

# TOUR/DRIVER GUIDES

## MODULE 1: INTRODUCTION

### INTRODUCTION

Welcome to the first module of the Ukarimu Tour/Driver Guides curriculum. This curriculum is developed to help facilitators provide an introductory course for young people with an interest in becoming a tour/driver guide. Although the focus is on the Ugandan context, the curriculum can also be used in other African countries. After going through the 10 modules, the students will have a good basis to go on extensive work-based learning. The curriculum is developed in line with the tour guide ATPs as developed by DIT in Uganda.

NB: Please note that it is expected of students that they already have their driver's license, as this is not a driving course.

### OVERVIEW



### Learning Goals



#### Knowledge

- Everyone knows about each other who they are and why they are here.



#### Attitude

- The participants feel comfortable enough to share something about themselves.



#### Skills

- The participants learn to listen carefully to each other and to formulate a good question in order to get to know each other better.

SESSION 1A: Getting to Know Each Other

SESSION 1B: The Perfect Guide

SESSION 1C: Tourism in Uganda

### BEFORE YOU START, YOU NEED...

- Flipcharts
- Large paper
- Marker and pens
- Sticky notes



# SESSION 1A: Getting to Know Each Other

## AGENDA



**Energizer:**  
Hello, it's me  
(20 min)



**Exercise:** Who  
Are You?  
(20 min)



**Exercise:** What  
Do You Want to  
Learn From This  
Training?  
(20 min)



**Introduction:**  
Training  
Overview  
(10 min)



**Brainstorm:**  
Happy Training!  
(20 min)

## INSTRUCTIONS

### Energizer: Hello, it's me (20 min)



- Take the group to a place where they can form a big circle, preferably outside. Once they are in a circle, mention that you are going to play a name game. As a facilitator you are part of the group and will have to give the right example.
- One person will start by saying energetically “Hello, it's me, [NAME]!” and does so while making a body movement or gesture such as jumping in the air. His/her neighbour will say “Yes, I can see, [SAME NAME]!” and will copy the movement or gesture. After that, he/she will turn around and do the same to his/her neighbour: energetically saying “Hello, it's me, [NAME]!”, while making a new movement or gesture. Then that neighbour will say “Yes, I can see, [SAME NAME]!” while making that movement or gesture. Continue the routine around the circle until it reaches the first person again.

#### ? ASK:

- After the first round, ask some people how much of their energy they had put into it: 50%? 70%? Now ask the group to do the same routine again but ask everybody to add an extra 25% of energy on top of it. Do it until the whole round is finished.
- Finally, ask everyone to do it one more time, while giving all the energy they can. Let them move to the middle of the group individually in turns, after which the whole group will respond to what the individual started with, so the whole group will say “Yes, we can see, [NAME]” and mimic the individual's gesture. Instead of doing it in a circle, introduce what is called the “popcorn method”: if someone feels hot, they pop. Meaning that whoever feels like it's his or her turn, is free to take it. This way participants will not wait and zone out until they know their turn will be soon.
- After this turn, ask the participants how they liked it.
- Also, ask the participants why they believe this exercise was included. Probably they will mention that it was included to learn each other's names, or that it was included for team building. Both of them are correct. But there is a third reason as well: it shows that people tend to mimic the energy levels of the people they interact with. So if they want to make sure their customers are happy and excited, they have to make sure they also have a positive, happy spirit!



## Exercise: Who Are You? (20 min)



- Show who you are!



### PREPARE:

Have everyone bring two photos in advance: one that describes him/her as a person and one that shows the most beautiful trip that the person has ever made. This can be a picture from a holiday or a visit to family but it can also be a photo made during a trip with clients.

- Everyone gets the time to say something about the two photos he/she has brought with them. It can be fun to paste all the photos together on one large sheet of paper!



### FACILITATOR'S NOTE:

*Be aware: it is the start of a module, so it is important that everyone gets to know each other well and that they feel welcome and safe. Try to give everyone enough room to tell about their photos and give every person the attention he/she deserve.*



## Exercise: What Do You Want to Learn From This Training? (20 min)



The next assignment goes deeper into getting to know each other and directly makes the link with being a tour/driver guide.



### PREPARE:

- First of all, have everyone come up with a question for everyone, a question that relates to getting to know each other better and that can be written on a card.
- Then divide the group into small groups of four to five people.



### ASK:

- In addition to the questions that everyone has come up with themselves, each group receives a number of cards with the following additional questions:

*What do you expect from this training?*

*What do you hope to learn?*

*Why do you want to be a guide?*

*What do you find important in being a guide?*



### FACILITATOR'S NOTE:

*Have everyone answer the questions in groups. Each time someone else reads out a new card.*

*Make sure you write down the learning ambitions of the students so that you can refer back to them later on.*

## Introduction: Training Overview (10 min)



Provide a short introduction into how the structure of the training will look like. The actual details may differ depending on the local circumstances, but there are a few important things to introduce:

- The training is based on the principles of Active Learning. There will be no long periods of just sitting in class quietly and listening to the lecturer. Instead of this “Chalk and Talk” the participants are expected to actively engage. Not only is this proven to be more effective, it is also far more fun.



