

Teacher training webinar for IGCSE Travel and Tourism (0471)

Fiona Warburton

17 February 2025

Webinar overview: 0471 Travel and Tourism

Training focus

- The assessment objectives and assessment criteria
- Command words in assessment
- Developing evaluation skills
- Active learning techniques to engage and support learners
- Insights to improve student performance – using the Principal Examiner’s Report
- Contextualising Maldives as a tourist destination within the 0471 Travel and Tourism syllabus
- Aligning 0471 Travel and Tourism teaching with national economic goals – ‘The Creative Economy’

The assessment objectives and assessment criteria

Assessment objectives

AO1 Knowledge and understanding

Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

AO2 Application

Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

AO3 Analysis

Analyse travel and tourism issues and show an understanding of the possible impacts of those issues on travel and tourism.

AO4 Evaluation

Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

Assessment objectives as a percentage of each component

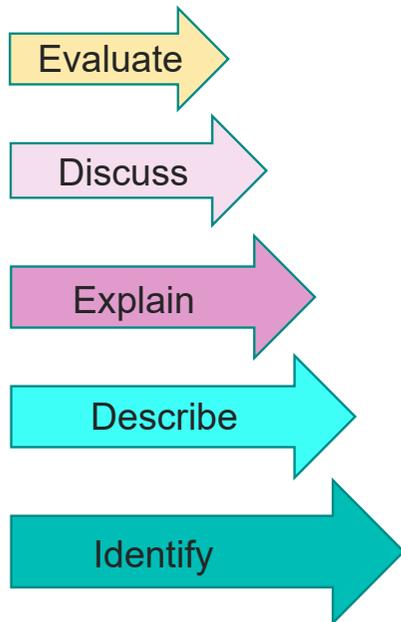
Assessment objectives	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	40	20
AO2 Application	20	40
AO3 Analysis	25	25
AO4 Evaluation	15	15
Total	100	100

Command words in assessment

Why command words are important

The command word hierarchy

More complex questions, marked by marking grid – longer answers



Easier, points-marked questions – short answers

- Command words used in examination questions **signpost** the **level of challenge** posed by the question
- Command words **direct** students to the **type of answer** expected by the question
- Command words, used together with the number of marks available for the answer, plus the numbers of lines/space given in the answer book, **guide** students **in structuring the answer** they give

Command words

Command Word	What it means
Assess	make an informed judgement
Define	give precise meaning
Describe	state the points of a topic/give characteristics and main features
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons/make the relationships between things clear/ say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals/put forward considerations

Examples of questions using different command words

Suggest three types of primary research used to gather information on inbound tourists

State three types of special interest tourism in Nepal

Identify one way the hotel is meeting the needs of responsible tourists.

Assess the importance of brand image for a tour operator

Define the term 'business tourism'

Explain two benefits of hotel staff speaking multiple languages

Evaluate the role of transport providers in the tourism industry

Describe two ways national tourism organisations (NTOs) help to market eco-destinations

Give two features of an island destination

Discuss two ways hotels could adapt their products to increase the number of family tourists

Developing evaluation skills - ideas for lessons/activities

What is evaluation?

- judging or calculating the quality, importance, amount, or value of something



What is evaluation?

- judging or calculating the quality, importance, amount, or value of something

Weighing up the advantages/disadvantages of an idea or a concept

e.g. Evaluate the impact of tourism on the GDP of the Maldives

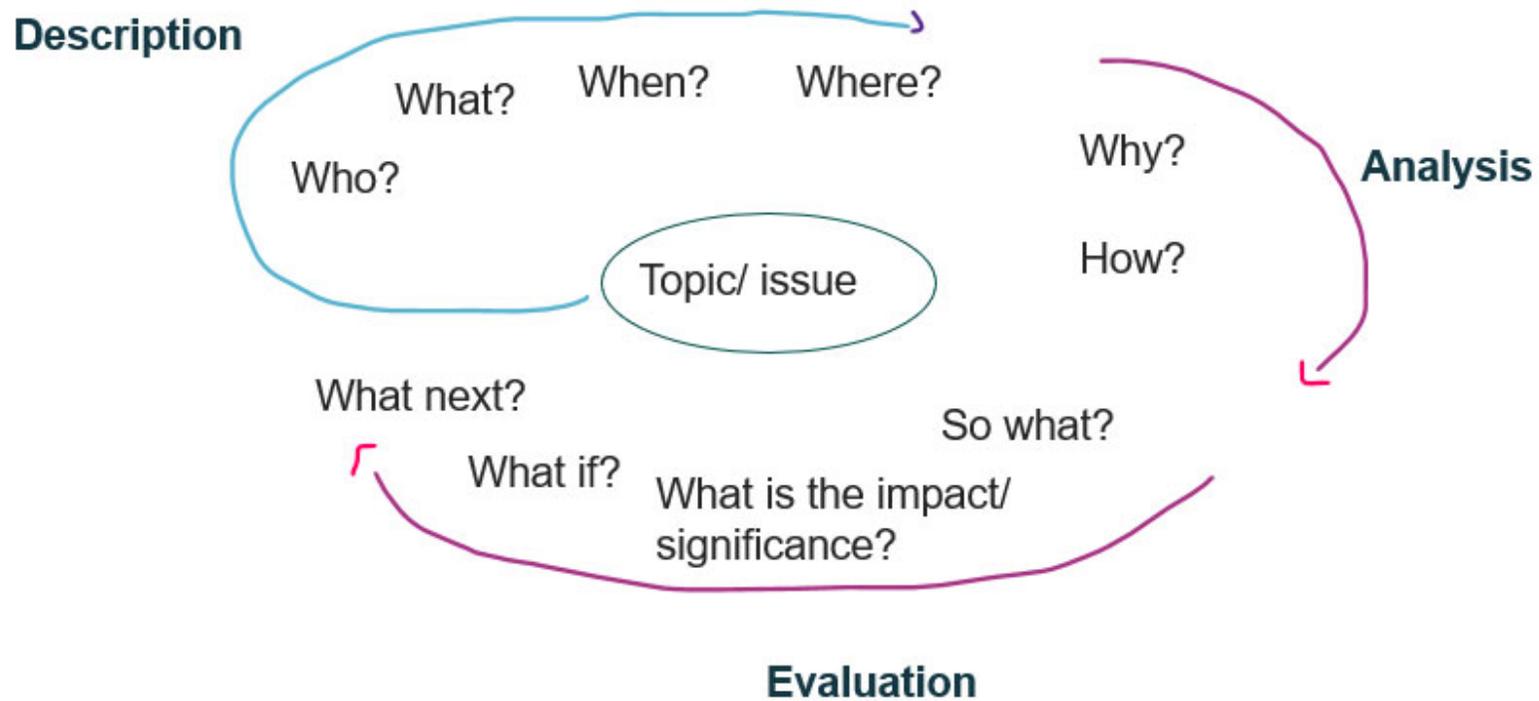
What is evaluation?

