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INSTITUTE OF TRAVEL & TOURISM
OF THE GAMBIA

NO WOMAN LEFT BEHIND

**CAPACITY BUILDING FOR VULNERABLE WOMEN THROUGH
RESPONSIBLE TOURISM IN THE GAMBIA**

Skills Qualification Certificate Level 1

CURRICULUM AND TRAINING CONTENT





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INTRODUCTION

This document contains the curriculum for the 4 units required for the Skills Qualification Certificate level 1. Each unit states precisely the required outcomes which must be achieved to attain the various pass, merit and distinction levels. There is also advice on assessment and what should be delivered. Furthermore this document states details of quality assurance and assessment that must be adhered to.

This Framework works within 6 core skills detailed below will be assessed within the course and most will be integrated into the units with the remainder being assessed through tutorial:

- Problem Solving
- Team Skills
- Communication skills
- Entrepreneurship
- Self-Management
- Work Ready

Trainees will also be assessed on the triple core qualities of skills, knowledge and behaviors throughout all modules.

COURSE STRUCTURE

- Basic Culinary Art and Food Processing: Cookery 70 hrs; Pastry 70hrs and Food processing 70 hrs
- Food safety 20 hrs
- Gender Equality 20 hrs
- Sustainable and Responsible Tourism Development 20 hrs
- Work Experience - 3 months attachment





THE STRUCTURE

This Structure is to provide a specialist work related qualification in Cookery, Pastry and Food Processing and in a related subject dealing with food safety. In addition Human Rights and sustainable and Responsible Tourism will be taught to give confidence and deal with the sustainable Development Goals. The subjects are prepared to provide preparation for work and to allow participants to establish their own businesses.

The course will provide the underpinning theoretical knowledge and also the competence to perform tasks associated with skilled jobs of routine and complex nature.

Each unit will provide the learning outcome and content required and will relate to the occupational competence based on knowledge ability and behaviour and will be assessed by the lecturers and invited professional. The assessments will be benchmarked against competence in a variety of formats rather than exams.

The three main components that each subject will be based on are:

Knowledge:	What you know
Skills:	What you can do
Behaviours and Attitudes:	How you apply yourself

ACCESS

Access to the course will be for girls and women only:

The entry requirements should not prevent somebody from learning because of their age, ethnic origin, special needs, location or unreasonable cost.

Any skills, knowledge and competences learnt informally should be considered in the interview process as entry requirements to a qualification.





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ASSESSMENT AND GRADING

All units will be assessed based on skills learnt and the attitude of the learners. Assessment will be graded by the teachers on group and individual performances by the learners. Some of the assessment will be carried out external to the college in either a work environment or role play environment.

To fit in with the skills qualification framework students will be given credits for each notional 10 hours of learning, practice and assessment time.

Notional time includes

- Time spent in structured tuition
- Self-directed learning and practice
- Time taken to gather and provide evidence for assessment purposes; and
- Time taken for assessments in all the outcomes and contexts

Learners will receive recognition for both the whole qualification and the individual unit standard that they achieve.

VERIFICATION

The course will be verified through internal verification process by ITTOG.

DISCRIPTION

Each unit will have a brief description giving the main areas of study within the unit.

SUMMARY OF LEARNING OUTCOME

The outcomes will identify the key aspects of what the learners need to know and do to pass the unit.





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CONTENT

This will indicate the topics that should be covered by the learners. Wider learning of the subject will also be encouraged

DELIVERY STRATEGIES/ RESOURCE

Helpful resources that can help the learners generate the evidence required by each unit. This can include website links and textbooks.

KEY SKILLS

The key skills will be identified throughout what units they occur naturally, the ones that cannot be integrated within the core programme will be fed through the tutorial programme.