- There is a lot of wisdom within any group, so the participants are encouraged to share their opinions and experiences with each other.
- The training consists of a certain number of training days and it is expected of everybody to be present all the time. Besides emergency situations, there will be no valid reasons to miss any of the training days. If too many training days are missed, it will not be possible to continue participating in the training.
- At the end of the training there will be an assessment and the participants will have to present their work to each other. The assessment will cover all of the topics that are part of the training.
- Mention that all materials can be digitally shared over email or whatsapp.

Next to that, mention:

- The timelines of training
- The training locations
- An overview of the training topics
- The assessment and certification process
- Etc.



## Brainstorm: Happy Training! (20 min)



### PREPARE:

Divide the participants into groups of 5 to discuss the ground rules that everyone has to adhere to in order to have a happy training!

- Participants can think about topics ranging from timekeeping to respecting each other's opinion, from telephone use to active participation. Let each group come up with the five most important rules and let them introduce them to each other.
- Afterwards the groups will share them with each other. Perhaps some rules may relate to the same topic - such as time-keeping or respecting each other's opinion - but may slightly differ on the details. Discuss them pragmatically and try to come up with a list of rules that everybody feels comfortable with.
- Feel free to also come up with your own suggestions if you feel like certain topics have not been covered.
- Make sure to write down all the rules on a large piece of paper and hang it on the wall. You and the participants may then refer to them later in the training.
- Ask all of the participants to put their signature on the piece of paper, in order to show their commitment. Make sure to add your own signature as well!



# SESSION 1B: The Perfect Guide

## Learning Goals



### Knowledge

- Participants know which characteristics and skills are important to be able to perform the function of tour/driver guide.



### Attitude

- Participants feel comfortable taking on different roles and encouraging other participants to learn more about being a tour/driver guide.



### Skills

- Participants can put themselves in the role of the customer.

## AGENDA



**Exercise: Poor Guiding**  
(45 min)



**Exercise: The Perfect Guide**  
(45 min)

## Exercise: Poor Guiding (45min)



In the next assignment, three examples of bad qualities of a guide are given in three rounds. Before a round, one of the participants will receive one of the following instructions.

- He/she plays the role of the bad guide and the rest of the participants pretend to be participants of the trip.

### *FACILITATOR'S NOTE:*

*it must remain an ongoing conversation, so it is important that you make it clear to the other participants that they are helping to keep the conversation going.*

- Give the person playing the guide a few minutes to prepare. After each example, a discussion is started about why this was not a good example and what could have been done better. The Instructions for the participants:



1.

As a group you will just start a four day tour through the Rwenzori Mountains and you will start with an explanation of what the tour will look like. You do this in a very disinterested way: curtly, you give little information about what the group will see and you get irritated when questions are asked from the group. You don't know the answer to many questions. At the end of your explanation you state very clearly that everyone should be very aware of the fact that when it starts to rain, there will be no refund.

2.

During a five-day tour, on day 3 in Jinja, the participants are given a choice of different activities that they can choose: a boat trip, rafting and supping. As a guide you are very energetic and you go into all three activities in great detail. You come up with a lot of unnecessary details. The longest you dwell on rafting, because you have already done it ten times yourself and you want to tell them in detail how you experienced it and what you should pay attention to. When someone asks a question, you immediately refer it back to yourself and try to make the answer as long as possible

3.

As a group you have just returned from a weekend camping in a national park. You ask everyone what they thought of it, and in particular the high price they had to pay for it. You keep going on about whether they really thought this trip was worth it and you refer to the simple food you were served in the evening. You then briefly mention that you have already discussed this with your boss several times, but that you are not listened to within the company. You indicate that you have been in doubt for a while about whether you want to do this work any longer and whether you should not have simply remained an administrative assistant at an NGO

## Exercise: The Perfect Guide (45min)



### PREPARE:

- Divide the class into smaller groups of about 4 or 5 people.
- Each team will get a large piece of paper.



### ASK:

- Ask the groups to draw what they think would be the perfect guide. Let them make sure this person not only has the right equipment, but also shows the right skills or qualities. For example: if being able to keep time is an important skill, let the groups draw a watch around the wrist or, if personal hygiene is important, make sure the guide looks clean, etc.



# SESSION 1C: Tourism in Uganda

## AGENDA



**Exercise:**  
Mapping Uganda's  
Highlights  
(35 min)



**Exercise:** Mapping the  
Tourism Value Chain  
(Actor Mapping)  
(55 min)

## INSTRUCTIONS

### Exercise: Mapping Uganda's Highlights (35 min)



In this exercise, the participants will learn to map Uganda's most important tourism highlights.

