Sustainable Development of Domestic Tourism in Nigeria: The Role of Citizenship Education

Okure, Dominic Uduakabasi

Department of International Relations and Tourism Studies, Faculty of Arts, Management and Social Sciences, Admiralty University of Nigeria, Delta State, Nigeria
Email: okure-gst@adun.edu.ng

Abstract

The development and sustainability of Nigeria's domestic tourism is predicated on a number of factors that derive from the multi-sectorial nature of the tourism industry itself. The peculiarities of the Nigerian state, and the challenges of leadership and citizenship necessitate a re-consideration of extant strategies for National development and economic prosperity. This paper examines the sustainable development of domestic tourism in Nigeria against the backdrop of its latent potentials, proposing citizenship education, which activates critical thinking capacities and expands the scopes of understanding and interpreting concepts and their application in practice, as a critical tool. The conceptual framework for the paper revolves around some general questions in tourism development and sustainability vis-a-vis the nation's sustainable development objectives and aspirations. The theoretical underpinning derives from a blend of Westheimer and Kahne's citizenship typologies and the 1998 UNESCO model of citizenship education for the 21st Century, according to which citizenship must be rooted in the principles of personal responsibility, democratic participation, and social justice to effectively serve the cause of sustainable development. The discourse concludes that a critically planned and well executed citizenship education, which is critical to every domain of sustainable development should be in Nigeria's scale of national priorities and should be vigorously deployed to salvage the nation's ailing domestic tourism.

Key words: Citizenship education; sustainable development; domestic tourism; democratic participation; personal participation; strategic planning.

Introduction

The many challenges confronting the Nigerian state, having also effectively subverted her sustainable development efforts over time, seem to stem from the negative perceptions and perspectives on citizenship, and on participation in national economic and social life, including domestic tourism and its development. For a good number of Nigerians, tourism, of any sort, must be undertaken abroad to qualify as such. Some have also misconstrued domestic tourism as a venture that concerns only the government and the body of industry experts and entrepreneurs, which, therefore remains the responsibility of these two organs to develop, package, market and

manage to attract patronage. Others see tourism in general mainly as a foreign exchange revenue generating apparatus that requires the exclusive patronage of foreign nationals, especially from high income countries and regions with stronger currencies. Again, in spite of the enormous

prospects and positive forecasts for the tourism industry, the movement of citizens within the internal boarders of Nigeria for holidays, education, leisure and general recreational purposes has been insignificantly minimal owing largely to these attitudes and mindsets. In addition to these, some of the official grand strategies for tourism development in the country tend to follow unsustainable patterns, focusing more on rhetoric and on the expected economic dividends of tourism, especially foreign exchange earnings, than on capacity building, incentive creation and human capital development, even as Nigeria, according to the World Bank Human Capital Index (2020), ranked 150 of 157 countries in human capital development. All of these seem to point to a negative trend that if left unchecked, can significantly impede national progress, and more importantly can completely paralyze the domestic tourism sector. It is in the light of the above that this discourse interrogates the factor of citizenship education in realizing the sustainable development potentials of Nigeria's domestic tourism. The conceptual framework for the discourse revolves around some general questions on tourism development and sustainability and the current state of domestic tourism in Nigeria vis-a-vis the nation's sustainable development objectives and aspirations. These include sustainability and tourism development; the Sustainable Development Goals (SDGs) and tourism; and the place of citizenship education in domestic tourism development. The theoretical underpinning for the discourse derives from a combination of Westheimer and Kahne's (2004) citizenship typologies and the 1998 UNESCO model of citizenship education for the 21st Century. The overall objective here is twofold: to highlight the areas and manners in which citizenship education can provide the muscle for realizing the sustainable development potentials of the Nigeria's domestic tourism industry, and to provoke and stimulate more purposeful intellectual and professional engagements by stakeholders in the fields of tourism and citizenship education in making its domestic tourism sector live up to its optimum potentials.

Understanding 'Citizenship Education' and 'Domestic Tourism'

Citizenship education refers to a systematic and purposeful enlightenment of members of a state as an organised political community with governance structure, on the ideals and values, rights and responsibilities of membership in such an entity. This means that citizenship implies membership in such a community. The UNESCO (1998) defines Citizenship education 'as educating persons, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state'. The primary purpose of citizenship education is usually to form citizens through skills and personality development on the political, social, economic and civic culture of a nation, with the wider intention of equipping them for active and meaningful participation in national life and development. Citizenship

education as a concept, cannot be isolated from the social and political context in which it occurs. This is to say that a universal application of the concept is prone to multiple hurdles, especially given the diversity in, and the peculiarities of social and political contexts across national and continental divides. Moreover, 'citizenship', which is a major component of the concept requires legal status and allegiance to a government. Although fostering the idea of global citizenship and efforts at formulating a global citizenship education template have been an active engagement of the UNESCO's and other international organs, including regional governments and non-governmental organizations (NGOs) for over three decades, certain challenges remain to be surmounted. This, however, is outside the purview of the present discourse. Citizenship education in Nigeria is here primarily understood in its formal sense (though the informal components are somewhat implied), that is, as an aspect of the national educational curriculum, different from tourism education, and with particular reference to the tertiary level. This is because, whereas the foundation for participation in national life might have been laid at the primary and secondary levels, it is, arguably, at the tertiary level that citizens are better disposed and equipped to meaningfully engage in nation building and sustainable development.

