



## **THE ENHANCEMENT OF SUSTAINABLE TOURISM EDUCATION AND TRAINING TO PRIMARY SCHOOL LEVEL AND RURAL COMMUNITIES IN ZIMBABWE**

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### **ABSTRACT**

*In a bid to mitigate adverse long term effects in biodiversity and loss of wildlife and to prepare communities for the challenges arising out of tourism and hospitality developments in their vicinity, it is vital that communities living next to tourist attractions be educated so that they practice eco-tourism or sustainable tourism as a matter of priority. This study postulates a model for the development of a curriculum for the education of primary school learners in Zimbabwe and for the training of rural communities living within or neighboring tourism resorts and attractions. Such a curriculum should equip primary school learners and communities with the requisite knowledge to preserve and protect their environment effectively. Introducing tourism and hospitality education at primary school and community level augments benefits for school learners and rural communities.*

**Keywords:** Sustainable tourism, Education curriculum, Curriculum development model, Tourism, Hospitality.

### **Contribution/ Originality**

This study is one of very few studies which have investigated and posited a model for the creation of an educational curriculum introducing Tourism and Hospitality as a subject at primary school level and for the training of local communities in tourism and hospitality. The study contributes in the literature a model that will be useful to the Ministries of Education and tourism stakeholders during their curriculum review processes.

### **1. INTRODUCTION**

This article conceptualizes a model / framework for the development of an education curriculum for primary schools on the one hand and development of sustainable tourism in communities on the other hand. Other variables investigated in the model are: Tourism growth and sustainability; Community empowerment and ecotourism; Biodiversity consumption and heritage preservation; Biodiversity and protection of natural resources; Ownership of fauna and

flora and game management; Tourist attractions management and community involvement; and Tourism resources utilization and visitor management.

The basic objectives of the Zimbabwe national curriculum ought to be premised on the strength of the curriculum to provide an opportunity for pupils and communities to learn and achieve as well as promote the learners' spiritual, moral, social and cultural development. The fundamental aim is to prepare all learners for the opportunities, responsibilities and experiences of life.

The objective of this study is to develop a model or framework that should link education at primary school level and community training to benefit sustainable tourism development in Zimbabwe and empower local communities with skills to cope with challenges resulting from the ever increasing presence of tourists in their region. It is also the focus of this study to advance the frontiers of knowledge thereby providing frameworks for further academic research for use by the academic community, policy makers and development partners.

### **1.1. Curriculum Development**

Curricula generally specify the main learning content expected to take place during a course or programme of study in terms of knowledge, skills, attitudes, teaching methodologies and assessment methods. This means that the curricula outline what all children must learn in accordance with their special interests and circumstances. The national curriculum provides for the intellectual, moral, physical and social training of the child based on the existing and future essentials, goals and objectives of the nation or society at large. Specifically, the curriculum assures individual and national achievement via the acknowledgement and appreciation of the different capabilities and requirements of learners (Kurasha and Chabaya, 2013). This explanation assumes that learning is planned and guided and curriculum theory and practice emerged in the school in relation to other schooling ideas such as 'subject' and 'lesson'.

### **1.2. Curriculum Development Unit**

The Curriculum Development Unit (CDU) plans, designs, develops and monitors implementation of curricula through research and consultation with stakeholders. Stakeholders comprise of teachers, school heads, education officers, government institutions, Examinations Councils, Civil society, Commerce and Industry. The Unit also provides orientation for teachers on the approaches to teaching. Evidently, there is growing realisation on the need to institutionalise participation of parents and communities, civil society, industry and commerce in the processes of curriculum development. This is critical if the protection of biodiversity and tourism is to become a priority. The development of the curriculum without fail should involve parents and communities, industry and commerce and also be designed to address issues of attitudes, behaviours and conduct in matters relating to tourist activities and protection of the environment. Undeniably, the Curriculum Development Unit needs to foster much closer ties

with the tourism and hospitality industry to enable it to incorporate values related to sustainable development and environmental protection and preservation.

### 1.3. School Curricula in Zimbabwe

The Ministry of Education Sport, Arts and Culture designs, develops and has since localised the school curricula for primary and secondary education. The aims of this school curriculum are geared towards implementing national goals of: *improving literacy and creating a strong scientific and technological base through the introduction of Mathematics and Science; equipping learners with skills for survival and appropriately preparing them to cope with future challenges in the fast changing technological areas; promoting preserving and protecting indigenous culture through the teaching and learning of languages; producing responsible citizens who appropriately participate in family, national and societal activities with due diligence and morality; consolidating skills related to problem-solving; and augmenting cultural identity, fostering diversity, national pride and the preservation of Zimbabwe's heritage and national unity* (Ministry of Education Sport Arts and Culture (Moesac), 2011)

A school term has between 12 and 13 weeks totalling from 36 to 39 weeks a year. At primary level class periods normally last for 30 minutes while they take a little longer lasting for 40 minutes at secondary school level.