QUALIFICATION CHARACTERISTIC

There are 5 main characteristics identified by the Skills Qualifications Framework

Knowledge and Understanding

A range of well-developed skills are required and used alongside some relevant theoretical understanding of technical principles and processes for a specific vocational; significant choice available in organising approach to work tasks

Independence and Creativity

Works with high degrees of independence; high degree of creativity and personal discretion and judgment involved; Use of imagination and needed in problem solving





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Sophistication of Practice

Wide range of tasks and the integration of tasks, some of which will be none repetitive and challenging in nature; perform work to set standards and which may also require responses to situations and contexts not previously encountered

MODE OF DELIVERY

The trainers delivering the programme will aim to

- Liaise with employers to ensure a relevant course
- Link with company based training programmes
- Make full use of learners experience that they bring to the programme
- Create an interesting learning environment with motivated learners
- Ensure quality is adhered to at all times
- Ensure that appropriate links are made between theory and practice.
- Use relevant and up to date teaching materials
- Ensure learners adhere to professionalism at all times as they will be training for the work environment. This is in terms of; full attendance, punctuality, attitude and deadlines are kept.

The last point is essential at all times as the qualification will be a professional diploma qualification and for the employers to appreciate the importance of this qualification the learners need to ensure these standards are kept and encouraged at all times.





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Unit 1: Basic Culinary Art and Food processing

Learning Hours: (Cookery 70hrs; Pastry 70hrs; Food Processing 70hrs)

DESCRIPTION

This is a Level One unit standard that introduces Culinary Art and Food Processing and skills to people working as kitchen assistants, street sellers and other personnel in the hospitality industry.

OUTCOMES

1. Establish the kitchen SOP and rules and regulations
2. Identify the equipment
3. Vegetable cookery, salad and salad dressings
4. Egg cookery, breakfast and breakfast pastries
5. Stock, soup and sauces cookery
6. Starches- rice, potatoes, pasta and legumes
7. Basic pastry, cookies, cakes and pastry & dough.
8. Basic Cookery methods
9. Proteins- beef and lamb cookery
10. Proteins-poultry and other birds
11. Proteins-pork and variety of meat
12. Proteins- fish and seafood
13. Menu and development
14. Preparations

CONTENT





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1. Kitchen and SOP, rules and regulations

Knowledge & Understanding

Work with trainers to prepare class rules and SOP

Performance Criteria

You must be able to:

- a. play your role as part of a team to bring out rules and work with the trainers to decide on the SOP

2. Equipment Identification

Knowledge & Understanding

Help trainees to identify kitchen equipment/ tools and establish their standards:
Hand tools, processing equipment, heavy equipment, storage equipment, buffet equipment, safety equipment, etc..
Provide hands on equipment

Performance Criteria

You must be able to:

- a) Identify kitchen equipment/ tools
- b) Watch and perform with trainers

3. Vegetable cookery, salad and salad dressing

Knowledge & Understanding

Identify local and international vegetables
Purchasing and storing of fresh vegetables
Hands on instruction: If possible visit a local garden and vegetable market

Performance Criteria

You must be able to:

- a) Identify vegetables both local and International
- b) Prepare salad dressings



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4. Egg cookery, breakfast, breakfast bread and pastries	
Knowledge & Understanding Discuss various types of breakfast Complete two recipes on each.	Performance Criteria You must be able to: a) Prepare different breakfast recipes
5. Stock, soup and sauce	
Knowledge & Understanding Discuss various types of stock, soup and sauces Hands on instructions on the subject	Performance Criteria You must be able to: a) Prepare different stocks, soup and sauces
6. Starch- Rice, Potatoes, pasta & legumes	
Knowledge & Understanding Discuss various types of cooking: Rice, potatoes, pasta and legumes Hands on instruction on the cooking of rice, potatoes, pasta and legume.	Performance Criteria You must be able to: a) Prepare different recipes with rice, potatoes, pasta and legume.
7. Basic pastry, cookies, cakes and on pastry dough	
Knowledge & Understanding Discuss variety of pastries: cookies, cakes, tart and pies Hands on instructions on the various pastries.	Performance Criteria You must be able to: a) Prepare different pastries as per the instructions



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8. Basic Cooking methods

Knowledge & Understanding

Discuss various types of cooking methods: Gambian, West African, Western / also the different diets: healthy eating, Vegetarian, Vegan
Hands on demonstration on these cooking

Performance Criteria

You must be able to:

- a) Prepare various types of cooking national, regional and international/ Healthy eating, vegetarian, Vegan.

