

# Service the High-quality Development of Local Cultural Tourism Economy

-- Research on the Cultivation Path of Practical Ability of Cultural Tourism Teachers

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**Abstract:** To address the critical challenge of insufficient capacity in cultivating cultural tourism faculty for county-level economic development under Guangdong Province's "Double Hundred Initiative" and "Hundred-Thousand-Ten Thousand Project", this study proposes an industry-practice-oriented training model for cultural tourism educators. By bridging the gap between traditional training models and local needs, the model establishes a "industry-education integration foundation" framework. Through establishing a matrix of practice bases featuring "industry empowerment + county services + rural outreach", it creates a "triple synergy and two-way empowerment" long-term mechanism. The "three entities and four-stage" competency development pathway precisely enhances teachers' core capabilities in serving county-level cultural tourism. This approach increases the proportion of "dual-qualified" faculty and improves student training quality, with the model being widely promoted both on and off campus and awarded a provincial teaching achievement award. The model effectively breaks down barriers in collaborative education among universities, local governments, and enterprises, providing a replicable practical paradigm for cultivating cultural tourism faculty and supporting high-quality regional cultural tourism economic development in applied undergraduate institutions.

**Keywords:** Cultural Tourism Teachers, Dual-qualified Teachers, Local Service, County-level Cultural Tourism Economy.

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## 1. Introduction

President Xi Jinping emphasized: "To build a strong nation, we must first strengthen education; to strengthen education, we must first strengthen teachers." Guangdong Province has launched the "Double Hundred Initiative," organizing universities to deeply engage with local counties and districts to serve the "Hundred-Thousand Project." One of its core objectives is to promote the upgrading of county-level cultural and tourism economies and rural revitalization through university-local collaboration. This requires university cultural and tourism faculty to possess practical capabilities in directly serving county-level cultural and tourism industries, providing professional support for project planning, rural cultural-tourism integration, and county-level cultural-tourism strategy formulation. As one of Guangdong's first application-oriented pilot transformation institutions, Zhaoqing University focuses on cultivating core competencies in cultural and tourism faculty to serve county-level cultural-tourism and rural revitalization, serving as a key measure to implement the "Double Hundred Initiative" and support high-quality local development.

Guangdong Province is currently accelerating its county-level cultural tourism economy and rural revitalization initiatives. To support these efforts, specialized teams are required to design distinctive cultural tourism projects, while scientific strategic evaluations are essential for integrating local cultural resources. This demands that university faculty members possess three core competencies: the ability to participate in formulating medium-and long-term development strategies for county-level cultural tourism industries, the capability to plan and execute rural cultural tourism projects, and the expertise to provide professional evaluations for major cultural tourism investment projects.

However, the traditional teacher training model for cultural

tourism education remains significantly out of sync with county-level tourism demands. While most instructors possess theoretical knowledge, they generally lack hands-on experience in county-level cultural tourism practices. They have neither participated in formulating rural revitalization cultural tourism assistance plans for various counties, nor engaged in project planning for Zhaoqing Cultural Tourism Investment Group's county-level initiatives, nor been deeply involved in strategic evaluations for local cultural tourism industries. This results in a severe deficiency of core technical competencies for serving county-level cultural tourism development, specifically manifested in three critical shortcomings:

The primary challenge lies in the weak capacity to integrate county-level cultural and tourism resources, which hinders effective exploration of synergies between distinctive local cultures (e.g., Deqing's Dragon Mother Culture) and tourism assets. Secondly, rural cultural tourism projects face implementation difficulties, as theoretical proposals often fail to translate into actionable initiatives. Thirdly, the lack of strategic planning capabilities in county-level cultural tourism development prevents the provision of professional recommendations or feasibility analyses for major projects to local governments.

This competency gap directly hampers universities' effectiveness in serving the "Hundred-Thousand-Ten Thousand Project": On one hand, faculty members lack the capacity to undertake cultural and tourism strategy consultations or project feasibility studies for local counties; on the other hand, there is a difficulty in cultivating application-oriented talents that meet county-level cultural and tourism demands, resulting in graduates from universities being unable to quickly adapt to cultural and tourism positions related to rural revitalization.