Tourism, on the other hand is here viewed as activities associated with movement away from one's place of domicile to a chosen location or destination with various locations, in search of something that pertains to leisure, education, adventure, business, and others, with the attendant psychological, emotional, spiritual, intellectual, and physical satisfaction, with a view to returning home thereafter. According to the United Nations' International Recommendations for Tourism Statistics, tourism refers to the activities of travelers understood as 'a traveller taking a trip to a main destination outside his/her usual environment, for less than a year, for any main purpose (business, leisure or other personal purpose) other than to be employed by a resident entity in the country or place visited. These trips taken by visitors qualify as tourism trips' (IRTS 2008, 2.9). In the same vein, domestic tourism refers to the activities of a resident visitor – trip, expenditure, consumption, and others – within the country of reference either as part of a domestic tourism trip or part of an outbound tourism trip (IRTS 2008, 2.39). In other words, domestic tourism refers to tourism activities occurring within a country of reference either by residents (citizens and non-citizens) or by non-residents. However, in the current context, domestic tourism is used to designate the involvement and participation of Nigerian citizens in tourism activities within Nigeria, not as part of an outbound trip, but precisely as domestic tourism.

Theoretical Underpinning
Most contemporary theoretical postulations on citizenship have always assumed a democratic structure for the interpretation and analysis of citizenship models. Although democracy is not the only context in which citizenship can be understood, it is believed to provide the machinery for state operation that is demo centric, providing for accountability to the people by functionaries of

government. It is in this context that Westheimer and Kahne (2004) postulated three types of citizens or citizenship models designated as the personally responsible, the participatory, and the justice-oriented citizens. Although it is not clear whether these citizenship typologies are a biproduct of democracy, they constitute essential attributes of social patterns in a functional democracy. A personal responsibility-oriented citizen, for instances prioritises duties towards the community and the state, performing tasks that improve the quality of living, such as responsible waste management, local community welfare, and allegiance to the rule of law. The participatory citizen is typified by involvement in the affairs of state and the organisation of social life within it at the local, state, and national levels. This, according to Westheimer and Khane (2004), requires sufficient understanding of the workings of civic society and its social organisations, as well as the ability to foster community participation in civic affairs. The justice-oriented citizen is one who engages in identifying the roots, causes, actors and victims of social injustice, and working to proffer solutions. This citizenship type entails the ability to accommodate diverse shades of opinion in working for social justice. Although these citizenship types are neither mutually exclusive nor completely fused, they are distinct and identifiable (Westheimer and Khane, 2004), and as such, encapsulate and unify the traditional divide between the liberal, communitarian and republican conceptions of citizenship. In the context of our present discourse, citizenship is to be viewed as incorporating attributes of personal responsibility, democratic participation, and concern for social justice, which is in line with the UNESCO (1998) model of citizenship.

Citizenship education, based on the foregoing, has the objectives of educating citizens on the principles and institutions that govern their society, teaching them how to exercise their judgment and critical faculty, and helping them acquire a sense of individual and community responsibilities 'based on knowledge, practice and values that constantly interact' (UNESCO, 1998). These are the bases for the understanding of citizenship and citizenship education in the current context.

Sustainability and Tourism Development
Sustainable development of tourism, at the domestic and international levels, is at the centre of contemporary national and global concerns, including the preservation of world's tangible and intangible cultural heritage, and other resources. However, the concept 'sustainable' when applied to all of tourism and its allied products and services sometimes seems elusive and even impracticable, especially in its implementation. This is because beyond economic viability, such other vital components of sustainability as environmental protection and, especially social equity, appear to be the least paramount of considerations in the practice of tourism interchange and product consumption across various regions. This seems more visible in adventure, business and cultural tourism, where neither tourists themselves nor tourism organisers have been as optimally and determinedly concerned about destinations and their peoples as to reject such engagements and practices that often directly or indirectly compromise the cultural integrity,

spiritual and material resources as well as the social fabrics of these peoples, and ultimately jeopardise their socio-cultural continuity. It is perhaps in this vein that Hunter (2012: 4) suggested a broadening of insights and perspectives on sustainable tourism; such that would transcend 'the immediate concerns of tourism and the restrictive confines of much current tourism research'. This appears to be in line with the multi-sectoral nature of tourism itself, which is discussed in subsequent paragraphs.