9. Proteins: Beef and lamb cookery

Knowledge & Understanding

Discuss purchasing and storing meat products..
Discuss basic butchery
Hands on instructions of various cooking methods.
Complete two recipes on each

Performance Criteria

You must be able to:

- a) Prepare at least two dishes on beef and lamb.
- b) Know how to purchase good meat and lamb
- c) Know how to store beef and lamb

10. Proteins: Poultry and other birds

Knowledge & Understanding

Identify various types of poultry and birds.
Purchasing and storing of poultry meat
Preparing poultry for the dish applying various methods of marinating etc

Performance Criteria

You must be able to:

- a) Prepare at least two dishes on poultry
- b) Know how to purchase poultry and other birds
- c) Know how to store poultry and other birds.



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11. Proteins: Pork and variety of meat

Knowledge & Understanding

Discuss purchasing and storing Pork and other meat products..
Discuss basic butchery
Hands on instructions of various cooking methods.
Complete two recipes on each

Performance Criteria

You must be able to:

- Prepare at least two dishes on pork and other meat
- Know how to purchase good pork and other meat
- Know how to store pork and other meat

12. Proteins: Fish and sea food

Knowledge & Understanding

Discuss purchasing and storing fish and sea food products..
Identify fish and shellfish
Hands on instructions of various cooking methods.
Complete one recipe on each

Performance Criteria

You must be able to:

- Prepare at least one dish on sea foods.
- Know how to purchase good fish and sea foods
- Know how to store sea foods

13. Menu planning and food costing

Knowledge & Understanding

Discuss Menu preparations
Discuss how to cost food

Performance Criteria

You must be able to:
Prepare Menus and cost food

14. Presentations by students

Knowledge & Understanding

Students showcase their understanding of the various lessons thought

Performance Criteria

Students will be assessed by invited chefs and hospitality managers.



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DELIVERY STRATEGIES

It is good to begin the unit with setting the class room rules by the learners with the help of the tutor. This will allow the students to see the need for discipline and good behavior during classes.

The learners should also be divided into 6 groups of 5 students and give the groups names and each group selects their group leaders. This will allow them to work as a team and have a family atmosphere where they can help each other.

Videos and the internet will help in learner's knowledge on various issues relevant to this subject, they can investigate into where things have gone wrong, and discussions can be had as to why.

Tutor input and resources will further the students' knowledge. Case studies could also be used to help learners understanding of what the subject is about. Tutor will need to have internet access; a laptop and screen to help do research for the students to have an understanding of how to do this on their own.

Other delivery strategies could include lectures, discussions, role plays, practical exercises, projects, case studies etc.

A trip to visit relevant services would be extremely beneficial to the student's, this will allow students to begin thinking about their own business initiatives. A guest speaker that works in related businesses will also be a beneficial source for students to ask questions and gain a better understanding of running their own businesses or working in similar areas.





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UNIT 2: Food Safety & Hygiene

LEARNING HOURS: 20 Hrs

DESCRIPTION

This is a Level One unit standard that introduces Food Safety & Hygiene knowledge and skills to people working as kitchen assistants, street sellers and other personnel in the hospitality industry.

OUTCOMES

1. Know the importance of food safety to the business.
2. Prevent cross contamination through personal hygiene
3. Prevent cross contamination in food preparation
4. Prevent cross contamination through control of pests
5. Keep a clean kitchen.
6. Store foods properly.
7. Sources food from safe suppliers.



