



# Coordinating and Integrating Intangible Cultural Heritage Resources to Create a High Quality Intangible Cultural Heritage Study Travel Brand - Taking Shaoguan City as an Example

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**Abstract.** Taking Shaoguan City as a research case, exploring how to coordinate and integrate intangible cultural heritage resources in a "city" unit to jointly create high-quality "intangible cultural heritage research brands". The government, local universities, market, and other parties participate in intangible cultural heritage projects, explore the real economic value and education value of local intangible cultural heritage, and develop representative, interesting, and vitality intangible cultural heritage study travel courses is a worthwhile research topic.

**Keywords:** Intangible Cultural Heritage; Study Travel; High Quality.

## 1 Introduction

The quality of development should be defined and measured by whether it conforms to the new development concept. High quality development is mainly driven by innovation, manifested as the inherent coordination of regional, industrial, and social development. Green growth and harmony between humans and nature are common forms of development, comprehensive openness and internal and external linkage are necessary paths for development, and development achievements are shared by all people.

Since May 2006, thousands of projects have been approved by the State Council and included in the national intangible cultural heritage list. Most of these intangible cultural heritage sites are located in economically underdeveloped inland areas, including some remote rural areas. In September 2018, the State Council officially issued the "Rural Revitalization Strategic Plan" (Central People's Government of the People's Republic of China, 2018)<sup>1</sup>, The specific policy of "using intangible cultural heritage traditional craft skills training as a starting point to help rural people master a craft or technology. Supporting areas with conditions to build platforms, integrate resources, improve the design and production level of traditional craft products, and form local brands with a certain influence" has been proposed. Therefore, utilizing intangible cultural heritage study travel projects can not only achieve the integration of traditional culture and real life, Innovating and developing traditional Chinese crafts can also play

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F. Cao et al. (eds.), *Proceedings of the 2023 5th International Conference on Economic Management and Cultural Industry (ICEMCI 2023)*, Advances in Economics, Business and Management Research 276,  
[https://doi.org/10.2991/978-94-6463-368-9\\_93](https://doi.org/10.2991/978-94-6463-368-9_93)

a positive role in promoting the development of local culture and economy, especially rural revitalization.

## 2 Intangible Cultural Heritage and Study Travel

The main guiding principle is: "Protection first, rescue first, reasonable utilization, inheritance and development". These sixteen words concisely express the country's clear direction for the protection, utilization, and inheritance of intangible cultural heritage from three aspects. Article 34 of the Intangible Cultural Heritage Law clearly states that schools should carry out educational activities with intangible cultural heritage as the theme in accordance with the regulations of the education regulatory department of the State Council (Qiu Yue, 2018)<sup>2</sup>.

On December 19, 2016, 11 departments including the Ministry of Education and the Tourism Administration jointly issued the "Opinions on Promoting Research and Study Travel for Primary and Secondary School Students" document, which requires all regions to carry out research and study travel activities, promote the healthy development of research and study travel, and list it as a compulsory practical course for primary and secondary school students. The main target is primary and secondary school students, and collective travel life is used as the carrier. The teaching purpose is to improve students' quality, relying on social resources such as tourism attractions, an educational tourism activity that engages in experiential education (2016, Central People's Government of the People's Republic of China)<sup>3</sup>.

During the Spring and Autumn period and the Warring States period in China, a tourism education culture had already formed, where teachers led students to travel across different countries. It is a well-known saying that Confucius and his teachers traveled together to various countries. There is an ancient Chinese saying that goes, "Reading thousands of books, traveling thousands of miles. In the "Records of the Grand Historian: Biographies of Emperor Chunshen", the term "study travel" is divided into two types based on the purpose of "study travel" (this article uses the term "study travel" to replace tourism with special education and learning purposes). The first type is travel for the purpose of increasing knowledge; Another type is a banquet tour organized by high-ranking officials for the purpose of seeking fame. Study travel "is a health education method that enhances the physical and mental development of learners. The development and prosperity of" study travel "should be based on the basic concept of" people-oriented ", with a relaxed political environment and a strong cultural and artistic atmosphere (Xiao Jumei and Li Rumi, 2017)<sup>4</sup>.