Similarly, sustainability, once described as largely barren and unsubstantial (Fortune & Hughes, 1997), has remained a very complex notion mainly due to its overarching environmental, economic and social ramifications. Over two decades since this description, some discourses still suggest that the concept remains largely open-ended and immeasurable, and that 'the precise meaning of sustainable, and what it embraces varies depending upon who is using it and in what context' (Bell & Morse, 2012: 5). Notwithstanding, sustainability has been conceptualized as:

> …the capacity of any system or process to maintain itself indefinitely. Sustainable development thus is the development of a human, social, and economic system able to maintain itself indefinitely in harmony with the biophysical systems of the planet" (Moldan & Dahl, 2012: 2).

The question, however, remains as to whether the material universe or any known system within our sphere of existence has the capacity to *maintain itself indefinitely* with or without external contingencies. Sustainability considered as self-maintenance implies a number of factors viewed and interpreted differently by diverse stakeholders. These include such human and ecological factors like human development through education and healthcare; responsible exploration of natural resources and environmental protection; social and economic justice; among other items as captured in the goals set by the United Nations' 2030 Agenda for Sustainable Development (UN General Assembly, 2015). A self-maintaining tourism development under this regime would seem possible only if all the actors have such balanced approaches that do not prioritize certain aspects of the industry, especially economic gains over and above human development, environmental protection, and others. Experience has, however, shown that they usually do not. For instance, in ecotourism or nature-based tourism, there have been cases of conflicts between tourists' demands for nature-based wellness products and environmental (ecological) sustainability (Prubstl, 2010). As such, tourism's sustainability does not thrive on a people's passive attitude towards the material and spiritual universe; it requires an active and involving blueprint that is both holistic and integral, considering every component element in the tourism domain, including the anthropological, the economic and the political, among others.

Strategic planning is a vital element in sustainable tourism development. Stainton (2018) had noted that tourism development, which simply implies the advancement and conservation of tourism activities and services in a given domain cannot be sustainable without careful planning. A number of literature on tourism development have largely supported this position (Kapera, 2018; Timothy, 2020; Southgate & Sharpley, 2020). It is only strategic planning that can

guarantee a healthy balance between economic motives and gains, which are central to tourism enterprises, and the core demands of sustainability. Strategic planning, different from other forms of planning, requires such measures and choices that will impel to the emergence of identifiable strategies, which will in turn lead to specific outcomes. It rationally scrutinizes known and foreseeable conditions and exigencies with their prospects and formulates tactical measures for accomplishing desired objectives. A tourism-specific strategic planning, therefore, cannot be accomplished in a haste; it must be analytical, recurrent, contiguous, and multipurpose (Plokhikh, Sakypbek, & Aktymbayeva, 2015).

The multi-sectorial nature of the tourism industry, with the attendant complexities and the enormous setbacks emanating therefrom constitute another significant element in discourses on the sustainable development of local (and international) tourism. Whereas there may be no established causal relationships between the lapses in the sustainable development of tourism and its multi-sectorial character, it can, nevertheless, be argued that the paucity of synergy, unequal commitment, and in some cases, conflicting strategies among the various sectoral units and stakeholders within both national and international domains, have negatively impacted on tourism's sustainability.

The multiple and diverse attributes of tourism destinations, the numerous factors that influence tourism development, including the cultural and the religious, and the blend and categories of tourists that these have produced (Singh, 2009), are direct consequences of the multi-sectorial nature of tourism. These in turn usually pose challenges to maintaining professional and ethical standards; and satisfying economic, social, cultural, political, ecological, infrastructural, aesthetic, and other demands and expectations in the consumption and marketing of tourism products and services. Besides, standard data for appropriate risk evaluation and impact assessment of measures and strategies in tourism development require multi-sectoral considerations. The health sector, for instance, which is crucial to the industry, requires multi-sectoral collaboration to advance efforts at such measures as more efficient risk analysis and cost sharing strategies (Smith et al., 2019) that would enhance safety and comfort for tourists and service providers. Also, diversification and specialization as two vital catalysts of the sustainable development of tourism (Weidenfeld, 2018) and its competitiveness can only be facilitated by a multi-sectoral approach.

A careful analysis and understanding of social expectations and preferences, and the satisfaction criteria of tourists with the local tourism markets, enables tourism's stakeholders to identify the strengths and weaknesses in its value chain. This requires concerted efforts at constant collection and dissemination of data by the various sectoral units for such analysis. To complement this are balanced and robust government regulatory and promotional roles at national levels is. For instance, an analysis of the factors that influence the development of the tourism industry in the Russian Federation (Frolova, Ryabova, Kabanova, Rogach & Vetrova, 2017) revealed that weak government involvement can reduce the efficiency of other stakeholders within this multi-sectorial partnership. Adequate and balanced Governments' involvement, on the other hand, can significantly curb the disproportionate distribution of the benefits of tourism development's dividends across regional boarders (Rogerson, 2015), and curb excesses and rancor among key players.