The pre-school curriculum focuses on educative play that encompasses the curriculum areas with subject areas that also include the development of communication skills as well as health and nutrition. At secondary school level up to O-level, the curriculum consists of five groups of subjects as shown in table 1 below.

Table-1. Subject groups for Zimbabwean O-level education

	Subjects Group	Individual subjects
Group 1	Languages	English, and either Shona or Ndebele, and French
Group 2	Sciences	Integrated Science, Physics, Chemistry, Biology, Physical Science, Human and Social Biology
Group 3	Mathematics	Statistics, Additional Mathematics, Mathematics
Group 4	Human and Social Studies	Literature in English, Geography History, Bible knowledge, Religious and Moral Education, Sociology, Economics Agriculture
Group 5	Practical / Technical / Business / Commercial	Home Economics, Building, Woodwork, Metalwork, Technical Graphics, Food and Nutrition, Fashion and Fabrics, HIV/AIDS and Life Skills Education, Art, Home Management, Computer Studies, Commercial Studies, Accounts, Commerce, Economics, Business,

Source: CDU Recommended Syllabi, 2011

At A-level the curriculum consists of the following subjects:

English and communication, Shona, Ndebele, Literature in English, Divinity, History, Geography, Sociology, Economics, Agriculture, French, Mathematics, Further Mathematics,

Physics, Chemistry, Biology, Art, Textile and Clothing Design, Food Science, Computing, Geometrical and Mechanical Drawing, Accounting, and Management of Business (Ministry of Education Sport Arts and Culture (Moesac), 2011).

UNESCO (2001) note that the current curriculum in Zimbabwe needs a review to reinforce it in terms of building individuals with entrepreneurial skills and aspirations who are responsible, ethical, productive and self-sustaining citizens. Clearly there are essential specific skills and competencies embedded in school curricula which learners develop when they take the basic core subjects including: A mother language and communication skills; Mathematics and computations; Sciences and technologies; Aesthetics and originality; Entrepreneurship; and Ethics and good citizenship. (Ministry of Education Sport Arts and Culture (Moesac), 2011)

#### 1.4. Function of the Curriculum Development Unit in Zimbabwe

The curriculum establishes the permissible basis for the advance of basic teaching and most learning activities. In Zimbabwe it is developed by the CDU whose main function is to transform government policies guiding primary and secondary education into smart objectives, programmes and activities.

Curriculum development by the CDU targets the following objectives: *an appropriate, judicious development and review of syllabi; suitable teaching and learning materials that support the syllabi; creative teaching and interactive methodologies between teacher and learner; proper organisation of courses on curricular matters; relevant testing and evaluation of the curriculum; and useful research into curricular issues.* (Ministry of Education Sport Arts and Culture (Moesac), 2011)

In the wider sense, curriculum development prepares individuals and communities for future employment. This implies the need for the curriculum to encompass industry values and objectives. The foremost objective of model of curriculum development takes as its major premise the idea that all learning should be defined in respect of what students should be able to do after studying the programme, in terms of learning outcomes or learning objectives (Harden *et al.*, 1991). It forms part of what is generally believed to be the outcomes-based education. Here educators concentrate on what their learners will do and as a result they organise their curricula accordingly. On the other hand, the process model assumes that content and learning activities have an intrinsic value and are not just a means of achieving learning objectives. Stenhouse (1975) argued in favour of four fundamental processes of education: Training - involving skills acquisition; Instruction - enhancing information acquisition; Initiation - fostering familiarisation with social norms and values; and Induction - based on thinking and problem solving.

He claimed that behavioural objectives were only important in the first two processes and that in initiation and induction it would not be possible to use objectives. The spiral curriculum, is one in which learning is seen as a developing process with active reinforcement as one shifts from the more simple 'building blocks' to understanding complex principles, a shift from 'novice' to 'expert'. The key aspects of a curriculum are: it's aims; learning outcomes/objectives (knowledge,

skills and attitudes); its content; the necessary and applicable teaching and learning methods; the assessment methods; and the supporting elements.