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CONTENT

1. Know the importance of food safety to the business.

Knowledge & Understanding

You must know and understand:

1. The importance of food safety to:
 - a. the individual business
 - b. The Gambian tourist industry
 - c. the customer.
 - d. the law
2. That disease is carried by micro organisms called bacteria and that they are invisible to the naked eye.
3. Many illnesses can be directly linked to food contaminated by harmful bacteria, chemicals and even some other food stuffs.
4. Bacteria multiply very rapidly in just a short time and can cause very serious health problems.

Performance Criteria

You must be able to:

- a. Make a presentation or poster warning about the dangers of food contaminated by bacteria.



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2. Prevent cross contamination through personal hygiene.

Knowledge & Understanding

You must know and understand:

1. Hand washing is one of the best ways to prevent harmful bacteria from spreading.
2. Clothes can bring dirt and bacteria into food preparation areas.
3. The reasons why work clothes should be long sleeved, light coloured and have no pockets in them.
4. Aprons help to stop dirt and bacteria from getting onto work clothes and can be removed easily for washing, or thrown away if disposable.
5. If hair is not tied back or covered, it is more likely to fall into the food.
6. Hands can easily spread harmful bacteria from the skin, hair, nose or mouth onto food.
7. Watches and jewellery can collect and spread dirt and harmful bacteria, or fall in the food.

Performance Criteria You must be able to:

- a. Always wash your hands properly before handling food.
- b. Wear clean clothes when handling food.
- c. Wear a clean apron when working with raw meat/poultry or eggs.
- d. Keep hair tied back and wear a hat or hairnet when preparing food.
- e. Not touch your face and hair, smoke, eat or chew gum while preparing food.
- f. Not wear watches or jewellery when preparing food (except a wedding band).
- g. Keep fingernails short and clean



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3. Prevent cross contamination in food preparation

Knowledge & Understanding

You must know and understand:

1. Any bacteria picked up by a cloth may be spread by a cloth.
2. Use single-use cloths wherever possible, and throw them away after each task.
3. A hot wash cycle, boiling or soaking cloths in a bleach solution will clean the cloths thoroughly and kill bacteria (disinfect).
4. If food or dirt is still on the cloths, this will prevent the disinfection process from being effective.
5. Why it is especially important to protect ready-to-eat food from bacteria.
6. What the high risk foods most likely to cause problems are and to give them extra care.
7. Raw meat/poultry must be prepared in different areas from other foods using different knives and chopping boards. If this is not possible, separate by preparing them at different times and clean thoroughly between tasks.
8. It is important to keep food, especially cooked food and other ready-to-eat food, covered to help protect it from harmful bacteria.
9. Know the importance of reporting any structural damage or problems with equipment to your supervisor.

Performance Criteria

You must be able to:

- a. Use a clean cloth to wipe work surfaces, equipment or utensils that will be used with ready-to-eat food or high risk food.
- b. Disinfect cloths after using them with high risk foods and surfaces that have touched these foods.
- c. Use the correct cloth for the task.
- d. Store raw, defrosting and ready-to-eat foods separately.
- e. Use food coverings correctly.



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4. Prevent cross contamination through control of pests

Knowledge & Understanding

You must know and understand:

1. Pests carry harmful bacteria.
2. How pests enter a kitchen.
3. The signs of pest infestation and the importance of check premises regularly for these signs.
4. The importance of reporting any sign of pests to your supervisor.
5. If you think any equipment, surfaces or utensils have been touched by pests; they should be washed, disinfected and dried to stop harmful bacteria from spreading.
6. If you think food has been touched by pests in any way, throw it away.
7. Never let pest control bait/chemicals come into contact with food, packaging, equipment or surfaces, because they are likely to be poisonous to people.
8. Cheap pesticide may be obtained from the Divisional health office for use in local restaurants

Performance Criteria

You must be able to:

- a. Recognise different pests.
- b. Check for pests.



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5. Keep a clean kitchen.