The 'study tour', as a form of education, has been popular for hundreds of years. From the 16th to 18th centuries, the aristocratic 'grand tour' in England was seen as the beginning of cultural tourism education (French, Craig Smith&Collier, 2000)<sup>5</sup>. It was an important component of the education of aristocratic children in England, and early educational or study tours were carried out based on individual motivations and expected experiences. There were no restrictions on fixed tourist areas (Towner, 1996)<sup>6</sup>. At that time, in Europe, this method of strengthening education was only popular among nobles (Towner, 1985)<sup>7</sup>, and at that time, study tours were truly luxury goods.

The Oxford Advanced English-Chinese Dictionary defines 'the grand tour' as a compulsory academic course that used to be a major sightseeing trip for wealthy British children to the European continent. Economically, studying abroad on the mainland promoted international trade between the UK and other countries on the European continent; In terms of culture, mainland study tours strengthened cultural exchanges between the UK and the European continent, promoting the development of culture and education in the UK (Tao Jun, 2005)<sup>8</sup>.

It can be seen that research and culture have been a very important and inseparable part of the construction of social spiritual civilization since ancient times. The collision between intangible cultural heritage and study travel is currently a very important extracurricular practical study travel course for primary and secondary schools in China. How to do a good job in intangible cultural heritage study travel courses is worth exploring.

How the three principles of "authenticity", "integrity", and "inheritance" in the protection and inheritance of intangible cultural heritage can be guaranteed in the quality of study travel courses is also a question worth considering; On the other hand, study travel courses require integrating course knowledge into travel, fully showcasing traditional culture, and selecting high-quality and high-quality study travel destinations and courses to achieve their research goals (Wu Qiaoling, Tang Ningtao, Li Mimi, 2022)<sup>9</sup>.

### 3 Research Case

In the past decade, the Chinese government has advocated and encouraged primary and secondary school students to participate in research travel in a collective manner, gaining "true knowledge" through practice. Many provinces and cities have even made research travel a compulsory course for primary and secondary school students. In 2019, 4.8 million primary and secondary school students participated in research and study tours in China; By 2021, the number of people reached 4.94 million (more than the number before the COVID-19 epidemic); In 2022, the number of primary and secondary school students participating in research tours exceeded 6 million, reaching a historic high (Chen Xiao, Yu Bingyue, Xia Jin&Qi Zheng, 2023)<sup>10</sup>. According to the "2022 National Education Development Statistical Bulletin" released by the Ministry of Education of China, there were a total of 149100 ordinary primary schools, 107 million students on campus, 52500 middle schools, 51.2 million students on campus, 15000 ordinary high schools, and 27.1387 million students on campus in 2022. It can be seen that the market for research travel is far from saturated (Ministry of Education of the People's Republic of China, 2023)<sup>11</sup>, This means that the market for Study travel in China goes far beyond this.

Unlike ordinary tourism, Study travel is not limited to common tourist destinations such as famous mountains and rivers, historical sites, and well-known universities. Various rich contents such as technological innovation and ethnic art are important components of Study travel in China. (Cui Liyong, 2023).<sup>12</sup> According to data from the Ctrip Travel APP, the order volume of summer museums in China has increased by 232% year-on-year this year, and the order volume of research tourism products has increased

by more than 30 times year-on-year. The emergence of the "research and learning craze" reflects the importance that Chinese parents attach to education and the rapid growth of people's demand for spiritual and cultural resources, especially the strong interest in distinctive and high-quality cultural resources (Liu Weizhen; Li Minghui; Wang Ning, 2023)<sup>13</sup>.