The Sustainable Development Goals and Tourism

The propositions in the United Nations Sustainable Development Goals 2030 Agenda have provoked robust discussions on tourism development and sustainability, particularly in highlighting the extremes of unsustainable consumption patterns of affluent societies on the one hand, and the poverty laden communities whose members can neither afford a holiday nor actively resist the exploitative visitations of their rich neighbors, and are, therefore, compelled to bear the brunt of this socio-economic imbalance. Even though it has been opined that 'some [of the 2030 Agenda's] goals and indicators for progress remain vague or inadequate', while 'others – especially those obsessed with a growth paradigm – are contradictory', it is also noteworthy that the agenda tries to address the 'structural causes, of the kind of poverty that opens marginalized societies to further disadvantages (Maurer, 2017: 5).

The declaration in 2017, of the International Year of Sustainable Tourism for Development under the supervision of the UNWTO seemed to fortify the international community's resolve to go beyond mere rhetoric and act on the SDG Agenda. SDG 8, for instance, recognises the role of the tourism industry in providing employment opportunities, especially for persons – indigenes and immigrants – in local communities of tourism destinations. However, such employments usually fall below the International Labour Organization's (ILO) standards for decent work seen as "productive work in conditions of freedom, equity, security and human dignity, in which rights are protected and people have adequate pay and social protection" (ILO, 1996). In the words of Canada (2017: 47), "Low wages and poor labour conditions affect the vast majority of workers in the tourist industry – and even more so those at the lower end of the job ladder, particularly women and immigrants who are particularly vulnerable." Consequently, the debates on the positive impacts of tourism on job creation need to be more circumspect, transcending mere economic benefits and financial statistics.

Similarly, SDG 12 on ensuring sustainable production and consumption patterns specifically seeks to "develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products" (UNSDG, 12b). Job creation and the promotion of culture and products in tourism destinations should be sustainable, and they should be assessed from the perspectives of ethical and social justice. In these regards:

> A sustainable tourism product is [should be] economically just, environmentally friendly and socially responsible at the same time – for travellers and above all for the people in the destinations. For tourism businesses, it should be economically viable in the long run. At the same time, it should not be produced at the costs of others. Eventually, it should contribute to sustainable development in the destination (Pluss & Sahdeva, 2017: 72).

Measuring sustainability in production and consumption patterns, especially in the tourism industry can be daunting, as it requires a careful scrutiny of the entire value chain (Pluss &

Sahdeva, 2017), which is usually difficult to achieve. Additionally, the realization of this development goal is directly threatened by the blatant exploitation, especially of non-renewable resources and the creation of needs by global actors merely to maintain exploitative supply chains for purely economic advantages, pushing humanity closer to the limits of what Hingam and Miller (2018) term *planetary boundaries*. Responsible consumption and production habits among tourists and tourism service providers presupposes persons whose mind sets and consciousness are oriented towards economic justice, environmental friendliness, and social responsibility; and this is the direct function of education, which also serves as a means for developing veritable criteria and indicators for measuring sustainability. Formal and informal education, therefore, offer the doorway to the value orientation, life style and core competencies that are essential for balanced production and consumption patterns in tourism. It is in recognition of this that the 2030 Agenda seeks to:

> …ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (SDG 4:7)

In another vein, the SDGs also touch on the intimate relationship between marine resources, economic prosperity and tourism, proposing to: "By 2030, increase the economic benefits to Small Island developing States (SIDS) and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism" (14:7). The marine ecology of any nation, whether in the SIDS, least developed or fully developed category, cannot be ignored in its overall sustainable development blueprint and strategies. This, however, has remained a big challenge to Nigeria and other countries like Ghana where unregulated activities of their extractive industries have inflicted significant damage to marine resources.

Citizenship Education and Tourism Development
The efficacy and forcefulness of citizenship education in galvanising and sustaining the momentum of sustainable development in various sub-sectors of national economies like tourism derive from its being targeted at refining the notion of *citizenship* in specified socio-cultural and political contexts. It is also tied to the enhancement of national identities and social responsibilities within those contexts. Citizenship, which has been described as 'The system of efforts, values and institutionalized practices required for creating and maintaining conditions for living together in a complex society' (Dimitrov & Buyadjieva, 2009), therefore, constitutes the foundation for meaningful all-inclusive development; it also provides the muscle for projecting national aspirations and capabilities. Thus, it is citizenship education, more than anything else that is capable of providing the ingredients and scope for the veritable and integral human capital

development and responsible exploitation and consumption of nations' resources that sustainable tourism development requires.