The supporting elements of the curricula are: *learning resources (teachers, support staff, funding, book and IT support); monitoring and evaluation procedures; recruitment and selection procedures, including promotional materials and attachments in the case of adult learners; and student support and guidance mechanisms.*

Besides preparing them for the transition from school to sustainable careers in the tourism industry, learners have the opportunity to learn and practise from an early age the technical and applied skills relating to specific occupations in the diversified tourism career field. The diverse sectors of the tourism industry are, accommodations, restaurants, recreation and entertainment, transportation, travel services, sport and culture which offer unlimited career options or employability.

Other goals include helping learners to apply basic numeric, literacy and other fundamental skills in a context, focused to careers in tourism.

Learners can develop aptitudes and interests with the lifestyle made possible by a career in tourism and gain the specific knowledge, skills and attitudes needed to be successful in tourism workplaces.

The curriculum mirrors the priorities which the country sets on things such as the personal worth of an individual, the rights of minorities, the ethical and moral values and respect for others and the environment.

By examining students in only a few subjects, English, Shona, Mathematics and Content, at the seventh grade, the impression is gained that the rest of the subjects on offer that are not examined, music, art, culture and environment are of inferior status and students' attitudes to these subjects become problematic. When tourism comes on board, it might easily fall into this category if it is not examined.

A primary school tourism curriculum will facilitate and prepare students for direct transition to appropriate secondary and tertiary Tourism and Hospitality programmes.

Such a curriculum will also pave the way for the development of tourism and hospitality programmes in the secondary and tertiary education arenas.

### **1.5. Curriculum Designing in Zimbabwe**

A research process precedes collection of curriculum materials, where the CDU and its parent ministry, other ministries, research institutes and parastatals are involved. Informal meetings are held with a lot of brainstorming intended to generate decision making data eventually debated at senior management level meetings. All decisions made at various levels are considered at syllabus review and revision stages. Correspondence with schools is achieved through regular circulars, teacher education guides, workshops and seminars. Implementation of new decisions follows through regular trial testing and evaluation by curriculum developers through returns of routine

questionnaires, field interviews and sometimes observations. Besides regular internal monitoring and evaluation, assessments by external assessors are pertinent from time to time carried out on an annual basis.

The [Nzirasanga Commission \(1999\)](#) endorses the view that education should equip the learner with knowledge and skills to respond to life's challenges appropriately and adjust to social and cultural changes. The Commission agrees that the education philosophy should be based on *Unhu/Ubuntu* which implies a good person morally with such values as honesty, trustworthiness, discipline, accountability, respect for other people and elders, harmony, hospitality, devotion to family and welfare of the community. The commission further concurs that education should be based on a solid cultural foundation using the language which the people understand best for its transmission.

Undoubtedly the role of education is essentially to pass on survival skills to individuals. In so doing it however is also an induction into cultural norms, guiding human relationships and behaviours thereby stimulating character formation. Cultural activities, clubs and lessons, an annual cultural day/festival, art and music, could be channels in search for an identity, guidance, understanding and tolerance to enhance cultural ethics. There is a need for moral and ethical education curricula that promotes positive values of dignity of work, self-reliance, honesty, justice and respect for life and responsibility for our heritage. Such education should span to include consideration for people living with disabilities and this includes tourists and learning of sign language in schools and communities with tourism.

The National Environmental Policy advocates that a knowledgeable and well-informed public on environmental issues is essential for effective environmental conservation and management ([National Environmental Policy and Strategies, 2009](#)). The policy further argues that the Government ought to integrate relevant environment issues into the national curriculum at all levels and should support educational programmes that increase environmental awareness and public involvement especially among disadvantaged and less literate groups. The policy also calls for the promotion of local languages and drama in environmental education.

#### **1.6. Development of a Tourism Curriculum for Primary School Education in Zimbabwe**

Curriculum development can be likened to dairy farming. Dairy farming has been part of agriculture for thousands of years for the long-term production of milk and other milk products such as cheese and yogurt. Although dairy farming can be carried out using horses, goats, sheep, camels and buffalo most of it is usually from dairy cows. Besides milk production, the mainstream dairy farms also sell the male calves born by their dairy cows, by and large for meat or breeding. They keep the heifers for future milk production. In order to maximize on their returns, dairy farmers grow their own feed, in most cases corn or hay. Milk production requires that the cows be in lactation, which means the cow must have given birth to a calf before milking can start.

In dairy farming problems arise however when determining how often the dairy cattle must remain pregnant, bearing in mind that worldwide of late, reproduction is mostly through artificial insemination. Other controversies, a propos dairy farming stem from: The practice of separating calves from their mothers only three days after birth; how dairy cattle are housed; and Environmental concerns regarding dairy production.