- judging or calculating the quality, importance, amount, or value of something

Deciding which is more important and clearly explaining why within the wider context

e.g. Evaluate the importance of listening as an interpersonal skill

The critical thinking model – how to build a learner’s understanding of evaluation



These are the features of descriptive vs critical writing

- We need both descriptive and critical writing when writing answers to evaluation questions

Descriptive writing

- shows **what** you know: information in, information out
- illustrative processes: remembering, understanding and applying
- gives background for your argument
- is necessary, but not sufficient

Will score AO1 or AO2 marks

Critical writing

- shows your own reasoning and ideas: instead of what, **so what?**
- questioning processes: analysing, evaluating and decision-making
- considers reasons for, implications and limitations of the topic or concept
- builds an evidence-based argument
- is required to access higher marks

Will gain access to AO3 and AO4 marks

The difference between analysis (AO3) and evaluation (AO4)

Analysing

Exploring reasons, relationships
and possible alternatives.

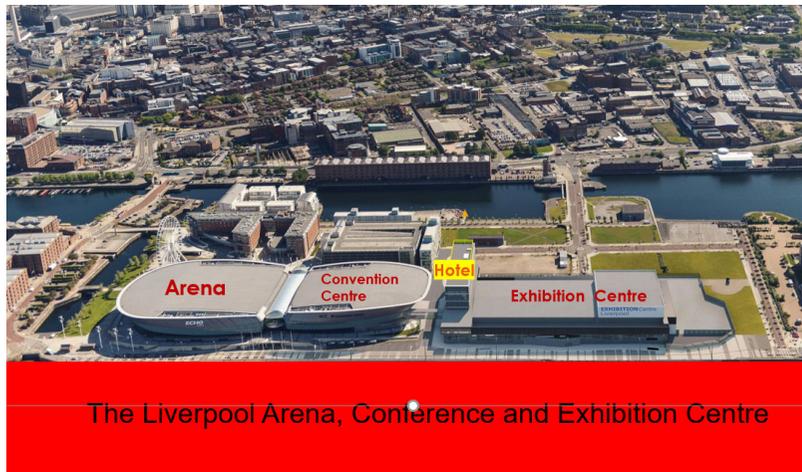
Evaluating

Considering implications,
conclusions and
recommendations .

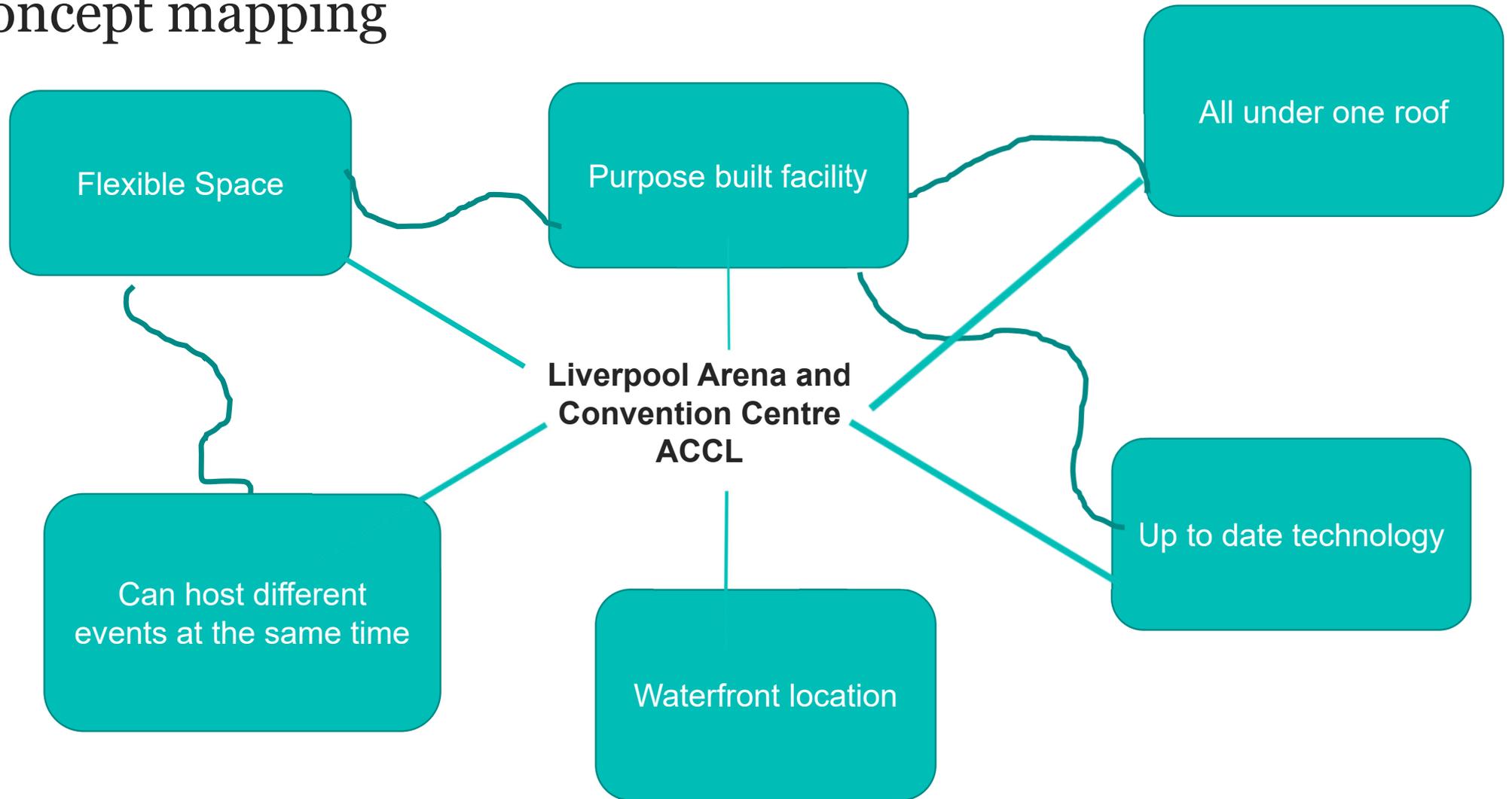
Developing Evaluation Skills – Class activities

Example 1: Concept mapping: 5.2 Market segmentation and targeting

Evaluate how well the Arena and Conference Centre, Liverpool (ACCL) meets the needs of business tourists.



Concept mapping



Linking and building conceptual ideas into evaluation

- ACCL is a **purpose built** conference and exhibition centre in Liverpool. It has been designed with business tourism, especially the MICE industry, in mind, and would be equipped **with the latest business meetings technology**, making it perfect to host business events.
- The space provided by ACCL is very **flexible** to meet the specific needs of different business events, and allows event organisers to choose which parts of the centre they wish to use when hosting their event. This means that **different events can be hosted at the same time**. A business could hire the centre and have a trade exhibition for the general public in the Exhibition Centre, whilst hosting focus groups in the breakout rooms.
- This is beneficial for the business as everything would be **all under one roof**, meaning there would be greater convenience for those attending. Having a hotel onsite means the event organisers could book meeting space and hotel accommodation in one package, which may save time and money. The **Waterfront location** is attractive and so would appeal to the business tourists more than perhaps being in the city centre.