Whereas researched submissions on the interface between human capital development and the sustainable development of domestic tourism are sparse, national governments, policy makers and developmental agents have equally not sufficiently explored the reciprocity between citizenship education and tourism development. As such, the structural causes of unsustainable development, which, ironically, fuel and sustain the kinds of underdevelopment prevalent in sub-Saharan Africa, including Nigeria, are not confronted. Some scholars, though, have highlighted the critical role of *environmental education* in fostering responsible citizenship and balanced environmental decision-making in recognition of the ecological consequences of tourism activities on local and global environments (Skanavis & Sakellari, 2011). However, environmental concerns, significant as they are, do not constitute the entire problem nor are they exclusive to tourism endeavours. On the other hand, effective infrastructural and human capital development considerations are crucial to fabricating meaningful sustainable development strategies for the tourism industry in any nation State. The availability of infrastructure and human capital largely presupposes a high level of purposeful synergy and trust among the various stakeholders, including educators and tourism operators; national, states and local governments; small and large-scale entrepreneurs, local communities and individuals, including tourists (Novelli, 2017; Nunkoo & Smith, 2015; Doswell, 2000). And of these two crucial elements, human capital development through intellectual empowerment ranks uppermost.

Novelli (2016; 2017: 28) has identified integral human capital development as the major determinant in harvesting and utilising the many opportunities in the tourism industry, viewing it 'as the set of competences, knowledge and personality attributes gained through education and experiences, that enable an individual to develop the values needed to function well and positively contribute to society'. Human capital development, here, transcends mere workforce development. It entails corporate measures at bridging knowledge gaps and empowering persons in social responsibilities awareness through integral education. This mind set properly aligns with the United Nations' SDG's vision 2013 that, among other goals, seeks to ensure that:

> …all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (SDG 4: 7).

There is, therefore, the need for more rigorous inquiry into the intricate relationship between citizenship education – different from, but inclusive of environmental education and tourism education – which also prepares for leadership, and sustainable tourism development.

The Place of Citizenship Education

Citizenship education or civic education, which has always been an integral component of the Nigerian education curriculum across the three levels – primary, secondary, and tertiary – has covertly or overtly, remained the intended contrivance for addressing the challenges of leadership, sustainable development, social integration and other exigencies. It also possesses such characteristics that could foster awareness on the causal link between progress and the exchange between people and places (human mobility), as well as promote the culture of inclusiveness, tolerance, peace and non-violence within a citizenry. This is because its orientation has always been somewhat all-inclusive, incorporating elements of history, philosophy, social studies, anthropology, political science, culture, ethics, and environmental studies, pointing thereby, to the critical truth that 'citizenship' and 'leadership', especially in their political connotations, are roles that must be learned (Heater, 2002). It builds on the overall objectives of schooling which includes democratic equality, social mobility, and social efficiency (Reid et al, 2013). However, certain factors seem to perennially threaten, subvert and undermine the vitality and efficacy of this critical component of national formation. First, there are glaring gaps between the theoretical provisions and prescriptions of citizenship education and their practical implementation in national life. Secondly, the absence of functional institutions and a unified exemplary leadership across the tiers of government and other sub-sectors within the polity that are manifestly untarnished by ethnic, religious, and other biases. The unintended but inevitable outcome of these incongruences is that students, as citizens in formation and leaders in-the-making, tend to mentally reject as mere charade whatever is presented to them as *citizenship* and *leadership* models. Instead, they adopt mental attitudes and living strategies that are fueled by alien stereotypes and unguarded sense personhood and autonomy, bizarre measures for self-actualization, belligerence and the ultimate desire to abscond from the country at the slightest opportunity in search of a better life.

Navigating the Realms of Theory and Practice
The approved curriculum for citizenship education in Universities by the National Universities Commission (NUC) already contains elements of strategic importance for the enhancement of Nigeria's domestic tourism, including themes and insights to responsible and sustainable living and care for the environment. Citizenship education can, moreover, help in correcting some of the misconceptions about the real meaning of tourism at the service of poverty eradication, as well as addressing the attitudinal and structural contexts of poverty and underdevelopment (Boluk, Cavaliere & Higgins-Desbiolles, 2019). In this regard, the argument that the vast amount of negative undercurrents on Nigeria's socio-economic progress are traceable to mindsets and attitudinal factors becomes persuasive. If there is any positive content in citizenship education, it should be that which aims at the re-orientation of mindsets and attitudes towards personhood, personal responsibility, success, and wealth.

The dignity of the human person, which inbound international tourism often takes for granted, is at the centre of sustainable development and citizenship education. Some foreign tourists have been known to come into Nigeria and other African countries usually with the desire to satisfy their bucket list behavioural addictions, which include sexual exploitation of poverty stricken (and sometimes greedy) Nigerians and paedophilia. The do this under the pretext of seeking to improve the living conditions of (give a better life to) the exploited local inhabitants of tourism destination. The vulnerability of the victims in these regards can often be traced to low self-esteem and poor citizenship education.

A properly formulated and implemented citizenship education curriculum should include, according to the UNESCO standards, such elements that, first and foremost, seeks to raise citizens that are well informed and critically literate on a wide range of issues that include local, national and global systems and structures. It should increase citizens' sensitivity to issues affecting the interaction and connectedness of communities at local, national and global levels, as well as the underlying assumptions and power dynamics at play in local, national and regional structures. The UNESCO model also proposes a standard for educating citizens that are socially connected and respectful of diversity. This is of a critical magnitude and importance in a nation where ethnicity and pseudo-religious sentiments have been used to undermine our common social heritage and rich cultural diversity. Citizenship education in Nigeria must accord recognition to different levels of identities within the polity, respecting different communities people belong to and how these are interconnected. Thirdly, citizenship education should aim at forming citizens that are ethically responsible and meaningfully engaged. This includes developing the skills for identifying actions that can be taken individually and collectively, appreciating the values in ethically responsible behaviour, getting meaningfully engaged in economic and democratic life, and taking timely action on matters of collective and personal welfare.