Knowledge & Understanding

You must know and understand:

1. Effective cleaning is essential to get rid of harmful bacteria and stop them spreading.
2. The importance of using chemicals as directed, to make sure that they work effectively.
3. The importance of washing work surfaces and equipment thoroughly between tasks.
4. Dishwashers wash items thoroughly at a high temperature so this is a good way to clean equipment and kill bacteria (disinfect).
5. The importance of washing and disinfecting tools and equipment after preparing high risk foods.
6. The importance of regularly wiping frequently touched items.
7. Natural drying helps prevent bacteria being spread back to clean items on a towel/cloth used for drying
8. The importance of cleaning pieces of equipment that have moving parts regularly.
9. To clean a fridge thoroughly, you should take out all the food and keep it cold somewhere else, to prevent bacteria developing.
10. What cleaning chemicals, materials and equipment are needed for different cleaning tasks.
11. Effective hand washing helps prevent the spread of harmful bacteria
12. Items that do not touch food are not

Performance Criteria

You must be able to:

1. Follow the manufacturer's instructions to clean effectively.
2. Wash your hands properly at the correct times.
3. Clear and clean as you go.
4. Wash work surfaces and equipment thoroughly between tasks.
5. Wash and disinfect a fridge correctly.
6. Clean a food preparation area or kitchen as directed.
7. Move food out of the way, or cover it, when you are cleaning.



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as high a cleaning priority but they should still be cleaned. Examples include dry storage areas, floors and microwaves.
13. Outer packaging could have touched dirty floors before entering the kitchen.
14. Work surfaces are easier to keep clean when they are not cluttered.
15. It is important to clear away used equipment to prevent bacteria spreading from it to surfaces or food.

6. Store foods properly

Knowledge & Understanding

You must know and understand:

1. .What foods can be stored at ambient, chilled (fridge) and frozen (freezes)
2. How long frozen food may be stored for
3. How long chilled and frozen food may be out of the freezer for
4. How long frozen food survive if there is a power cut
5. The importance of defrosting food completely
6. The importance of disposing of out of date foods
7. The importance of disposing of foods with damaged or dirty packaging
8. The importance of disposing of food that is past its sell by date

Performance Criteria

You must be able to:

- a. Use foods in date sequence
- b. Check food packaging for damage

Accountabilities / Scope / Range eg Limitation
Frozen food storage times: meat, fish, veg
Defrosting times:



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7. Source food from safe suppliers.

Knowledge & Understanding

You must know and understand:

1. Not all food suppliers store their food to the standards stated in this unit standard
2. The department of state for health checks the suppliers and issues a certificate to those suppliers who meet the recognised food safety and hygiene standards.
3. The importance of buying raw ingredients from a certificated supplier

Performance Criteria

You must be able to:

- a. Recognize the food safety and hygiene supplier's certificate.

DELIVERY STRATEGIES: The delivery strategies are the same as **unit 1** as it is the same class of 30 students.



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UNIT 3: Sustainable and Responsible Tourism

LEARNING HOURS: 20 Hrs

DESCRIPTION

This unit will help students develop their knowledge on the principles of Sustainable and Responsible Tourism. In particular, improve knowledge on the impacts of tourism through the use of case studies and study visits.

OUTCOMES:

To achieve this unit a learner must:

1. Definition of sustainable and Responsible Tourism
2. Understand the impacts of tourism development
3. Explain the forms of tourism that minimizes negative impacts and maximize positive impacts for sustainable human development and the environment
4. Understand how your business can support sustainable and responsible tourism.





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CONTENT

1. Understand the impacts of tourism development	
Sustainable Tourism	Sustainable tourism is a way of traveling that leaves a minimum negative impact on the places visited and preferably rather leaves a positive impact on society and the environment.
Responsible Tourism	Any kind of tourism can be responsible, or irresponsible. Travelers can be responsible or irresponsible. Responsible Tourism is about using tourism to make better places for people to live in and better places for people to visit.