## 2. Literature Review

### 2.1. Cultivating "Double-qualified" Teachers for Cultural Tourism

Dual-qualified teachers in tourism management programs require both solid theoretical knowledge and extensive practical experience. Xie Jun (2019) established a competency framework through factor analysis, covering five key areas: professional ethics, practical application skills, teaching abilities, theoretical knowledge, and personality traits. The highest emphasis was placed on practical application skills, highlighting their cultivation as a priority [1]. Specifically, Li Xiaohong (2018) required teachers to hold relevant professional certifications and have grassroots work experience [2]. Liu Hailing et al. (2013) stressed that dual-qualified teachers must possess a strong theoretical foundation and broad practical experience [3]. Tan Jia (2019) proposed that they should excel in three aspects: theoretical teaching, practical skills, and educational research [4]. Xu Aiyun (2020) emphasized that training should integrate corporate internships to meet industry demands [5]. Pang Weihua et al. (2019) explicitly required professional certifications and the ability to serve local tourism industries [6]. Scholars widely acknowledge significant gaps in the practical competencies of dual-qualified teachers. Xie Jun (2019) highlighted that faculty at newly established applied undergraduate institutions lack practical experience and application skills [1]. Li Xiaohong (2018) noted that only 18% of tourism management faculty had internship experience [2]. Tan Jia (2019) discovered inconsistent certification standards across Bijie schools, with most evaluations remaining at the "dual certification" level while practical skills were still lacking [4]. Pang Weihua et al. (2019) pointed out that Longnan Teachers College's policies for cultivating dual-qualified tourism management teachers focused solely on research and teaching capabilities [6]. To address these issues, Xie Jun (2019) recommended establishing unified certification standards and reforming staffing management at the government level [1]. At the university level, Li Xiaohong (2018) proposed combining "bringing in" and "going out" strategies, emphasizing the development of practical application skills among in-house faculty while also requiring practical competencies in talent recruitment [2]. Pang Weihua et al. (2019) stressed the need to optimize faculty structures, deepen industry-academia collaboration, and enhance teachers' capacity to serve local communities [6]. At the individual teacher level, Tan Jia (2019) suggested standardizing certification assessments and promoting industry-academia-research integration [4].

### 2.2. Competence of Tourism Management Faculty in Serving Local Communities and Cultural Tourism Industry

Enhancing teachers' capacity to serve local communities and cultural tourism industries requires multidimensional collaboration. Zhu Yunhai (2021) proposed establishing school-local cooperation platforms and streamlining industry-education integration channels [7]. Pang Weihua et al. (2021) suggested coordinated school-local services for rural tourism [6]. Through collaborative talent cultivation mechanisms—such as co-building practice bases and two-way talent mobility—teachers' understanding and engagement with local cultural tourism industries can be strengthened, enabling them

to transform theoretical knowledge into practical service capabilities. Specifically, Xu Aiyun (2020) recommended measures like training, consulting, job rotation, and judicial practice under school-local cooperation frameworks [5]. Li Xiaohong (2018) proposed leveraging industry-academia-research projects and corporate internships [2]. Additionally, applied research [1] should be conducted to deepen industry-academia-research integration [4], while encouraging participation in local research projects [6].

In the context of rural revitalization, Guangdong's "Hundred-Thousand-Ten Thousand Project" and the "Double Hundred Initiative", educators must proactively align with local needs. Amid Guangdong's "High-Quality Development Project for Hundreds of Counties, Thousands of Towns, and Tens of Thousands of Villages", universities should transition from their ivory towers to rural communities, becoming a driving force in Guangdong's development. Scholars have proposed strengthening government top-level design and reforming academic programs to adapt to rural revitalization [4]. Pang Weihua et al. (2021) advocated for university-local collaboration in rural tourism services [6], while Zhu Yunhai suggested integrating local industrial demands into teaching systems [7]. Li Xiaohong (2018) emphasized enhancing teachers' service capabilities through rural cultural tourism projects [2]. Educators should actively participate in county-level cultural tourism resource integration, rural project planning, and strategic evaluations to support regional cultural tourism upgrades and rural revitalization. This includes contributing to rural revitalization cultural tourism assistance plans, county-level project planning, and feasibility analyses of major investments, thereby effectively promoting university-local collaboration and industry-education integration.

## 3. Pathway Research

This study focuses on cultivating the industrial practice ability of "dual-qualified" teachers in applied undergraduate cultural tourism programs. Addressing core issues such as "weak technical problem-solving ability" in the cultivation of cultural tourism teachers' industrial practice abilities, it constructs an "industry-education integration" model to train a team of "dual-qualified" teachers who are proficient in teaching and knowledgeable about the industry.

### 3.1. Establishment of School-Local Cooperation Base

To address the three core competencies—integrating county-level cultural-tourism resources, implementing rural projects, and conducting strategic evaluations—we have developed a diversified network of practice bases, forming a base matrix that combines industrial empowerment, county-level services, and rural outreach. For industrial practice bases, we have partnered with 18 leading cultural-tourism enterprises, including Shanghai International Theme Park and Guangzhou Chimelong Resort, to establish a "Cultural-Tourism Industry Operation Training Base." This initiative focuses on enhancing teachers' capabilities in managing cultural-tourism enterprises and tackling technical challenges. Through hands-on participation in county-level cultural-tourism projects, teachers will gain practical experience in planning and executing large-scale cultural-tourism initiatives.