To enable farmers to maximize on returns on milk production, it is common practice to feed calves on a milk replacer as early as three days after birth. The milk replacer is a powder added to water as a substitute for the cow's whole milk. Furthermore, within the dairy farms the size and concentration of cattle, creates major environmental issues associated with manure spreading, dispersion and disposal which require substantial areas of cropland.

The irony of the whole situation is that, as a rule the cow prepares and gives milk to the calf / heifer. Nevertheless, here comes the milkman who weans the calf (withdrawing the supply of its mother's milk) only three days after birth, yet the calf is the rightful owner of the milk. The cow can be compared to mother earth, giving to biodiversity to sustain the environment. The calf, the owner of the milk is synonymous with the host communities, fauna and flora in a tourism environment. Host communities, fauna and flora are the rightful owners of the tourist attractions. The cow's milk is distributed to customers for their nutrition, cheese making and production of a variety of other milk by-products. The milk consumers are synonymous with the visitors and tourists who pay for the products and cause their augmented production. The milk itself is identical to the direct tourism and hospitality product and the other milk by-products constitute the various forms of tourism: ecotourism; sustainable tourism; sport tourism; education tourism; cultural and heritage tourism. There is need to ensure that the calf / heifer gets enough milk to be sustained and be able to grow and supply future milk, meat and ensure a thriving posterity. Host communities need to enjoy their heritage fully when this heritage enjoyment is extended to visitors and tourists. In this way, host communities will contribute to suitable preservation, sufficient protection and appropriate environmental management.

The host communities however need to be educated so that they can be able to appreciate their role and be effective in the management of their environment. The educational curriculum is employed as a guideline for use by teachers to facilitate the education of learners thereby empowering them to be able to maximize on the benefits emanating from tourism growth at the same time preserving and perpetuating the environment for posterity.

## **2. THE CURRICULUM DEVELOPMENT MODEL**

Figure 1 on the next page, presents a model of the development of a tourism curriculum for primary school education in Zimbabwe.

It can be observed from the model that curriculum reviews are centered on the Curriculum Development Unit (CDU). Fundamentally the need for curriculum review is brought to the attention of the Ministry of Primary and Secondary Education through interfaces with political

organizations, universities, teacher education colleges, examination bodies, religious organizations, business councils, parent associations and non-governmental organizations. These organizations together with the CDU develop the curriculum and the requisite subject syllabi working with subject specialists from the unit. The subject syllabi are then used to train the teachers who ultimately delivers to learners in schools.