2. Understand the impacts of tourism development	
Economic	Negative e.g. decline of traditional employment, higher living costs, over-dependency on tourism; Positive e.g. Increased income, increased employment, improved infrastructure.
Environmental	Negative e.g. Congestion, loss of habitat, pollution, erosion of resources; Positive e.g. Use of renewable resources, conservation and preservation of the natural and built environment.
Social	Negative e.g. Sex tourism, conflict, crime, antisocial behaviour, displacement, seasonal employment; Positive e.g. Improved local facilities, improved services, education and training, improved standards of living.
Cultural	Negative e.g. Dilution of cultural identity, westernisation, "Copy" effect; Positive e.g. Preservation of traditional customs and crafts, reinforcement of cultural identity.

3. Tourism that minimizes negative impacts and maximize positive impacts	
Minimising negative impacts	Environmental audit, Carrying Capacity, Visitor and host management (hassle), income from tourism and community involvement, code of conducts etc
Maximising Positive impacts	Retention of visitor spending (secondary spend), maintain a balance of different tourist types, invest income in responsible business, training to build awareness and ability, tourism job or business to reduce poverty, respect..





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4. Responsible Business for Good sustainable practice	
Taking Economic responsibility for sustainability	Manage your business in a responsible manner and make it profitable in both the immediate and long term
Taking Ecological responsibility for sustainability	Use materials that help the environment e.g less or no plastic,
Taking Cultural responsibility for sustainability	Respect your clients and serve them to the best of your ability. Do not allow your business to be used to sexually exploit women and children etc..

DELIVERY STRATEGIES: The delivery strategies are the same as **unit 1** as it is the same class of 30 students.





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UNIT 4: HUMAN RIGHTS & GENDER EQUALITY

LEARNING HOURS: 20 Hrs

DESCRIPTIONS

This is a Level One-unit standard that introduces awareness raising, capacity building and advocacy on women workers' legal, human and health rights among men and women with little education. All exercises are designed in such a way that it is easy for the participants to read or write and understand them. The manual aims to enable women to improve their quality of work and life in employment, the fields, at home and in the community and to increase women's role in decision making and human rights thus enhancing gender equality.

OUTCOMES

1. Know the basic concepts of human rights and Gender Equality.
2. Key concepts of international and National Human Rights
3. What is Gender Equality?
4. Fundamental rights in life and work





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CONTENTS

15. Key Concepts of Human rights.

Human rights are the basic **rights** and freedoms that belong to every person in the world, from birth until death. ... These basic **rights** are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law.

Universal Declaration of Human Rights/The Human Rights Act

- The Human Rights Act.
- Article 2: **Right to life.**
- Article 3: Freedom from torture and inhuman or degrading treatment.
- Article 4: Freedom from slavery and forced labor.
- Article 5: Right to **liberty** and security.
- Article 6: Right to a fair trial.
- Article 7: No punishment without law.

Classes of Rights

Human **rights** comprise of civil and political **rights**, such as the **right** to life, liberty and freedom of expression; and social, cultural and economic **rights** including the **right** to participate in culture, the **right** to food, and the **right** to work and receive an education.



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Knowledge & Understanding

Sex refers to biologically defined and genetically acquired differences between males and females, according to their physiology and reproductive capabilities or potentialities. It is universal and mostly unchanging,

Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being women and men. The social definitions of what it means to be a woman, or a man vary among cultures and change over time. Gender is a sociocultural expression of characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality.

Gender stereotypes are ideas people have on what men and women are **capable** of and what they **can** do (e.g., women are better housekeepers, men are better leaders).

What to Know?

Gender Equity is the process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field.

Gender Equality is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources.

Gender Integration refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities.

Gender Mainstreaming is the process of incorporating a gender perspective into policies, strategies, programs, project activities, and administrative functions, as well as into the institutional culture of an organization.



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16. Key Concepts of International and National Human rights.