Developing Evaluation Skills – Class activities

Example 2: Using case study materials

Evaluate the likely appeal of the support services offered by Changi Airport for its transit passengers

TAKE A REFRESHING DIP IN THE ROOFTOP POOL

Relax at Singapore Changi Airport's unique rooftop swimming pool, located within the Airport Transit Hotel in Terminal 1. Refresh yourself as you watch airplanes taking off. Enjoy a bubbling jacuzzi, poolside refreshments, and other services including towels and showers. This oasis offers a perfect escape. Discover tranquil moments and rejuvenate before your onward journey.

Open 12:00 - 22:00 Daily

No booking required – Cost \$25 per adult \$15 per child

<https://www.changiairport.com/>



Chandelier

Chandelier is a 16m-tall play structure that allows both the young and young-at-heart to have fun climbing.



Using case study materials to evaluate

Changi Airport provides a range of support services for transit passengers to help pass the time between flights. There is a **transit hotel** within the airport complex which passengers can use for an additional cost, such as the **roof top swimming pool**. This is likely to appeal to transit passengers on long haul flights with several hours to wait before a connecting flight.

Passengers can also use the poolside refreshment area to enjoy an **outdoor drink or meal**. This is likely to appeal to transit passengers because they can get outside for some fresh air, rather than remain indoors for long periods of time.

They could also take a **shower and use the towels** that are provided to help freshen up. Travelling for long periods of time is tiring and uncomfortable, so being able to freshen up will appeal to transit passengers.

Changi Airport also provides lots of different areas for children to play in. **The Chandelier play structure** is a 16m climbing frame for kids to explore – parents will be grateful of having somewhere kids can run around and burn off some energy after a long flight.

Active Learning Techniques

Shift in the role played by learners in an active classroom environment

From:	To:
Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Being 'spoon fed'	Taking responsibility for their own learning - reflective learners
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to opinions of others
Learners of individual subjects	Connecting their learning

So...by default, a shift in the role of the teacher

From:	To:
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a 'transmitter of knowledge'	Teacher as an organiser of knowledge
Teacher as a 'doer' for children	Teachers as an 'enabler', facilitating pupils in their learning
Subject-specific focus	Holistic learning focus

Travel and Tourism teaching really lends itself to active learning approaches

Commonly used:

- Idea-storming
- Learning communities
- Guest speakers
- Using case studies
- Role plays
- Problem based learning
- Gamification
- Debates
- Flipped learning
- Quizzes and polls

Worth trying:

- Think, pair, share
- Three step interviews
- The muddiest point
- Jigsaw
- Gallery walk
- Diamond ranking
- Each one, teach one
- Fishbone
- Five Questions
- PMIs (Plus, minus, interesting)

Active learning techniques

Think, pair, share

Teacher poses a question, students first **THINK** to themselves prior to being instructed to discuss their response with a person sitting near them **PAIR**. Finally, each of the pairs **SHARE** what they discussed with their partner to the rest of the class.

Students get time to think critically, creating a learning environment that encourages high quality responses.

e.g. What are the positive effects of visitor management for a built attraction?

Three step interviews

Students are grouped into small groups of three. Each member in the group assumes the role of interviewer, interviewee and reporter/note-taker; and each student should get an opportunity to play each role across a range of different scenarios.

e.g. Works well for Customer Service – the moment of truth

Active learning techniques

The muddiest point

The "muddiest point" technique is where students are asked to identify the single most confusing or unclear concept from a lecture or lesson, essentially pointing out the part of the material they found most difficult to understand, allowing the teacher to address those areas of confusion directly.

e.g. It can be used with case study materials as well as with PowerPoint or textbook content

Jigsaw

Divide the class into groups of 4–6 students. Assign each group a different part of a topic. Have each group become experts on their part of the topic by carrying out 15 minutes of research.

Reorganise the class into new groups so that each new group has at least one student from each expert group

Have students teach each other what they learned.

e.g. 4.3 Describe support facilities for travel and tourism – Local transport providers

Active learning techniques

Gallery Walk

During a gallery walk, students explore multiple texts or images that are placed around the room on one topic and have to gather information from each resource to build their understanding of the topic.

e.g. You could produce a case study of a destination and display different SWOT analysis points around the room for learners to gather and sort.

Diamond ranking

Give each student/pair 9 cards with statements printed on about the same topic. They must rank the statements most to least important.

They place their first priority card at the top, followed by two in second place, three in third place, a further two and then the card which represents the lowest priority at the bottom. This forms a diamond shape.

e.g. you could give a case study on a location and a customer type – the learners rank reasons why certain tourists (e.g. young people) might be attracted to the location

Active learning techniques

Each one, teach one

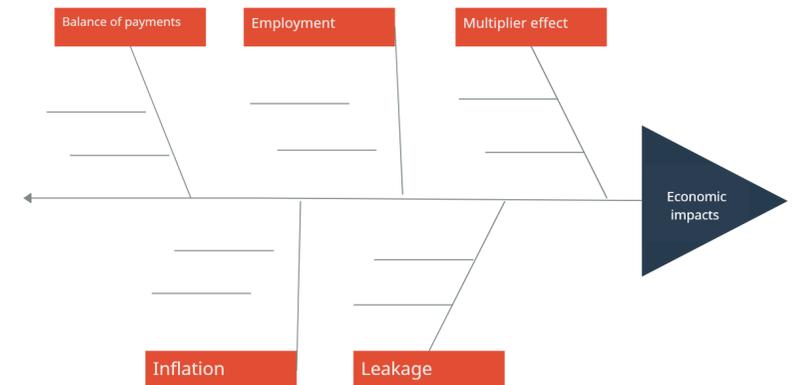
A slip of paper with a different fact or statistic is distributed to every learner. Students read their statement to ensure that they understand its meaning, then move around and share their statement with as many other learners as possible.

At the end of the task, each learner writes a bullet point list of all the facts or data they learnt.

e.g. This could be used to teach features of worldwide destinations

Fishbone

Using a particular effect as a starting point, this activity encourages learners to consider and generate a list of causes which may feed into the effect. Learners then get a template with the fishbone diagram and must give examples of definitions to complete the rest of the fish skeleton.



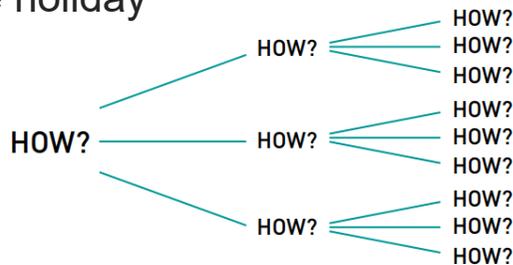
Active learning techniques

Five Questions

A question is posed to learners using 'How' or 'Why'. Suggestions are written on the flip chart.