From Formality to National Priority
The critical and strategic importance of Citizenship education to any nation's development, including Nigeria's, requires that it be raised from the level of academic formality – as currently represented – to that of a National priority. This will not only accelerate and sustain the pace of national rebirth and growth, but will also revive citizens' interest in national life, including domestic tourism. Most of the conflicts that usually emerge in patterns of services, products and product consumption, standards and pricing at tourism centres and destinations can be significantly mitigated by a robust citizenship education, with combined inputs from environmentalists, destination management organisations (DMOs), and other tourism stakeholders, including governments' regulatory bodies and agencies like the Ministry of Education, the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE), and the National Board for Technical Education (NBTE). These inputs

could be readily deployed with the aid of digital technology to be made available and accessible to citizens. Citizenship education constitutes a useful tool for sensitizing individuals and groups on the benefits and impacts of tourism, understood as leisure travels, vacations and meaningful adventures. Here, incentive tourism ought to be given more attention, especially by government ministries, departments and agencies to their staff and employees; others like academic institutions, public and private organisations, including religious organizations, should particularly take the lead.

Conclusion

Personal responsibility, honest and committed participation in national life, and dedication to the principles of social justice, which are indispensable to the sustainable development of Nigeria's domestic tourism, are qualities that cannot be acquired through wishes and empty rhetoric; they must be learnt. The argument I have advanced here is that only Citizenship Education, strategically planned and well executed, in such a manner that aims at forming integral and balanced personalities rather than high test scorers, can address the current deficit.

The tourism industry, like any other human industry, involves human, financial, and other forms of capital investment. Consequently, profit making, understandably, ranks foremost among its priorities. Be that as it may, tourism destinations and their operators draw a lot from nature and its endowments. Consequently, natural justice and the respect for the integrity of creation demand certain conducts and attitudes from both tourists and destinations operators that only an integral citizenship education can mediate and facilitate. These include the social impacts, costs and benefits of tourism, as well as its cultural and environmental impacts, costs and benefits. In order to achieve the full benefits of citizenship education and realize its impacts on the sustainable development of domestic tourism in Nigeria, therefore, there ought to be the involvement of wider participation and collaboration between industry operators, academics, government machineries, indigenous communities, destination management experts, and the various sectors within the educational and tourism value chains. Standard policy on domestic tourism, including the encouragement of incentive tourism by public and private sectors should be monitored and implemented, and all of these not without the prerequisite infrastructure – roads, ICT, accommodation – and an efficient and prioritized security apparatus.

References

Bell, S. and Morse, S. (2014) *Sustainability Indicators: Measuring the Immeasurable,* (Revised Edition). London: Routledge.

Canada, E. (2017) Goal 8: Decent Work and Economic Growth: Promote Sustained, Inclusive and Sustainable Economic Growth, Full and Productive Employment and Decent Work for All. In: Ernest Canada, Kathrin Karschat, Laura Jäger, Christina Kamp, Frans de Man, Sumesh Mangalas¬seri, Mechtild Maurer, Antje Monshausen, Christine Plüss, Andy Rutherford, Carina Tremel (Eds.). Transforming Tourism: Tourism in the

2030 Agenda. Berlin: ECPAT Deutschland e.V. Pp. 45-51. http://www.transforming-tourism.org/fileadmin/baukaesten/sdg/downloads/sdg-complete.pdf

Dimitrov, G. & Boyadjieva, P. (2009). Citizenship Education as an Instrument for Strengthening the State's Supremacy: an Apparent Paradox? Citizenship Studies. 13:2, Pp.153-169. DOI: 10.1080/13621020902731165.

Doswell, R. (2000) African Tourism Training and Education: Hits and Misses. In P.U.C. Dieke .Ed. *The Political Economy of Tourism Development in Africa.* New York: Cognizant Communication Offices.

Federal Government of Nigeria. (1992). Act to Establish the Nigerian Tourism Development Corporation and for Matters connected therewith. FAO. 14 December 1992. Retrieved 2 June 2018 from: https://lawsofnigeria.placng.org/laws/N137.pdf.

Federal Ministry of Information and Culture (2020). Domestic and Eco-Tourism Promotion and Control. Https://fmic.gov.ng/departments/domestic-eco-tourism-promotion-control. Retrieved September 13, 2021.