1. Prepare large sheets of paper with the outline of Uganda drawn on them. Try to do this as well as possible. Make sure that the borders between the neighbouring countries are clear as well, and outline all the major water bodies: Lake Victoria, Lake Kyoga, Lake Edward, Lake Albert and the River Nile. Don't write any geographical names on the paper, as the participants will have to do this.
2. Prepare one detailed map, with all the highlights mentioned below.
3. Split the group into groups of about 4 people and give each of them a large sheet of paper with the country outline you have prepared.
4. Explain that it is important to know why international tourists come to your country and to which places tourists like to go, whether they are international or domestic. Explain that in this exercise you are going to test the knowledge they have about the tourist attractions in your country. You will ask them to locate some of the larger cities, geographic highlights, tourist highlights and other points of interest in the country. They will have to write the name of that place on the right location on the map.
5. Emphasize that it is just a game and that together as a team, they might already know a lot.
6. Read out loud the list of locations below. Give the teams about 20 seconds to write down the location on the map. They may discuss with each other. If necessary, mention the location a few times. When (most of) the teams are ready, proceed to the next one.





Lake victoria	Kenya	Jinja	Murchison Falls NP
Lake Kyoga	DRC	Gulu	Bwindi Impenetrable Forest NP
Lake Edward	Tanzania	Kampala	Kidepo Valley NP
Lake Albert	Rwanda	Fort Portal	Queen Elizabeth NP
River Nile	South Sudan	Mbale	Lake Mburo NP
Ssesse Islands		Mbarara	Kibale Forest NP
Equator		Soroti	
Mt. Elgon		Lira	
Virunga Mountains		Kabale	
Rwenzori Mountains		Masaka	
		Entebbe	
		Tororo	
		Kasese	
		Arua	

7. After this, explain that you want them to highlight things based on their opinions, meaning that they could pick several right answers. Ask them to highlight what they believe is the best place to:
- Spot gorillas (Possible answers are Bwindi or Mgahinga NP, both near Kisoro)
  - Spot chimpanzees (For example, Kibale Forest NP and several other parks in Western Uganda)
  - Spot birds (Various answers are possible: Kibale, Queen Elizabeth NP, Murchison Falls, Mabamba Swamp, Lake Bunyonyi, Semuliki NP, etc.)
  - Spot savanna animals like elephants and lions (Queen Elizabeth NP, Murchison Falls NP, Kidepo Valley NP)
  - Take a hike up a mountain (For example, Rwenzori, Virungas, Mt. Elgon)
  - Experience wild water rafting (Bujagali Falls, on the Nile near Jinja)
  - Take a crater lake walk (Near Fort Portal)
  - Where the River Nile passes at its narrowest point (Murchison Falls)
  - Enjoy nightlife (Kampala, or any large town)



8. When finished, provide a few more minutes so that they can make adjustments. Then collect all of the maps and place them next to each other, including the right one that you prepared. Together with the students briefly compare the places and provide some background on some of the locations.
9. In the end, you can choose which team made the best map and invite the group to applaud for the winning team.

## Exercise: Mapping the Tourism Value Chain (55 min)



In this exercise, the participants will map the tourism value chain. They will map all the relevant institutions and stakeholders from various perspectives. This will help the participants to get a better insight into how the tourism industry operates and who is involved..

### ? ASK:

- *Divide the participants into four groups, as each will represent a different category:*
  - a. *A group of typical international safari tourists*
  - b. *A domestic honeymoon couple*
  - c. *A tour operator*
  - d. *A tourism company that offers cultural tours in a specific region*
- *Ask these groups to map all the individuals and institutions their categories will interact with, either as tourists (for group A & B) or when they organize their activities (group C & D).*
- *Help the groups by asking them the guiding questions written below. These are just a few questions you could ask.*



### FACILITATOR'S NOTE:

*Let them try and visualize the mapping clearly in a graph. Give them 20 minutes to work on it.*

- *After each group has completed their mapping, let them present these to each other. Let the audience try to improve it by suggesting other persons or institutions that play a role but have not yet been mentioned. Feel free to come up with your own suggestions as well, but try to let the audience be the first to do so.*

### ? ASK guiding questions:



**Group A)** Who helps the group of international safari tourists?

- *In coming to know about Uganda?*
- *In booking a flight?*
- *In getting a nice itinerary?*
- *In getting the right documentation to travel?*
- *In arriving in Uganda and in his/her accommodation?*
- *In getting meals and drinks?*
- *In moving from place to place?*
- *Should they have an accident?*