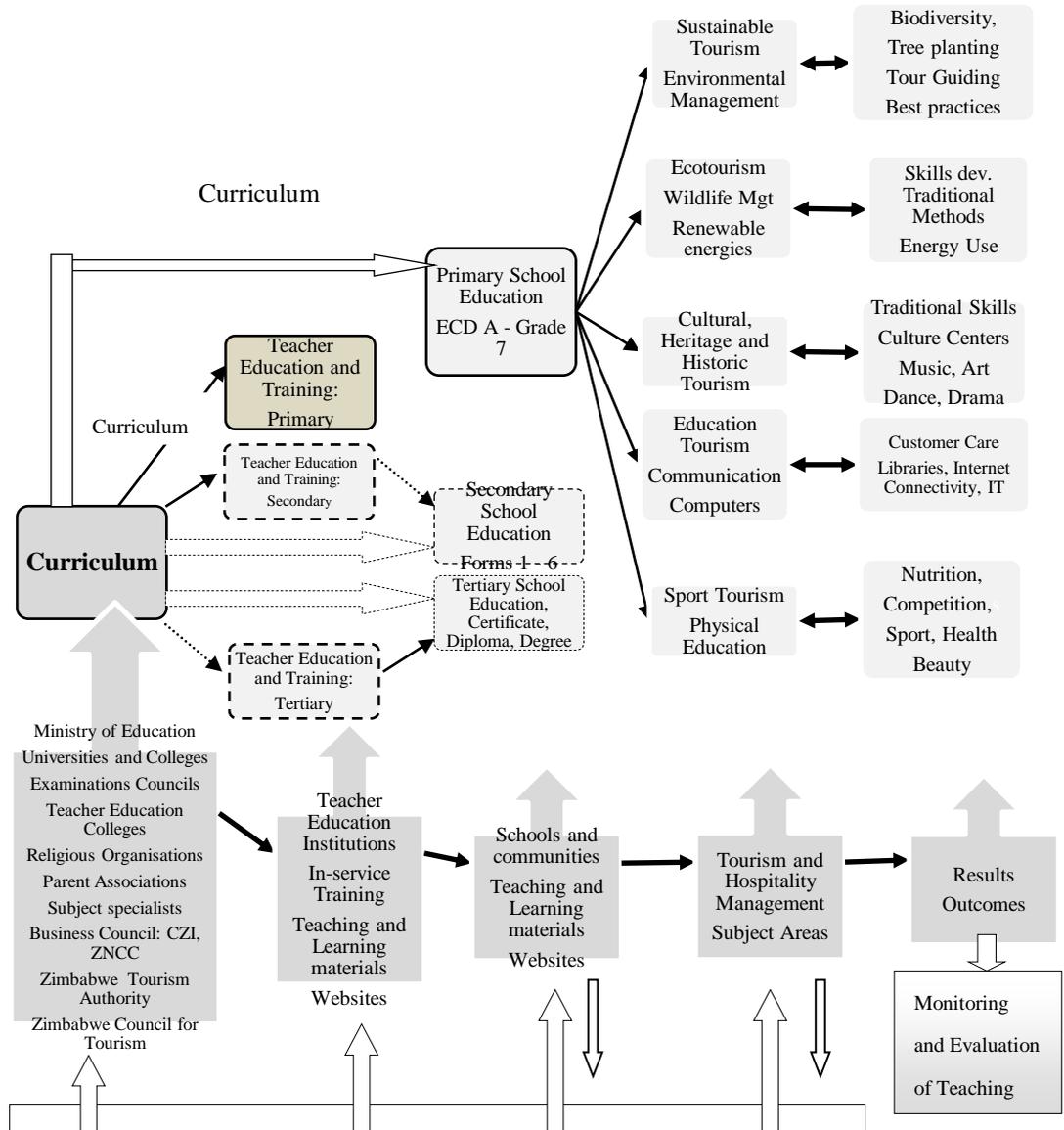


Figure-1. A model of the development of a tourism curriculum for primary school education in Zimbabwe

Source: Compiled by the researcher

### **2.1. Drafting of the Tourism Curriculum for Primary School**

In the model the Curriculum Development Unit (CDU) drafts the curriculum. Input into the draft curriculum is raised from: Ministry of Education, Sport, Art and Culture; Schools Examination Councils; Teacher Education Colleges; Universities and Colleges; Religious Organizations; Parent Associations; Subject specialists and researchers; Business Council, CZI and ZNCC; Zimbabwe Tourism Authority; and Zimbabwe Council for Tourism.

Once completed and approved, the curriculum is dispatched on the one hand to teacher education institutions to facilitate the training of teachers. The training of teachers will focus on skills in tourism and hospitality management which include music, dance, sport, physical education, renewable energies, wildlife management, culture, language, communication, art and crafts. The curriculum is indispensable in the course of imparting the requisite environmental knowledge, essential skills, constructive attitudes and appropriate values to the teachers. Emphasis ought to lay on education of the environment and sustainable development concerns whilst issues in the classroom include engaging learners in practical, action-oriented activities and projects. This obviously ensures that ultimately, learners have a sound basis for being employable within the tourism and hospitality sector in their neighborhoods.

The curriculum is on the other hand given directly to schools especially in the form of syllabi which cover the requisite subject areas. The syllabi should enhance the teachers' understanding of the concept of sustainability of tourism developments and the relationship between host communities, tourists and the environment. Other critical areas in the teaching of tourism and hospitality would include environmental education, information technologies, ethics and citizenship, and the synchronization of the contributions made by specific subject areas such as science and technology, numeracy, communication and practical skills.

The learners from such an education system will develop critical thinking skills when addressing issues of sustainability and be suitable and eligible to represent their communities so far as decision making is concerned and also in the distribution of benefits to communities.

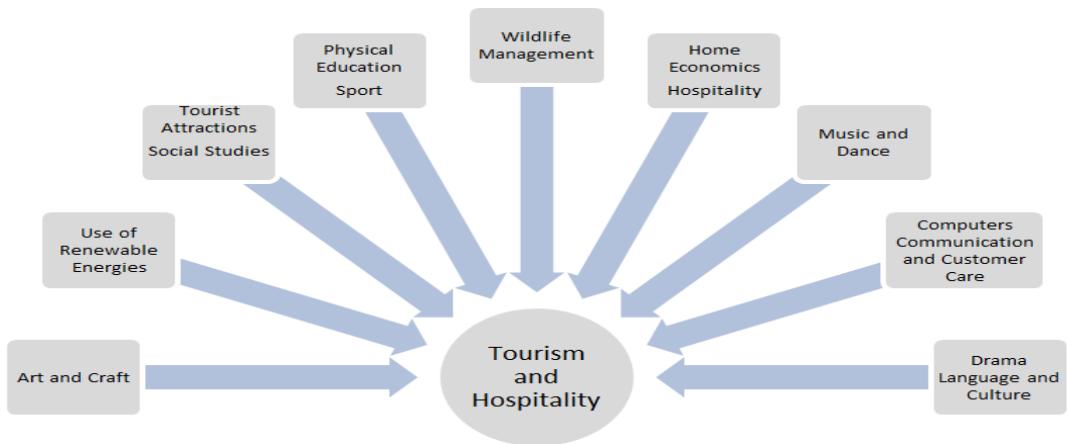
Indeed, the environment itself is consequently adequately preserved and amply protected.