Higham, J. and Miller, G. (2018). Transforming Societies and Transforming Tourism: Sustainable Tourism in Times of Change. *Journal of Sustainable Tourism*. 26:1. 1-8. DOI: 10.1080/09669582.2018.1407519. Accessed 21/07/2021 from: https://www.tandfonline.com/doi/full/10.1080/09669582.2018.1407519

Boluk, K., Cavaliere, C. & Higgins-Desbiolles, F. (2019). A Critical Framework for Interrogating the United Nations Sustainable Development Goals 2030 Agenda in tourism, *Journal of Sustainable Tourism*. 27:7. 847-864. DOI: 10.1080/09669582.2019.1619748

Derek Heater. (2002). The History of Citizenship Education: A Comparative Outline, Parliamentary Affairs, Volume 55, Issue 3, 1 July 2002, Pages 457–474, https://doi.org/10.1093/parlij/55.3.457.

Frolova, E., Ryabova, T., Kabanova, E., Rogach, O., & Vetrova, E. (2017). Domestic Tourism in Russian Federation: Population Estimations, Resources and Development Constraints. *Journal of Environmental Management and Tourism* (JEMT). VIII/02 (18). Pp. 436-445.

Fortune J., Hughes J. (1997). Modern Academic Myths. In: Stowell F.A., Ison R.L., Armson R., Holloway J., Jackson S., McRobb S. (eds) *Systems for Sustainability*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-0265-8_22.

Guri-Rosenblit, S. (2015). Internationalization of Higher Education: Navigating Between Contrasting Trends. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (Eds). The European Higher Education Area. Springer, Cham. https://doi.org/10.1007/978-3-319-20877-0_2.

Hunter, C. (2012). Aspects of the Sustainable Tourism Debate from a Natural Resource Perspective. In Harris, R; Griffin, T; and Williams, P. (Eds). 2012. Sustainable Tourism: A Global Perspective. London and New York: Routledge.

Kapera, Izabela. (2018). Sustainable Tourism Development Efforts by Local

Governments in Poland. Sustainable Cities and Society, Volume 40, Pages 581-588.
https://doi.org/10.1016/j.scs.2018.05.001.

Leydet, Dominique. (2017). Citizenship. *The Stanford Encyclopedia of Philosophy*
(Fall Edition), Edward N. Zalta (ed.), URL =
https://plato.stanford.edu/archives/fall2017/entries/citizenship/. Accessed 24/9/2020

Moldan, B. and Dahl, A. (2012). Challenges to Sustainability Indicators. In: Hak, B.,
Moldan, B., and Dahl, A. (Eds). Sustainability Indicators: A Scientific Assessment
(Revised Edition). Volume 67. A Project of SCOPE, the Scientific Committee on
Problems of the Environment, of the International Council of Science. Washington,
Covelo and London: Island Press. Pp. 1-24.

Maurer, M. (2017). Towards the Transformation of Tourism. In: Ernest Canada,
Kathrin Karschat, Laura Jäger, Christina Kamp, Frans de Man, Sumesh Mangalas¬seri,
Mechtild Maurer, Antje Monshausen, Christine Plüss, Andy Rutherford, Carina Tremel
(Eds.). Transforming Tourism: Tourism in the 2030 Agenda. Berlin: ECPAT
Deutschland e.V. Pp. 5-9. http://www.transforming-
tourism.org/fileadmin/baukaesten/sdg/downloads/sdg-complete.pdf.

Novelli, M. and Jones, A. (2017). Goal 4: Quality Education: Ensure Inclusive and
Equitable Quality Education and Promote Lifelong Learning Opportunities for All. In:
Ernest Canada, Kathrin Karschat, Laura Jäger, Christina Kamp, Frans de Man, Sumesh
Mangalas¬seri, Mechtild Maurer, Antje Monshausen, Christine Plüss, Andy Rutherford,
Carina Tremel (Eds.). Transforming Tourism: Tourism in the 2030 Agenda. Berlin:
ECPAT Deutschland e.V. Pp. 27-33. http://www.transforming-
tourism.org/fileadmin/baukaesten/sdg/downloads/sdg-complete.pdf.

Novelli, M. (2016). *Tourism and Development in sub-Sahara Africa: Contemporary
Issues and Local Realities*. Oxford: Routledge.

Nunkoo, Robin & Smith, Stephen. (2015). Trust, Tourism Development and Planning.
In Robin Nunkoo and Stephen Smith (Eds.) *Trust, Tourism Development and Planning:
Contemporary Geographies of Leisure, Tourism and Mobility* (Illustrated Edition). New
York: Routledge. Pp. 1-8.

Plokhikh, R. V., Sakypbek, M. A., Aktymbayeva, A. S. (2015). Strategic Planning in
the Context of Sustainable Tourism Development – Research Result. *Business and
Service Technologies.* 4 (6). URL: https://cyberleninka.ru/article/n/strategic-planning-in-
the-context-of-sustainable-tourism-development. Accessed: 25.06.2021.

