36

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Develop tourism and hospitality business ideas ( <i>types, motivation, requirements, and challenges</i> )	<b>Case study</b> Provide case studies that portray different types of tourism business ideas <b>Group discussion</b> Guide students to innovate possible solutions for solving the existing problems in the market	Tourism and hospitality business ideas are developed	Video and pictures portraying samples of business ideas	
		(c) Describe digital tools for enhancing the marketing of tourism products and services	<b>Practical activities:</b> Guide students to create tourism marketing content and post them on digital platforms <b>Field trip:</b> Guide students to visit a broadcasting station to learn the digital marketing skills relevant to tourism	The digital tools for enhancing the marketing of tourism products and services are described	Relevant written documents, audio/audio-visual material, media houses, smartphones, tablets, computers	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Conduct a project in tourism	4.1 Conduct a project in tourism	(a) Complete and submit the project report initiated in form V	Presentation: Allow students to make a presentation of the report from the selected area of their choice within the tourism industry	The project started in Form V is completed and a report submitted	Tourism sites	30

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