**Group B)** Who helps the domestic honeymoon couple in?

- *In finding the best destination for their honeymoon?*
- *In getting the right documentation to travel?*
- *In arriving at the accommodation?*
- *In getting meals and drinks?*
- *In moving from place to place?*
- *In making sure every single thing is perfect, from start to finish?*
- *Should they have an accident?*

**Group C)** Who helps the tour operator in?

- *Lobbying for good legislation?*
- *Getting registered and accredited?*
- *Being visible online and getting reviews?*
- *Branding the destinations?*
- *Getting the right equipment such as vehicles?*
- *Making sure that their staffs are trained?*
- *Providing its clients with where they can sleep/eat/do things?*



## Group D) Who helps the cultural tours provider in?

- *Getting registered and accredited?*
- *Being visible online and getting reviews?*
- *Making sure that clients come in regularly?*
- *Getting the right equipment such as bicycles or traditional dresses?*
- *Making sure that their staffs are trained?*
- *Making sure that the local community approves of it?*

## Discussion: What Makes Uganda Unique? (60 min)



**SAY:**

- *Explain that in order to have a successful career in tourism, it is important to be able to reflect on the local tourism industry from the perspective of a tourist. In this discussion you will facilitate a discussion on how Uganda as a tourism destination compares to other destinations.*



### **FACILITATOR'S NOTE:**

*Divide the participants into 4 groups. Each group will compare Uganda to other tourism destinations and will make a list of the strengths and weaknesses of Uganda compared to those destinations. Although they may not have traveled to those destinations themselves, as a group they will probably be able to still come up with some ideas.*

- Give each group a category: “Uganda vs. Kenya”, “Uganda vs. Rwanda”, “Uganda vs. France” and “Uganda vs. Dubai”. Ask each group to come up with at least 3 strengths of Uganda and 3 weaknesses of Uganda compared to the other destinations.



### **FACILITATOR'S NOTE:**

*Give them 10 minutes to discuss these and write them on a big piece of paper.*



- Let them present their ideas to each other. After each presentation, ask the audience to help expand the list.



**TIP FOR THE FACILITATOR:**

If the feedback from the audience is largely negative, make sure to tell them how to give constructive feedback: do not just criticize each other for the answers given, but also mention the positive points.

- Below is a list of possible suggestions that you can use to expand the lists. These suggestions were written in 2021, and of course: many of these points might change in the future.



**UGANDA VS. KENYA**





Uganda's strengths	Uganda's weakness
Uganda possesses rainforests, which host rare animals such as mountain gorillas.	Unlike Kenya, Uganda does not have any beaches.
Uganda is less crowded with tourists, which makes it more of an adventure.	Compared to Kenya, the tourism industry in Uganda is less developed, and many companies are less professional.
Uganda is generally considered safer for tourists in terms of robberies.	Compared to Kenya, Uganda does not have a big reputation as a tourism destination.
Ugandans speak English very well, which is a language often used by tourists.	





## UGANDA VS. RWANDA





 Uganda's strengths	 Uganda's weakness
Being a larger country, Uganda has more cultural diversity compared to Rwanda	Rwanda generally has a better road system and a cleaner environment.
Uganda is also more diverse in terms of nature and landscapes.	Rwanda has been marketing itself successfully as a safe destination after a period of horrific violence. Although Uganda has generally been safe for many years, many potential tourists still think of Uganda as an unsafe destination.
Uganda is relatively cheap for tourists, compared to Rwanda.	Rwanda is a more high-end destination, attracting very wealthy tourists.
	In Uganda tourists are more likely to witness petty corruption (kito kidogo) which negatively affects their experience.



## UGANDA VS. FRANCE





 Uganda's strengths	 Uganda's weakness
Uganda is cheaper compared to France.	France is world famous for its cuisine and its rich cultural heritage. Although Uganda has its own unique heritage, it is not world famous.
Uganda is easier to access for African tourists in terms of visa regulations.	France is the most-visited country in the world for tourists and has a lot of experience in handling tourists professionally.
Uganda's nature and scenery is very different from France, although both countries are beautiful.	France is generally safer to travel through, compared to Uganda.
If you don't speak French, it can be hard to talk to get in contact with local people in France. On the other hand, if you don't speak English, Kiswahili or any (other) local language in Uganda, it might also be hard to travel independently in Uganda.	





## UGANDA VS. DUBAI



 Uganda's strengths	 Uganda's weakness
Uganda has a more favourable climate compared to Dubai, which often is extremely hot.	Dubai is cheaper to fly to, from almost every country in the world.
As Dubai is just a city and Uganda is a whole country, Uganda is far more diverse as a tourism destination in almost every aspect	Many (African) tourists consider Dubai a symbol of wealth and modernity. It is indeed a very developed destination in terms of infrastructure, etc.
In most aspects, Uganda is cheaper compared to Dubai.	Compared to Kenya, Uganda does not have a big reputation as a tourism destination.