### **2.2. Integration of the Tourism Education Curriculum**

Tourism impacts on broad aspects of both visitor and host societies. In Zimbabwe, the tourism and hospitality industry is the third largest foreign currency earner after agricultural produce mainly, tobacco and cotton exports and mining products. The curriculum being the sum of all the formal and informal teaching and learning experiences provided by a school should include tourism as it is the fastest growing industry. The tourism syllabus prepares learners to appreciate their environment, preserves and protects biodiversity today for themselves and for their visitors in a sustainable manner that will enable future generations to enjoy the same environment. The syllabus should ensure that pupils scrutinize issues dealing with hospitality,

customer care, culture, dance, music, art, sport, wildlife management, renewable energies and maintenance of a pristine environment.

Tourism and hospitality management is a multidisciplinary field involving a host of other key subjects of the primary school curriculum such as, Language and Communication (English as well as the indigenous languages: Shona, Ndebele, Kalanga, Venda, Tonga, Tschangana, Sesotho and Nambya), Wildlife Management, Art and Craft among others as illustrated in Figure 2 below.



**Figure-2.** The Tourism and Hospitality curriculum encompasses a broad spectrum of social aspects and practical subjects.

Source: Compiled by the researcher

According to Wang (2000), tourism occurs within societies, and therefore like any social phenomenon should be subject to examination in terms of human interaction, or in relation to other social phenomena, the wider context of social trends, social structures, or social demography. As far as language and culture are concerned, it is critical that primary school pupils learn in their mother tongues to enable them to learn indigenous positive value systems that will give them an identity and pride. Local languages enhance learning and ensure the preservation of local culture. Clearly, when locals prefer to use foreign languages at the expense of their own, negative impacts on the host cultures follow.

Tourism and hospitality education also cuts across numeracy and the learning of mathematics. Learners are exposed at an early age to the collection, classification and analysis of data as well as interpreting statistical inferences. The subject of environmental science and technology carries many issues related to tourism and hospitality regarding the learning of the scientific relationships between people and the environment. Pupils and communities learn to apply scientific concepts and skills to improve and protect the environment, deal with health and pollution issues, appreciate use of renewable energies and the presence of tourists and how they interact with the environment to guarantee sustainable development. Home economics, music, art and crafts are directly part of tourism and hospitality. Physical education and sport also fall

under the realm of tourism and hospitality and if incorporated as part of tourism, they will gain better recognition as core learning areas rather than being relegated to the extra curricula activities section. A learner interested in sport and physical education will find it challenging and ultimately rewarding to take up these subject areas.

### **2.3. Interdisciplinary Teaching and Learning**

The primary school curriculum in Zimbabwe comprises the following academic subjects: Mathematics; English; Local languages such as Shona / Ndebele / Kalanga / Venda / Tonga / Tschangana / Sesotho / Nambya; Social Studies; Environmental Science; Home Economics; Religious and Moral Education - RME; and HIV Aids and Life skills.

At the end of grade seven, the last year of primary education, students sit for an examination in four subjects: Mathematics; English; Local language; and General Paper.

It should be noted that General Paper is an integration of many subjects which are grouped together into one subject for examination purposes. Incorporated into General Paper are the following subjects: Environmental Science; Social Studies; Religious and Moral Education; Home Economics; and HIV Aids and Life skills.

The following practical subjects also form part of the curriculum: Art and Craft; Music; Drama; Physical Education; Agriculture; and Computers. The practical subjects are not examined under the current curriculum.