Teachers use the same question word to develop ideas and explore further ideas.

e.g. HOW travel and transport, catering and accommodation, attractions, leisure and recreation providers interact to provide a package holiday



PMIs (Plus, Minus, Interesting)

This method helps learners to examine all sides of an idea, topic or argument. A PMI encourages them to consider all ideas, even ones they might normally reject and to decide their stance on an idea or issue after they have analysed it. You can have them fill in a template.

e.g. Use of computerised information systems and relevant technology to obtain information – plus points, minus points and interesting points

Improving learner performance – the role of the Principal Examiner's Report

Principal Examiner's Report to Teachers (PERT)

- For each paper and each session there will be a Principal Examiner's Report. You can access these on the School Support Hub.
- It is broken down into three sections:
 - Key Messages
 - General Comments
 - Comments on specific questions

The purpose of the PERT is to help teachers understand what excellent performance looks like i.e. what top performing candidates do well, and what less good performance looks like i.e. the mistakes made by lower performing candidates.

This should help determine the techniques used to prepare learners for assessment.

Example PERT

TRAVEL & TOURISM

Paper 0471/11
Written Paper 11

Key messages

The source material was well used.

Candidates should have a good understanding of all the different types of travel and tourism organisations listed in the syllabus.

Candidates should always keep their responses focused on travel and tourism.

Candidates should carefully read questions to ensure their responses are in context and correctly meet the demands of the question.

Paper 1 PERT continued

General comments

Candidates should ensure they understand the demands of the command words used in the question.

Candidates need to develop analysis and evaluation skills so that they are able to answer the longer answer questions. Analysis and evaluation should be clearly applied to the context of the question to gain maximum marks.

Example PERT

TRAVEL & TOURISM

Paper 0471/12
Written Paper 12

Key messages

Candidates are encouraged to be more succinct in their responses for longer answer **Questions (e)**, avoiding long descriptions. Candidates need to develop skills of analysis and evaluation to answer these questions.

Candidates need to be secure in their understanding of the different categories of tourism impacts (economic, environmental and socio cultural).

Paper 1 PERT continued

General comments

Overall, the paper was answered well and candidates responded to the Insert well. There were many responses that were well-applied to the different contexts of the questions. There was some evidence of analysis and evaluation, however these are skills that candidates need to develop.

Individual question feedback

- (b)** This question required candidates to use the information in the case study, along with their understanding of geographical location and seasons. Many candidates linked the short season to the weather conditions and or climate in Alaska. The best responses developed good description of how it can affect the safety and appeal of the destination. Some candidates gave reasons that were not applied to Alaska.

What do we understand from this feedback?

Individual question feedback

- (c) There were some good responses to this question that identified valid personal presentation requirements and gave good, applied explanations of why staff working at visitor information desks should have the identified standard. Many responses focused on body language rather than personal presentation. These are separate concepts: personal presentation is about the staff's physical appearance, for example wearing a uniform and having clean nails/hands.

How can we address this misconception with future learners?

Individual question feedback

- (c) This question required candidates to use their knowledge of negative environmental benefits and apply it to wildlife tourism. There were many good responses to this question with the most common responses focusing on an increase in air pollution and noise pollution due large numbers of tourists visiting the natural areas where wildlife is found. There was evidence of good explanation that was well applied to the context of the question. However, some responses included generic environmental benefits that were not applied to the context of the question of wildlife tourism. Candidates are advised to first identify a relevant positive environmental benefit and then give applied explanation of the benefit. Candidates should be specific when discussing pollution. For example, 'air pollution' or 'noise pollution' rather than just 'pollution'.

Can we use this feedback to change our teaching?

Individual question feedback

- (d) This question received mixed responses. Many candidates demonstrated clear understanding of the factors that may influence choice of location. The most common location factors used being costs and character of the area. Weaker responses often only mentioned one or two factors of location.

There is an easy solution here – make sure learners know the rule of three!

Contextualising Maldives as a tourist destination within the 0471 Travel and Tourism syllabus

Using case study examples from the Maldives to contextualise specific sections from the syllabus



LE MÉRIDIEN MALDIVES RESORT & SPA UNLOCKS NEW EXPERIENCES WITH PADEL COURT

13 Feb '25

 Le Méridien Maldives Resort & Spa is thrilled to unveil its state-of-the-art padel court, an exciting addition that elevates its recreational offerings. Nestled amidst the lush gree...

[READ MORE](#)



A Different Kind of Love Story: Oaga Art Resort's Celebration of Self and Connection

13 Feb '25

This February, Oaga Art Resort is turning the page on traditional romance and inviting everyone to embrace a new kind of love story—one that celebrates self-love, friendship, and the joy of connect...

[READ MORE](#)

<https://visitmaldives.com/en>

<https://visitmaldives.com/en/directory/travel-agents>

3 – Travel and tourism organisations

There are many different organisations involved in travel and tourism and learners will need to understand the role of each type of organisation. Learners need an understanding of the types of products and services available, their appeal and how these are being provided sustainably. Travel and tourism involves many different types of transport. Learners should understand what is provided and how destinations are evolving to provide more sustainable transport options and infrastructure.

3.1 The role of tourism organisations, their sustainable practices, the products and services they provide and their appeal:

(a) Travel agents

- Types of travel agents, e.g. online, retail, specialist, business
- Independent tours/packages
- Ancillary services offered

(b) Tour operators

- Types of package holiday, e.g. all-inclusive, mass market, specialist, dynamic packages
- Components of different holiday packages



NAALIS TRAVEL AND TOURS PVT LTD 

Travel Agent

hassan.fahh@naalistravels.com M. Int., 6th Floor, Orchid Magu, Male', Maldives

+99224 / 3001765

naalistravels.com

NEOSCAPES PRIVATE LIMITED 

Travel Agent

We have hand-picked the finest selection of luxury and affordable resorts in the Maldives. Our team of travel professionals are dedicated to offering you an exceptional service, from impartial advice and inspiration, to personalising all the details of your holiday.

muzny@neoscapesmaldives.com H. Aaga, 2nd Floor, Bodithakuruwama Magu, K. Malé, Capital of Maldives

+764481

www.neoscapesmaldives.com

PAPRIKA VOYAGERS 

Travel Agent

info.mv@paprivoyagers.com Dhucis, 1st Floor, Machchhangibhi, Chandhree Magu, Malé', Kizhu Atoll

+7329577

www.paprivoyagers.com

PEARL TRAVEL SERVICE PVT LTD 

Travel Agent

brahim.didi@pearltravelservice.com Pearl Travel Service Pvt Ltd, H. Hirikushi, 1st Floor, Alre' albe Magu, Male', Republic of Maldives

+776549 / 3340783

REAL PARADISE MALDIVES PVT. LTD 

Travel Agent

For over 20 years, we at REAL PARADISE Maldives continue to deliver the highest standards of service to tourists on a daily basis. Our clients are well accustomed to the best people in the business - industry accredited, highly creative and truly dedicated.