Pluss, C. and Sahdeva, Nina. (2017). Goal 12: Responsible Consumption and
Production: Ensure Sustainable Consumption and Production Patterns. In: Ernest Canada,
Kathrin Karschat, Laura Jäger, Christina Kamp, Frans de Man, Sumesh Mangalas¬seri,
Mechtild Maurer, Antje Monshausen, Christine Plüss, Andy Rutherford, Carina Tremel
(Eds.). *Transforming Tourism: Tourism in the 2030 Agenda.* Berlin: ECPAT Deutschland

e.V. Pp. 69-74. http://www.transforming-
tourism.org/fileadmin/baukaesten/sdg/downloads/sdg-complete.pdf.

Prubstl, U. (2010). Strategies for Tourism Development in Peripheral Areas in the
Alpine Area. In Brebbia, C. A. & Pineda, F. D. (Eds.). 2010. Sustainable Tourism IV.
Southampton: Wits Press. Pp. 3-13.

Sharpley, R. & Telfer, D. (Ed.). (2020). *Tourism and Development (2nd Ed)*. Bristol,
Blue Ridge Summit: Channel View Publications.
https://doi.org/10.21832/9781845414740-fm.

Mihalič, Tanja. (2020). Tourism and Economic Development Issues. *Tourism and
Development (2nd Ed)*. Sharpley, R and Telfer, D. J. (Eds). Bristol, Blue Ridge Summit:
Channel View Publications. pp. 77-117. https://doi.org/10.21832/9781845414740-005.

Reid, Alan; Judith Gill and Alan Sears. (2013). *Globalization, the Nation-State and
the Citizen: Dilemmas and Directions for Civics and Citizenship Education.* New York
and London: Routledge.

Rogerson, C. (2015). Restructuring the Geography of Domestic Tourism in South
Africa. *Bulletin of Geography*. Socio-economic Series. 29. 119-135.

Sharpley, Richard. (2020). Tourism: A Vehicle for Development? In *Tourism and
Development (2nd Ed). Richard Sharpley and David J. Telfer (Eds.). Bristol, Blue Ridge
Summit: Channel View Publications. Pp. 3-30. https://doi.org/10.21832/9781845414740-
003.*

Singh, Shalini. (2009). Domestic Tourism: Searching for an Asian Perspective.
Domestic Tourism in Asia: Diversity and Divergence. Edited by Shalini Singh. London
and Sterling: Earthscan. 1-30.

Skanavis, Constantina and Sakellari, Maria. (2011). International Tourism, Domestic
Tourism and Environmental Change: Environmental Education Can Find The Balance.
Tourismos: An International Multidisciplinary Journal of Tourism. 6, 1. Pp. 233-249.

Smith, K; Machalaba, C; Seifman, R; Feferholtz, Y & Karesh, W. (2019). Infectious
Disease and Economics: The Case for Considering Multi-sectoral Impacts. One Health. 7.
100080. ISSN 2352-7714. https://doi.org/10.1016/j.onehlt.2018.100080.
https://www.sciencedirect.com/science/article/pii/S235277141830034X..

Timothy, Dallen J. (2020). Cultural Heritage, Tourism and Socio-economic
Development. In *Tourism and Development* (2nd Ed). Richard Sharpley and David J.
Telfer (Eds.). Bristol, Blue Ridge Summit: Channel View Publications. Pp. 237-249.
https://doi.org/10.21832/9781845414740-010.

Southgate, Chris and Sharpley, Richard. (2020). Tourism, Development and the

Environment. Tourism and Development (2nd Ed). Richard Sharpley and David J. Telfer (Eds.). Bristol, Blue Ridge Summit: Channel View Publications. Pp. 250-284. https://doi.org/10.21832/9781845414740-011.

Sharpley, Richard. (2020). The Consumption of Tourism. *Tourism and Development* (2nd Ed). Richard Sharpley and David J. Telfer (Eds.). Bristol, Blue Ridge Summit: Channel View Publications. Pp. 358-377. https://doi.org/10.21832/9781845414740-014.

Stainton, Hayley. (2018). Why Tourism Planning is Important. Lifeasabutterfly. https://tourismteacher.com. 7/4/21.

United Nations General Assembly. (2015). *Transforming Our World: The 2030* Agenda for Sustainable Development. 21 October. A/ RES/70/1. Sustainable Development Knowledge Platform. Available from https://sustainabledevelopment.un.org/post2015/transformingourworld.

Weidenfeld A. (2018). Tourism Diversification and Its Implications for Smart Specialisation. *Sustainability*. 10(2):319. https://doi.org/10.3390/su10020319.

UNESCO. (2015). *Global Citizenship Education: Topics and Learning Objectives*. France: United Nations Educational, Scientific and Cultural Organization.

UNESCO. (1998). Citizenship Education for the 21st Century. New York: UNESCO Press.

Westheimer, J. & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal* 41(2): 237-269. doi:10.3102/00028312041002237

World Tourism Organization. (2019). Recommendations on Sustainable Development of Indigenous Tourism. UNWTO, Madrid. DOI: https://doi.org/10.18111/9789284421299.