County-level Service Base Development: In collaboration

with Zhaoqing Cultural Tourism Investment Group, Deqing County Government, and seven other local entities, we established the "County-level Cultural Tourism R&D and Support Base" to precisely address regional cultural tourism needs. Specifically, we partnered with Zhaoqing Cultural Tourism Investment Group to form a dedicated "County-level Cultural Tourism Project" service team, enabling teachers to actively participate in project planning. Additionally, we co-established the "Rural Revitalization Cultural Tourism Coordination Working Group" with local authorities, providing teachers with practical opportunities to integrate local cultural and tourism resources, thereby addressing challenges in resource integration.

**Base Function Extension:** All bases have established a 'demand list release mechanism' to regularly disseminate practical needs for cultural and tourism development across counties and districts, such as feasibility analyses of rural cultural tourism projects and strategic evaluations of cultural tourism initiatives, ensuring precise alignment between teachers' practical scenarios and county-level demands.

### **3.2. Establishing a Long-term Mechanism**

Establish a long-term mechanism of "triple linkage and two-way empowerment" to break down the barriers in collaborative education among schools, local governments, and enterprises.

The tripartite collaboration framework specifies division of responsibilities: Schools are tasked with assigning dual-qualified teachers to counties/districts; local governments provide rural revitalization cultural tourism resources and policy support, prioritizing teachers' participation in county-level cultural tourism assistance plans; local cultural tourism enterprises offer internship opportunities to industry experts, with senior corporate planners appointed as teacher mentors.

**Implementation Guidelines for Two-way Mobility:** The "Teacher Rotation System" will deploy 2-3 faculty members per semester to enterprises or government agencies for practical training, covering roles such as county-level cultural tourism project planning and rural revitalization support. The "Corporate Expert Campus Program" invites industry specialists to conduct hands-on training sessions each semester. To ensure coordination, the Industrial College will establish a quarterly "University-Local-Enterprise Joint Meeting System" to align project needs, faculty development progress, and address collaboration issues, thereby maintaining the mechanism's continuity.

### **3.3. Training Teachers' Ability of "Practical Application"**

With the "Three Entities (Schools, Local Authorities, Enterprises) and Four Phases" model as the core framework, we will precisely enhance teachers' core competencies in serving county-level cultural tourism development. The approach involves: 1) **Positioning and Goal Setting:** Precisely matching teachers' skill gaps to roles. Those with weak "cultural tourism practice application skills" will be assigned to "Characteristic Cultural Tourism Resource Development Positions" in various counties, tasked with designing integrated products that combine local cultural heritage with rural tourism resources. Those lacking "project implementation capabilities" will be placed in "County-Level Cultural Tourism Project Execution Positions," requiring them to participate in at least one rural cultural tourism project's implementation.

**Practical Training in Real Positions:** Teachers participate in the full operation of cultural tourism projects or lead the drafting of rural revitalization cultural tourism assistance reports for various counties and districts, leveraging their theoretical knowledge to address practical challenges for local communities or cultural tourism enterprises.

**Multi-stakeholder evaluation:** A collaborative assessment conducted by universities, local governments, and enterprises, with evaluation metrics including project outcomes, industry recognition, and teaching transformation potential, to guide tourism management faculty in supporting the high-quality development of regional cultural and tourism economies.

## **4. Pattern Construction and Practical Innovation**

This study establishes a "Industry-Education Integration Foundation" model for cultivating cultural tourism faculty's industrial competencies, addressing the bottleneck in enhancing their practical skills and systematically improving their industry-specific capabilities. Through faculty off-campus assignments, participation in industrial strategy formulation, and major project evaluations, the program transforms professional expertise into industrial productivity, thereby solidifying the foundation for "Cultural Tourism Enterprise Management, Operations, and Technological Innovation Capabilities."

### **4.1. Pattern Construction**

This study addresses the critical gap in current dual-qualified cultural tourism teacher training theories by establishing a competency model for county-level cultural tourism educators. The model, developed in response to Guangdong Province's "Double Hundred Initiative" and "Hundred-Thousand Project" needs, focuses on three core competencies: resource integration, rural project implementation, and strategic planning. By precisely defining these dimensions, it resolves the previous ambiguity in defining specialized county-level service capabilities for cultural tourism teachers.

Meanwhile, this study expands the application boundaries of school-local collaboration theory by innovatively proposing a "triple-party co-construction and refined division mechanism". It clarifies schools as the primary body for cultivating dual-qualified teachers, local governments as resource providers, and cultural tourism enterprises as practice enablers. This mechanism resolves the theoretical dilemma of "unclear responsibilities and poor demand alignment" in traditional school-local collaboration, providing a replicable theoretical model for county-level cultural tourism teacher training.