We work with industry professionals from around the world helping them sell Maldives to their markets, and ensuring their client satisfaction (my after trip) Our philosophy is to turn your dream Maldives holiday into a reality! And with our knowledgeable staff and inside connections to the local market, you are sure to live the Maldives Experience!



Real Paradise Maldives P. Ltd. Malé, Maldives

MALDIVES VISITOR SURVEY



5 – Destination marketing continued

5.4 Market research and analysis:

(a) Types of market research

- Primary, e.g. questionnaires, surveys, interviews, focus groups
- Secondary, e.g. government reports, NTO statistics
- Qualitative/quantitative research methods

(b) Market analysis tools

- SWOT
- PESTLE

(c) Reasons for market research

- Understanding position in the market
- Identifying customer needs and wants
- Competitor analysis
- Creating marketing plans

[Ministry of Tourism Visitor Survey 2022](#)

<https://hoteliermaldives.com/closer-look-at-the-impact-on-tourist-arrivals-in-the-maldives/>

2 – Global tourism

This topic looks at the demand and appeal of destinations and the different impacts of travel and tourism. It considers how destinations can be managed by maximising the positive impacts of tourism and minimising the negative impacts for the benefit of the community and country. Learners will need to explore what features appeal to different types of tourists. They should understand how tourism organisations can manage destinations and attractions sustainably to ensure that they remain for future generations. Learners should be aware of the external risks to tourism and what can be done to ensure the industry is resilient.

2.1 The scale of travel and tourism:

(a) Factors affecting tourism demand and how they are managed

- Economic, e.g. levels of disposable income, government investment
- Social, e.g. demographics, increasing awareness of health, social consciousness, fashion and trends
- Technological, e.g. developments in transport, developments in information technology, social media
- Political, e.g. terrorism, war, stability, security and safety, imposed limitations on travel
- Environmental, e.g. increased awareness and concern for the environment, sustainability, extreme weather, natural disasters
- Health, e.g. risk of disease, pandemics

Closer look at the impact on tourist arrivals in the Maldives

December 8, 2024 by Hotelier Maldives



The Maldives has recently implemented tax hikes that have raised concerns about their potential impact on tourist arrivals. While the nation celebrated a strong 9% average growth in arrivals throughout the year—surpassing 2023 figures and reaching a total of **1.85 million visitors**—a recent **6.2% decline** in the first week of December has sparked debate and speculation among stakeholders.

Are Tax Hikes Deterring Visitors?

The Maldives' tourism industry is highly sensitive to external factors, from global economic conditions to government policy changes. The recent tax increase, particularly on airport tax, green tax, goods and services, has made headlines internationally. For potential travelers, this news—often framed negatively—has created concerns about affordability in an already premium destination.

Such perceptions can influence travel decisions, especially among middle-tier markets looking for value. While luxury travelers may remain relatively unaffected, the mid-range market—a segment that has been growing in recent years—could feel the pinch.

The Role of Media Coverage

The Maldives' reputation as a pristine and unparalleled luxury escape is largely shaped by international media and tourism promotion efforts. However, negative media coverage surrounding tax increases has the potential to cloud this image. International platforms have highlighted concerns such as rising costs and diminished value, which can influence traveler perceptions, particularly for price-conscious markets.

To counter these narratives, **Visit Maldives**, the nation's official tourism promotion body, must take a proactive stance. Effective messaging and campaigns that highlight the unique value proposition of the Maldives—its exclusivity, unparalleled beauty, and exceptional hospitality—are critical to reassure potential visitors.

- Health, e.g. risk of disease, pandemics

(b) Reasons for the growth of sustainable tourism

- Changing customer attitudes
- Media, e.g. social media influence
- Availability and promotion of sustainable tourism products and services
- Government policies



[Maldives Tourism Climate Action Plan](#)

This Tourism Climate Action Plan outlines our commitment to developing a sustainable and resilient tourism sector that addresses the challenges of climate change. The plan sets out our vision for harnessing the power of tourism to drive positive change. It has actions for destination resilience, carbon emissions reduction, community engagement, education and awareness, research and innovation and most importantly, actions on collaboration and partnerships. These actions will help to protect our environment while providing unique and memorable experiences for visitors. It will help to maximize the positive impacts of tourism while minimizing its negative impacts on the environment and communities. By implementing this action plan, we envisage achieving long-term economic growth, social well-being, and environmental conservation.

- Creating marketing plans

5.5 Market segmentation and targeting:

(a) Different market segments

- Geographic, e.g. locality, area or region, domestic tourists and inbound visitors
- Demographic, e.g. age, gender, ethnicity, levels of disposable income
- Psychographic (lifestyle), e.g. socio-economic factors, interests, morals/values and attitudes

(b) Development of product/service mix to target different market segments

- Products, services and facilities
- The relationship with market segments:
 - type of customer
 - quality/economy/value for money
- Accessibility
- Sustainability

The average stay increased by 2.4 days since 2019. Ministry of Tourism (MOT) data show this rose to 8.7 days in 2021 from 6.3 days in 2019. Some 60% of international visitors to Maldives come for rest and relaxation; 25% are on honeymoon. Domestic visitors—which include nationals and residents travelling within Maldives—are emerging as a new industry segment. No data are available on domestic visitors or on how much they spend, however.

Some 59,753 tourist beds were available for international visitors in December 2022. Two out of every three beds registered for international visitors in 2022 came under the 'one island, one resort' concept. By April 2022, of Maldives' 1,190 islands in 20 atolls, 176 were registered as resorts. The 168 resorts on these islands had 41,049 beds. The Tourism Act (Law No. 02/99) permits four different types of accommodation facilities: resorts, hotels, tourist guesthouses, and vessels.

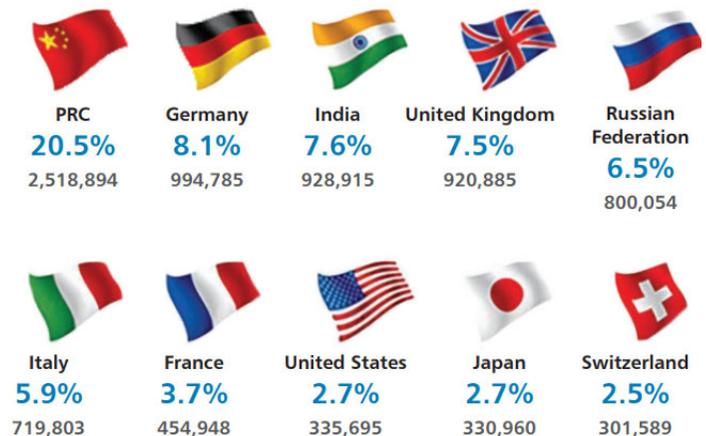
Some 28.5% of beds registered in tourist guesthouses and hotels are in islands where locals live. In these islands, there are 14,146 beds in 874 tourist guesthouses and 13 hotels (Figure 3). Beds registered in tourist guesthouses have risen 13-fold since 2008. About 5% of registered tourist beds are in safari vessels (2,941 beds) and three registered marinas provide accommodation for international visitors.