As it is the curriculum's objective to achieve meaningful learning with the aim of solving society's problems, students need to integrate ideas from many different subject areas. Interdisciplinary teaching and learning provides a means to put together and integrate knowledge across subjects. By introducing tourism and hospitality as a subject many cross cutting issues in other subject areas will be brought under one roof and as a result, a curriculum overload is reduced. As already alluded to earlier, large sections of art and craft, physical education, drama, music, computers and home economics, can be housed under tourism and hospitality. With the exception of Home Economics, these are practical subjects that are not examined at the end of primary school education, but will revert to be part of the examinable core curriculum once housed under tourism and hospitality management. In addition to the practical aspects, tourism will enhance education into attitudes and values relating to customer care for tourists, visitors, the environment and the community, respect for the beliefs and opinions of others, tolerance and a culture of peace. Maintaining a clean environment always calls for responsibility and individual discipline. Learners will be groomed so as to present themselves professionally and express themselves with an open mind. Tourism encourages the upholding of national costumes, national dresses and smart natural physical appearances. Through community work allied to the tourism subject's practical aspects, learners also gain knowledge of collaboration with others and develop social skills involving individual and group responsibilities. This enhances peace, tolerance and understanding among communities. Tourism and hospitality

operations are heavily depended on information technologies across the board from reservations, bookings and ticketing, to meet and greet, tour guiding and management functions. Information technology skills can be enhanced through research, collecting information, use of data banks, playing games, social networking and use of computers.

#### **2.4. Community Education as an Integral Part of Sustainable Tourism Development**

Aitchison (2001) argues that, tourism needs to be considered not just as a type of business or industry, but as a powerful cultural arena and process that both shape and are shaped by gendered presentations of places, people, nations and cultures. It is imperative that teachers and school administrators identify and prioritize the need to involve local people in helping schools to improve the curriculum. Platforms need to be created for schools to work in partnership with parents, children and local volunteers to develop a curriculum that relates to local, individual and societal needs. Performance indicators might include assessments relating to improvements in students' achievements, levels of tourism developments and enhancement of the environment.

#### **2.5. Tourism Education Website**

The model (Figure 1) integrates websites which offer teachers, pupils and communities a broad supply of teaching and learning materials that enhance the curriculum and classroom efforts. Through collaborative filtering, teachers and communities can share resources, knowledge and ideas and improve the curriculum. Video conferencing can enhance the teaching and learning of environmental and other scientific issues. Websites can also compliment networking linkages, exchange and interaction among teachers, learners and the parent Ministry of Education who need to update the Websites on a regular basis. Social platforms can also be integrated into these Websites to enhance communication and feedback from learners, parents and the communities.

#### **2.6. Challenges Presented by Lack of ICT and Electricity**

Rural communities and schools lack adequate communication technologies and computers themselves making it difficult for communities to fully exploit the benefits from using these latest technologies. Information technologies can nevertheless be competently used to sustain actual schooling in computers, music, dance, home economics, sport, arts and culture. They can certainly buttress tourism e-learning and other subjects, by this means enhancing development of novel ideas especially through social networks. Benefits include performance enrichment, advantages of efficient and effective communication technologies and platforms, back-up of popular play instruments for learners and advancement of music and drama.

#### **2.7. Curriculum and Sports Development**

One of the major reasons why the government promotes tourism is to create employment. Sport tourism can be a major employer if encouraged. Meaningful sport can be developed when it

is promoted from an early age. By incorporating sport education under tourism, learners will develop an appreciation and get encouraged to choose sport as a career. Moreover, girls in Zimbabwe would be encouraged to develop local, indigenous and natural hair styles that allow them to engage in sporting activities like swimming, athletics, tennis, football, rugby, boxing and handball among others, without having to worry about effects on their 'costly' hair styles. Activities such as swimming destroy the trendy hairstyles since the artificial extensions that they use cannot invariably be washed under water because extensions may only be shampooed using expensive chemicals. Zimbabwean natural hair can be easily washed under water as it dries up without problems.

When sport is taken seriously as a mainstream subject under tourism, it can become a vehicle which drives peace among Zimbabweans and other nations. People of different nationalities come together to compete or watch sporting events. Indigenous sporting events such as '*nhodo*' can be afforded a chance to be revitalized or taken to the international area. Zimbabweans have been hunters for centuries, but why is it that they do not engage in sporting activities like javelin throwing or bow and arrow shooting, although such activities seem natural to a renowned hunter and have been practiced by Zimbabweans for centuries.

Schools provide a platform to reach out to all children and introduce sport to them. It is also possible to identify talent early and be able to develop it if sport is taken seriously in schools. Sports academies countrywide can draw from and collaborate with primary schools when developing sporting programs. Communities would also have the opportunity to engage in 'rare' sports such as tennis, handball, badminton, shooting, golf, polo, bungee jumping and athletics among others.