Knowledge & Understanding

a. Basic human rights are rights a person has by being a human being. The main human rights are.

Stated in the United Nations Universal Declaration on Human Rights (1948). In the Constitution of the Gambia, it is explicitly mentioned that the Gambia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, the covenants and conventions related to human, women's and children's rights.

Another important International Convention is the Convention on Elimination of all kinds of Discrimination Against Women (CEDAW) ratified by the Gambian Government in 1993. This

Convention was adopted as the earlier human rights declarations and conventions reflected mostly male concerns and frameworks. For example, there is no explicit reference to domestic violence in the Universal Declaration on Human Rights.

Each country has a constitution in which your basic human rights are guaranteed. Those Constitutional rights are rights that are guaranteed to all citizens, regardless of their race, sex, ethnicity, cast, religion or status. In

What to know?

You must be able to identify Rights and Responsibilities.

Emphasize during the session that rights come with responsibilities; it is not a one-way traffic situation. People should undertake action. As a citizen it is your responsibility, for instance, to collect information and to find out about your rights. The law does not come to you; you should collect the information yourself. Another responsibility is that you should have to complain when a right is violated. Try also to motivate others to fight against the violation of rights.

Besides constitutional rights there are national legal rights, also guaranteed to all citizens. National legal rights are those rights which are defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Tourism act 2007, the trafficking in persons act 2007, the sexual offences act 2013, the domestic violence act of 2015, the women's amendment act of 2015, the women's act 2010, the children's act 2005 and the women's amendment act of 2015 which criminalizes FGM and Child Marriage and rules such as government regulations





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the Gambia these include:

1. the right to equal treatment
2. the right to life, personal freedom and security
3. the right to vote and be voted for.
4. the right to form/join an organization.
5. the right to express yourself freely.
6. the right to protection against violence and unfair treatment
7. the right to freedom to travel.
8. the right to freedom of religion
9. the right to ownership
10. protection of the rights of the children

17. Gender Equality

Knowledge & Understanding

You must know and understand:

1. **Gender** refers to the social differences and relations between men and women. Gender roles are learned, change over time, and have a wide variation both within and between cultures. These differences and relationships are social constructs and are learned through the socialization process.
2. **Gender roles** are learned behaviors in each society, community or social group, in which people are taught to perceive activities, tasks and responsibilities as male or female. Gender roles vary by age, race, ethnicity, culture and religion and by geographical, economical and political environment. They are context-specific and can be changed.

What to Know?





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18. Fundamental Rights in Life and at Work

Knowledge & Understanding

You must know and understand:

1. The four fundamental rights at work are;
1. no to discrimination, yes to equality
2. no to suppression of freedom for workers to organize.
3. no to child labor, yes to education
4. no to forced labor, yes to free labor

What to know?

You must be able to:

- a. Differentiates between rights and responsibilities at work.
 - b. Need to sign a contract to outline all duties and agreements to avoid conflicts.
- Report to work on time.
- c. Always let your employer know in advance when you will not be at work.
 - d. Avoid absenteeism if possible.

DELIVERY STRATEGIES: The delivery strategies are the same as **unit 1** as it is the same class of 30 students.



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WORK EXPERIENCE AND MENTORSHIP PROGRAMME

DURATION: 3 months

All students will go on a work experience for 3 months. They will be attached to different hotel and restaurant kitchen, cafes and bakeries, catering companies and so on. During the work placement students will be closely monitored to assess their progress.

The work placement will go hand-in-hand with a mentorship programme.

The Mentoring program specifically seeks to:

- ✓ Equip participants with practical professional skills through knowledge transfer and practical training activities.
- ✓ Support activities aimed at improving job opportunities through the internships and learning to improve self-employment opportunities.
- ✓ Empower with professional skills, reducing the vulnerability and dependence of students.
- ✓ Empowering women, through employment, changing their lifestyle, and fostering respect, self-confidence.
- ✓ Train in leadership so that they can take responsibility for making their communities better places to live.