STRATEGY 4 Segment source markets

While traditional markets will remain strong source markets for Maldives, COVID-19 accelerated the increase and demand for visits from nontraditional markets. This will increase revenue, local island tourism, and the reputation of Maldives as more than 'just' a world class place to relax.

- Arrange segmentation of priority markets for resorts
- Arrange segmentation of priority markets for local islands
- Identify media messages and online travel agency partnerships for local island promotions

Figure 2: Top 10 Countries by Tourist Arrivals to Maldives, 2012–2021



PRC = People's Republic of China.
Source: Ministry of Tourism.



Maldives Association of Tourism Industry (MATI) Prospectus

About MATI

The Maldives Association of Tourism Industry (MATI) is a non-governmental, non-profit organisation formed on the 12th of August 1982, for the purpose of promoting and developing tourism in the Maldives. Four decades of MATI's service has been provided to almost all the travel and tourism related issues which arise in the Maldives.

Motto

Driving Sustainable Tourism.

Vision

Making Maldives the World Leader in Sustainable Tourism.

Mission

Continuously monitor the internal and external environment for the tourism sector and proactively strive to minimise challenges and maximise opportunities within the industry through engagement and mediation.

2 – Global tourism (continued)

2.3 The role of organisations involved in development and management of destinations:

(a) National, regional and local organisations involved

- Government/ministries/local authorities
- National tourism organisations (NTOs)
- Destination management companies (DMCs)
- Non-government organisations (NGOs)
- Tourist information centres (TICs)

(b) Management activities of these organisations

- Encouraging sustainable tourism
- Ensuring resilience and managing risks
- Managing demand
- Policy-making
- Planning

(c) Services provided by these organisations

- Marketing strategies, develop a destination brand, image and reputation
- Promote the destination
- Develop products and services
- Research and funding
- Information services
- Advice and consultation
- Standards and quality

Areas of Focus



Development and Planning of Tourism



Quality and Standards



Education and Training



Environment and Culture

What Do We Do?

A key function of MATI is coordinating with all mandatory government policy making bodies to align new laws and regulations to Tourism Industry best practices.

Additionally, we represent the industry internationally and locally by attending different seminars, organising and providing research and offering professional consultation to governmental, private and international organisations.

MALDIVIAN TOURISM IN 2024: *Riding the Wave of Global Trends*

By Mohamed Munsif Rushdi, Deputy Minister of Tourism

Global Trends: The Driving Force Behind Growth

Luxury Experiences and Beyond: In an age where unique, curated travel experiences reign supreme, the Maldives has mastered the art of luxury. From private overwater villas to one-of-a-kind underwater restaurants, the islands offer unparalleled opulence. The persistent demand for high-end vacations remains a key driver of growth.

Sustainable Tourism on the Rise: Today's global traveller is more eco-conscious than ever. The Maldives has embraced this shift by promoting sustainable

HOWEVER, CHALLENGES ARE LOOMING ON THE HORIZON

Despite these successes, the Maldives faces critical challenges in maintaining its status as the world's premier high-end luxury destination:

Global Economic Instability

With looming concerns over a potential economic downturn, there is an underlying fear that luxury travellers may cut back on extravagant trips. The rising cost of travel could also play a part in curbing enthusiasm among some demographics.

Environmental Vulnerability

The Maldives sits on the front line of climate change. Rising sea levels and environmental degradation could pose severe risks to the island nation's natural beauty, a major draw for tourists.



(b) Reasons for the growth of sustainable tourism

- Changing customer attitudes
- Media, e.g. social media influence
- Availability and promotion of sustainable tourism products and services
- Government policies

Tourism, the heart of Maldives
Tourism Day Supplement 2024

Aligning 0471 Travel and Tourism teaching with national economic goals – ‘The Creative Economy’

The Creative Economy agenda – and Travel and Tourism



- The Travel and Tourism Industry will be instrumental as one of the key drivers of the Government's new goals for Maldives – with the creative economy strategic plan
- The MoT will play a significant role in supporting the mission and vision of this goal, which means our Travel and Tourism students will be perfectly positioned for future employment opportunities that embrace these aims



<https://expo.mv/>

[Maldives Creative Economy Strategic Action Plan](#)

2.4 Factors affecting tourism development and management:

- Opportunities and constraints of the natural and built environment
- Sustainability, e.g. reduce, reuse, recycle
- Risks and resilience
- Carrying capacity
- Overtourism
- Seasonality
- Government objectives:
 - i economic, e.g. increased wealth and jobs, resilience of the industry
 - ii political, e.g. reputation and image of country/destination
 - iii environmental, e.g. conservation and rejuvenation
 - iv sociocultural, e.g. preservation and protection of culture, promoting positive relationships between tourists and host population

2. Mission

To cultivate a thriving creative economy in the Maldives by leveraging cultural heritage, creativity, knowledge, and technology and ensuring sustainable development, socioeconomic well-being, and cultural preservation. We aim to:

- Develop robust infrastructure and enhance skills development to equip the workforce with the necessary tools and knowledge.
- Provide financial support and strengthen legal frameworks to foster a supportive environment for creative enterprises.
- Promote market access and increase creative goods and services exports to international markets.
- Ensure sustainability by integrating eco-friendly practices and fostering environmental stewardship.
- Foster community collaboration and participation to create a cohesive and dynamic creative ecosystem.

3. Vision

To transform the Maldives into a thriving hub for creative industries, leveraging its rich cultural heritage, creativity, knowledge, and technological potential to drive economic growth, sustainability, and social development. Our vision is a vibrant, resilient Maldives where tradition and modernity coexist, empowering communities, promoting socio-economic development, and enhancing global competitiveness through culture, creativity and innovation.

Some of the Actions from the Strategic Plan that lend themselves to T&T learning and teaching

Action 1.3. Digital Nomads: Fostering Remote Work and Telecommuting	2025-2028	MEDT	Action 1.3a. Provide access to digital tools and connectivity for digital nomads. Action 1.3.b. Provide co-working spaces for digital nomads and creators. Action 1.3.c. Global marketing campaign and partnerships to promote as a digital nomad-friendly destination to attract a global workforce. Action 1.3.d. Implement Special Visa Programs to attract digital nomads. <i>[To be coordinated and implemented with Strategy 4 of Expand Market Access and Promotion matrix]</i>
		BCC	
		MOT	
		MHST	
		MMPRC	
		MTDC	
		TSP	

Action 3.2. Cultivate Patriotism through Nation-wide Branding and Marketing Initiatives	2024-2028	MEDT	Action 3.2.a. Launch a national branding campaign that encourages the support of domestic creative products and services, to enhance national pride and stimulate domestic demand for creative products. Action 3.2.b. Organize nationwide events and exhibitions that showcase the work of local creatives, fostering a sense of pride and community. Action 3.2.c. Collaborate with educational institutions to integrate creative arts and cultural heritage into the national curriculum, nurturing patriotism from an early age. <i>[To be coordinated and implemented with Strategy 3 of Expand Market Access and Promotion matrix, Strategy 5 of Enhance Skills Development, Education and Research matrix, Strategy 7 of Foster Community Integration, Cooperative Synergy, and Cultural Preservation matrix]</i>
		BCC	

- Planning

(c) Services provided by these organisations

- Marketing strategies, develop a destination brand, image and reputation
- Promote the destination
- Develop products and services
- Research and funding
- Information services
- Advice and consultation
- Standards and quality

MOT?