## **2.8. Curriculum and Wildlife Management**

There is a wealth of traditional knowledge that needs to be researched, documented and integrated into wildlife management best practices. This information however needs to be built-in into the curriculum. Subsequently, teachers and communities ought to link up and develop those crucial issues that ought to be included in the tourism curriculum. The same goes for traditional medicine and herbs. A coherent approach to healthcare is required if tourists and hosts are going to use the same facilities when they seek treatment. As soon as separate facilities are availed for locals and visitors alike, resentment against the tourists' presence starts brewing up. The curriculum can help to close the gap between hosts and visitors perceptions. The curriculum can be modelled to encourage development of facilities first and foremost with the local population in mind. Such a move would boost domestic tourism. A thriving domestic tourism industry is a good stepping stone for viable international tourism developments. Although tourism is regarded as an export industry, it is the consumer who comes to the destination to consume the product warranting that the visitors' role in the destination be considered fundamental to tourism development and the development of the tourism curriculum itself.

A large part of the tourism curriculum involves practical work. Learners can carry out research on problem animals to mitigate loss of agricultural produce and human attacks by these animals. Research can be extended to include best practices in the protection of endangered species, handling and prevention of snake bites, as well as dealing with crocodiles and other predators such as hyenas, leopards and lions. Responsible consumptive tourism especially relating to fishing and hunting and sustainable ways of honey collection, is a prerequisite for sustainable development as the old practices are destructive when one considers fish poisoning as a form of fishing or the burning of bees to collect honey. Basically, the curriculum should inculcate a mind-set geared to sound environmental management and responsible tourism developments. The training of teachers therefore, needs to take this aspect of the learners' psychological developments into consideration to ensure the grooming of the proper mind-set in the learners.

### 2.9 The Subject “Tourism and Hospitality”

Clearly, in order for the subject tourism and hospitality to be taken seriously, it must be an examinable subject at the end of grade seven just like the other core subjects English, Mathematics, Local Languages and General Paper.

The model proposes that all those practical subjects that are normally not examined, be incorporated into tourism and be examined. The majority of the practical subjects such as, music, dance, drama, physical education, computers, art and crafts will be affected.

Although Home Economics is already being examined under General Paper, it can be drafted into tourism as it belongs more to tourism. These subjects will then be examined under tourism and hospitality as shown in Figure 3 below.

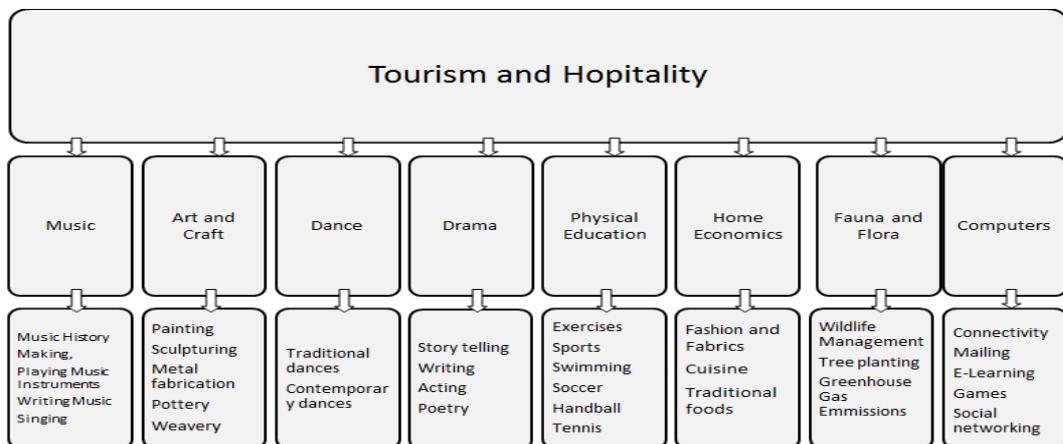


Figure-3. Tourism and hospitality comprises a variety of practical subject areas

Source: Compiled by the researcher

The rest of the subjects such as Environmental Science, Social Studies and agriculture can be examined under General Paper, although many sections of Environmental Science and Social

studies will also be captured under tourism and hospitality. Figure 3 also highlights the individual areas of concentration for each subject that needs to be branded into the curriculum.

### 3. CONCLUSION

This article presented a model on the development of an education curriculum for primary schools on the one hand and development of sustainable tourism in communities on the other hand. Education and training of tourism in schools and communities surrounding tourism resorts will enhance the development of sound, responsible practices of tourism management at the same time producing environmentally conscious citizens who are empowered to develop their tourism and hospitality industry viably.

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