### **4.2. Practical Innovation**

This study overcomes the bottleneck of traditional cultural tourism teacher training where "industry-education integration remains superficial", establishing a closed-loop cultivation path featuring "precise demand matching—tiered competency refinement—bidirectional outcome transformation". In terms of innovative base matrix development, diversified practice bases are constructed through categorized approaches: collaborating with 18 leading cultural tourism enterprises including Shanghai International Theme Park and Guangzhou Chimelong Resort to establish "industry practice-oriented bases" for cultivating

management and operational capabilities; partnering with 8 entities such as Zhaoqing Cultural Tourism Investment Group and Deqing County Government to create "county-level service-oriented bases", deeply participating in rural cultural tourism project planning in Deqing County while establishing a "county-level demand list release mechanism" to achieve dynamic alignment between practical scenarios and local needs. Regarding competency refinement model innovation, the core lies in the "three entities (school/local/enterprise) and four-stage" framework: precisely matching teacher competencies with job requirements through real-position training, diversified evaluations, and teaching transformation to form a closed-loop capability enhancement. For collaborative support mechanism innovation, the "industry-academia-locality-enterprise joint conference system" of industrial colleges has been established to ensure continuous operation, effectively supporting the significant achievement of dual-qualified teachers' proportion.

## 5. Application Outcomes

### 5.1. The Practical Ability of Cultural Tourism Teachers to Serve Local Cultural Tourism Industry Has Been Significantly Enhanced

The teaching team has participated in nearly 10 off-campus professional assignments, with the proportion of dual-qualified teachers rising from 12% in 2016 to 71%. Faculty members have been honored with titles such as "Xijiang Outstanding Tourism Talent" and "Top Ten Teaching Excellence Award," while multiple educators have advanced their professional ranks through research achievements. Several teachers have been appointed as independent directors and members of the Strategy & Investment Committee at Zhaoqing Cultural Tourism Group, having contributed to project investments exceeding 1 billion yuan.

### 5.2. Teacher Empowerment Significantly Enhances the Training Quality of Cultural Tourism Students

The "Teacher-Student Co-creation" initiative has significantly increased the proportion of students applying for "Double Innovation", "Climbing Plan", and "Internet+" projects. Over the past four years, students from our college have secured a total of 98 university-level approval projects for major innovation initiatives, 23 provincial-level or higher approval projects for major innovation initiatives, 25 provincial-level approval projects for the Climbing Plan, 17 provincial-level awards for the Challenge Cup, and 30 provincial-level or higher awards in other categories of competitions. In the past two years, the total number of projects participating in the "Internet+ China International College Students Innovation Competition" reached 350. Students have also engaged in 46 teacher-led cultural and tourism service projects, forming a virtuous cycle of "promoting teaching through research and driving innovation through teaching". According to third-party research and evaluation by MyCOS, the employment rate of graduates in the Tourism Management program ranks 6th in the university; the adaptability of job positions ranks 2nd among 50 majors in the university; the achievement of students' general competencies ranks 3rd in the university; and the achievement of vocational competencies ranks 6th.

## 6. Promotion Effect

### 6.1. Intra-school Benchmark

The research outcomes have been comprehensively implemented across tourism management, hotel management, and geography education programs at our university, significantly boosting the proportion of dual-qualified teachers in applied disciplines. These achievements were recognized as exemplary models for cultivating dual-qualified faculty, earning the First Prize in the 8th Teaching Achievement Awards and the Special Prize in the 9th Teaching Achievement Awards at Zhaoqing University. The results have become a benchmark for faculty development across all academic programs.

### 6.2. Industry Recognition

The "triple collaboration mechanism" (university-enterprise-local government) was adopted by 11 enterprises including Zhaoqing Cultural Tourism Group to formulate the "Joint Talent Development Program". Through university-enterprise cooperation, four projects were submitted for the Ministry of Education's Supply-Demand Matching Program and provincial-level educational science planning projects. The related achievements were awarded the Second Prize of Guangdong Provincial Teaching Achievement Award. The comprehensive rural revitalization report "Comprehensive Reform Practices and Insights of Deqing County's Rural Revitalization", jointly completed by our university's tourism faculty and students, received endorsement from the Standing Committee of the Guangdong Provincial Committee of the Communist Party of China. This report has been widely implemented in over 10 rural cultural tourism projects across northwestern Guangdong, engaging more than 200 students in social practice activities.

## Acknowledgment

Guangdong Province's 2025 Educational Science Planning Project "Research on the Mechanism of Empowering High-Quality Development of County-Level Cultural Tourism Economy through Higher Tourism Education under the Guidance of the 'Double Hundred Action'" (2025GXJK0579);

Zhaoqing University's 2024 School-level Curriculum Ideological and Political Reform Demonstration Project: "Ideological and Political Culture and Tourism"

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