(b) Promotion

- Marketing campaigns
- Web-based, social media, blogs, podcasts
- Destination brand
- Direct marketing
- TV, radio, newspaper advertising
- Sales promotions
- Public relations
- e-brochures/leaflets
- Trade promotions

Action 3.5. Utilize Digital Marketing and Strategic Alliances [1.23, 2.16, 3.18]	2025-2028	MOT	Action 3.5.a. Develop robust digital marketing strategies, including social media campaigns and search engine optimization.
		MEDT	
		MCLP	Action 3.5.b. Form strategic alliances with global e-commerce platforms to increase the visibility of Maldivian products.
		TSP	Action 3.5.c. Collaborate with influencers and brand ambassadors to promote creative works.
		MMPRC BCC	Action 3.5.d. Establishing an online platform to facilitate e-marketing for youth and women to enter commercial seafood and fisheries businesses. [1.23, 2.16, 3.18]

Action 3.6. Showcase Maldivian Products, Services and Culture at International Expositions	2025-2028	MOT	Action 3.6.a. Participate in international technological and cultural expositions to showcase Maldivian innovations and creative works.
		MEDT	
		MDLCH	Action 3.6.b. Develop interactive and engaging exhibits that highlight the unique aspects of Maldivian culture and creativity.
		BCC	Action 3.6.c. Use these events to network with potential buyers, partners, and investors.

Action Steps	Timeline	Responsible Entities	Key Activities
Action 6.1. Creative Cities: Innovation Hubs, Smart Cities, and Tech Parks [1.13, 4.34, 10.2, 10.6, 10.7, 15.9, 18.5]	2024-2028	MHST BCC MHLUD MEDT	Action 6.1.a. Identify potential locations for innovation hubs, smart cities, and tech parks and design and construct state-of-the-art facilities with sustainable infrastructure. Action 6.1.b. Secure funding and partnerships from private and public sectors. Action 6.1.c. Foster a collaborative environment by organizing regular events and workshops. Action 6.1.d. Promote the innovation hubs to attract international and local talent. Action 6.1.e. Implement policies to support start-ups and small businesses within these hubs. Action 6.1.f. Launching the first-ever fully-equipped arts village (production house) in the country, to exhibit, inspire, create and showcase Maldivian art and culture, through the talents of youthful creativity and inspiration. [1.13, 10.2] Action 6.1.g. Opening a modern movie theatre in Hulhumale' Phase II. [10.6] Action 6.1.h. Opening movie theatres in every city and major population centres. [10.7] Action 6.1.i. Developing a theme park in greater Male', as an attraction catering to local families and tourists visiting the country. [15.9] Action 6.1.j. Establishing at least one nature park in every atoll, with a view to presenting added economic benefits to the island community in addition to its impact on preserving the ecosystem. [18.5] Action 6.1.k. Introducing e-biking schemes in all cities, to reduce carbon emissions and traffic congestion. [4.34]

(e) Visitor attractions

- Natural
- Built
- Events

Action 6.2. Improving Transportation Networks [4.9, 4.12, 4.13]	2024- 2028	MHST	Action 6.2.a. Modernize transport facilities to handle increased tourist influx and export of creative goods.
		BCC	Action 6.2.b. Enhance local transportation to improve accessibility to creative hubs and cultural sites.
		MHLUD	
		MTCV	Action 6.2.c. Conduct assessments to identify areas needing upgrades in airports and ports.
		MEDT	Action 6.2.d. Allocate budget and resources for modernization projects.
			Action 6.2.e. Implement advanced technologies for efficient transport operations.
			Action 6.2.f. Develop comprehensive public transport networks connecting creative hubs and cultural sites.
		Action 6.2.g. Improve infrastructure to support sustainable transport options, such as electric buses and bike-sharing programs.	

3.4 Sustainable developments within travel and transport:

- Reduced/low emissions
- Carbon replacement schemes
- Alternative energy sources, e.g. electricity, solar power
- Sustainable travel choices, e.g. tourist choice of method of transport, domestic rather than international

3.5 Domestic and international travel and transport infrastructure:

- Interdependency of transport methods
- Local public transport provision, e.g. buses, rail, trams, taxis, MRTs
- Improving accessibility, e.g. express links, integrated rapid transit systems, contactless payments, apps, hub airports, transfers
- Increased sustainability, e.g. infrastructure developments, sustainable public transport and urban transit systems, dedicated cycle and bus lanes/routes
- Alternative transport options, e.g. bicycle rental, electric scooter rental

<p>Action 6.7. Develop Cultural and Historical Villages</p>	<p>2024- 2028</p>	<p>MDLCH MEDT</p>	<p>Action 6.7.a. Establish villages that authentically replicate traditional lifestyles, cultural practices, architecture, and fashion to attract tourists.</p> <p>Action 6.7.b. Integrate local artisans, craftsmen, and fashion designers into these villages to preserve and promote indigenous skills and traditions.</p> <p>Action 6.7.c. Select locations with significant cultural and historical value to enhance the authenticity and appeal of the villages.</p> <p>Action 6.7.d. Design villages that accurately reflect traditional lifestyles, incorporating authentic architecture, cultural practices, and fashion elements.</p> <p>Action 6.7.e. Actively involve local artisans, craftsmen, and designers in the development and ongoing activities of the villages.</p> <p>Action 6.7.f. Develop comprehensive tourist programs that highlight the local culture, history, architecture, and traditional fashion.</p> <p>Action 6.7.g. Market these villages as unique, immersive tourist destinations that offer an authentic cultural experience.</p> <p>Action 6.7.h. Implement sustainable practices to preserve the local environment, ensuring the long-term viability of the villages.</p>
---	-----------------------	----------------------------	---

(c) Empower local and indigenous communities

- Protecting the local culture and preserving local customs
- Involving local communities in decision-making and managing their own community
- Training staff in sustainable behaviours

(d) Support social enterprise development

- Supporting local economies, local wealth creation, sustainable infrastructure development
- Community tourism
- Job creation for local people

<p>Action 7.4. Integration with Tourism</p>	<p>2025- 2028</p>	<p>MOT MEDT BCC</p>	<p>Action 7.4.a. Establish creative product marketplaces within popular tourist destinations, featuring local artisans and their work.</p> <p>Action 7.4.b. Promote cultural festivals and events as key attractions for tourists, incorporating interactive elements and workshops.</p> <p>Action 7.4.c. Create and market thematic cultural itineraries that highlight unique cultural, creative and artistic offerings.</p> <p>Action 7.4.d. Integrate local creative products and services into tourism packages, including art workshops, performances, and crafts.</p> <p>Action 7.4.e. Implement digital platforms and apps to provide tourists with easy access to local creative products, services, and cultural information.</p> <p>Action 7.4.f. Support the development of creative tourism experiences, such as hands-on art classes.</p> <p>Action 7.4.g. Collaborate with travel agencies and tour operators to promote creative industries as integral components of travel itineraries.</p> <p>Action 7.4.h. Invest in infrastructure and facilities that enhance the visibility and accessibility of creative products and cultural experiences for tourists.</p> <p>Action 7.4.i. Conduct regular assessments and feedback surveys to refine and improve creative industry integration in tourism offerings.</p>
---	-----------------------	---------------------------------------	--

(c) Services provided by these organisations

- Marketing strategies, develop a destination brand, image and reputation
- Promote the destination
- Develop products and services
- Research and funding
- Information services
- Advice and consultation
- Standards and quality

<p>Action 7.5. Organize and Support Cultural Festivals, Exhibitions, and Events</p>	<p>2024-2028</p>	<p>MDLCH MEDT MYEIA MSFD</p>	<p>Action 7.5.a. Organize and support cultural festivals, exhibitions, and events that highlight local traditions, arts, and crafts.</p> <p>Action 7.5.b. Plan and execute annual cultural festivals that highlight local culture, creativity and innovation.</p> <p>Action 7.5.c. Provide funding and logistical support for local creatives to participate in exhibitions and events.</p> <p>Action 7.5.d. Partner with local businesses and organizations to sponsor and promote these events.</p> <p><i>[To be coordinated and implemented with Strategy 3 of Expand Market Access and Promotion matrix]</i></p>
---	------------------	--	--

- Built and natural attractions
- Culture, e.g. traditions and language, arts, music

Action 7.9. Cultural Education [1.11, 8.3]	2025- 2028	MDLCH MEDT MHELSD	<p>Action 7.9.a. Integrate cultural education into school curriculums to ensure that young people learn about and appreciate their cultural heritage. Include practical workshops, storytelling sessions, and field trips.</p> <p>Action 7.9.b. Integrate cultural education modules into the school curriculum.</p> <p>Action 7.9.c. Conduct practical workshops, storytelling sessions, and field trips for students.</p> <p>Action 7.9.d. Train teachers to effectively deliver cultural education content.</p> <p>Action 7.9.e. Introducing a specialised programme to inculcate appreciation and knowledge of Maldivian history, culture, governance and civics in schools. [1.11, 8.3]</p> <p><i>[To be coordinated and implemented with Strategy 5 of Enhance Skills Development, Education and Research matrix]</i></p>
---	---------------	---------------------------------	---

You are already doing this by teaching T&T – focus on what is in your local area!

Action 8.3. Integrate Locally Grown Products into the Local Diet and Tourism Experience	2025-2028	MOT MFOR MAAW MEDT MCEE	Action 8.3.a. Integrate locally grown products into the diet and tourism experience, promoting health and sustainability. Action 8.3.b. Promote farm-to-table dining experiences in hospitality establishments. Action 8.3.c. Highlight local produce in culinary tourism offerings. Action 8.3.d. Create partnerships between local farmers, hospitality establishments and tourism operators. Action 8.3.e. Develop culinary tours focused on local cuisine and products.
---	-----------	-------------------------------------	---

(b) Reasons for the growth of sustainable tourism

- Changing customer attitudes
- Media, e.g. social media influence
- Availability and promotion of sustainable tourism products and services

(d) Support social enterprise development

- Supporting local economies, local wealth creation,

(b) Combat climate change through encouraging and enabling responsible tourism

- Education programmes for locals and visitors
- Recycling and reuse schemes
- Reducing over-consumption and waste

<p>Action 8.4. Transform Recyclable Waste into Creative Souvenirs.</p>	<p>2025-2028</p>	<p>MCEE MOT MEDT</p>	<p>Action 8.4.a. Transform recyclable waste into creative souvenirs, promoting eco-friendly tourism.</p> <p>Action 8.4.b. Transform recyclable waste into creative products.</p> <p>Action 8.4.c. Establish programs to upcycle waste materials into art and craft products.</p> <p>Action 8.4.d. Encourage businesses to adopt recycling and upcycling practices.</p> <p>Action 8.4.e. Launch recycling and upcycling workshops for artisans and tourists.</p> <p>Action 8.4.f. Establish collection points for recyclable materials in tourist areas.</p> <p>Action 8.4.g. Market recycled souvenirs as sustainable and unique products.</p>
--	------------------	------------------------------	--

Action 8.5. Integrate Creative Industries with Local Hospitality Establishments.	2025-2028	MOT MAAW MFOR MCEE BCC MEDT	Action 8.5.a. Integrate creative industries with hospitality establishments and tourism to enhance the experience. Action 8.5.b. Develop partnerships between local artisans and hospitality establishments. Action 8.5.c. Offer tourists, locally-made souvenirs and cultural products. Action 8.5.d. Facilitate collaborations between hospitality establishments and local artisans. Action 8.5.e. Develop local product markets within hospitality establishments. Action 8.5.f. Include local cuisine and cultural activities in hospitality establishment packages.
--	-----------	--	--

(c) Empower local and indigenous communities

- Protecting the local culture and preserving local customs
- Involving local communities in decision-making and managing their own community
- Training staff in sustainable behaviours

(d) Support social enterprise development

- Supporting local economies, local wealth creation, sustainable infrastructure development
- Community tourism

Maldives is perfectly positioned for T&T teaching

- For every concept you teach – **START LOCAL**

Give examples that your students are familiar with when defining new terms, looking at tour operators, types of tourists, types of destinations, government policies, transport hubs that students use if they travel outside Maldives, VisitMaldives as an NTO, examples of sustainable practices e.g. Le Meridien solar powered resort & Ecoboo Maldives, etc

- Once students are confident with the concept based on their local knowledge, **GO GLOBAL**

Build the range of examples by using international examples – vary the types of destinations you use to prepare students for the case study scenarios used in the exam papers.

Examples of free resources



<https://eturbonews.com/>

TRAVELWEEKLY

<https://www.travelweekly.com/>
<https://www.travelweekly-asia.com/>



<https://www.ttgmedia.com/>



<https://www.unwto.org/news>



<https://www.euronews.com/tag/tourism>



<https://www.travelpulse.com/news>

Examples of free resources



<https://skift.com/news/>



<https://wttc.org/news>



<https://www.phocuswire.com/>



<https://www.tourism-review.com/>



<https://eyefortravel.com/>

- NTO webpages
- Local Travel Associations web pages –list here
<https://www.tourwriter.com/membership-glossary/>
- Hotel chains
- Major Airline operators
- Major visitor attraction web pages, etc.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.



CAMBRIDGE

Any questions?



CAMBRIDGE

Thank you!