Shaoguan is a famous travel city in guangdong China, based on the author's research and analysis of 183 intangible cultural heritages in Shaoguan over the past five years, it has been found that intangible cultural heritages in Shaoguan can be classified into two main categories, namely "firewood, rice, oil, salt, soy sauce, vinegar, and tea", which are related to the daily diet and lifestyle of the local people. The rest are basically related to the leisure and festive lifestyle of the people, namely "singing, dancing, dragon, and tasting wine" which related to the local culture. The city currently has 6 national level intangible cultural heritage representative projects and 72 municipal level or above intangible cultural heritage representative projects; 22 provincial-level projects; 59 municipal level projects; 96 county-level items, a total of 183 items. Among them, there are 54 items in the category of "firewood, rice, oil, salt, soy sauce, vinegar, and tea", and 129 items in the category of singing, dancing, tasting, qiongjiang, and festivals, as shown in Table 1 (counted in October 2022).

**Table 1.** Shaoguan’s Intangible cultural heritage”( counted in October 2022)

Level	Quantity	Daily Life	Leisure Festivals
National level	6		6
Provincial level	22	6	16
Municipal level	59	10	49
County level	96	38	58
Total	183	54	129

Among them, 4 national intangible cultural heritage inheritors, 24 provincial intangible cultural heritage inheritors, and 74 municipal intangible cultural heritage inheritors (according to 2019 statistics). Since the second half of 2017, Shaoguan City has successively launched the promotion and protection of intangible cultural heritage, such as the pocket book "Unusual Shaoguan" and the large-scale documentary "Intangible Cultural Heritage Impressions" of Shaoguan intangible cultural heritage; However, the current economic benefits are not ideal and the publicity effect is not good. I have communicated with multiple managers and inheritors of intangible cultural heritage bases and found that many managers and inheritors of intangible cultural heritage bases adhere to the principle of "emotion", but face the reality of needing to make a living before seeking love. Currently, the government has some support, but it is far from enough.

Futher, According to Hu Yanbei and Wang Qi (2023)<sup>14</sup>, a random sampling survey was conducted on 11844 primary and secondary school students, teachers, and their parents who participated in research tours in Guangdong Province. A total of 11891 questionnaires were distributed online in this experiment, with 11844 valid questionnaires. SPSS 17.0 was used to statistically analyze the valid data, and the specific problems of research tours in Guangdong Province are shown in Table 2.

**Table 2.** From Hu Yanbei and Wang Qi (2023)<sup>14</sup>

Quality	Category	Quantity	Effective percentage
Issues (Multiple choice ques- tions)	Disjunction between travel and learning	2780	23.50%
	No difference from school practical activities	2780	23.50%
	The course is too formal	4020	33.90%
	The quality of the teachers needs to be improved	1967	16.60%
	Lack of valuable conten	1949	16.50%
	Other problems	4490	37.90%

In summary, China's research travel industry is in a booming stage of development, but as we can see the content, quality, characteristics, and teaching staff of the research travel products currently on the market cannot match the current and future research market. Therefore, tourist cities like Shaoguan, which are rich in intangible cultural heritage resources, should adapt to local conditions and, under the coordination and integration of the government, explore high-quality intangible cultural heritage research resources, establish local high-quality and high standard intangible cultural heritage study travel courses, and form different characteristic research brands based on counties and districts to meet the needs of local primary and secondary school students. They should be able to receive primary and secondary school students from other cities in Guangdong, and even other regions of China.

## 4 Research Conclusion

### 4.1 Realizing the the Economic Value of the Intangible Cultural Heritage Study Travel Courses

#### 4.1.1 Local Daily Life Realted:

Intangible cultural heritage food projects can plan different activities or festivals in advance to meet the customas' need. So far, Food related intangible cultural heritage products require economic income to sustain themselves, and subsidies are not a long-term solution. Therefore, food related projects can be planned annually in advance, and each intangible cultural heritage project should have a clear understanding of the entire year's research activities and sales peak hours. Festivals are a common way to increase the festive atmosphere, create a linkage economic effect, and form a good reputation. For example, beer from Qingdao, tofu from Anhui, rice wine from Shaoxing, and Mao-tai from Guizhou have undoubtedly driven the local economy and formed a "brand" status in the hearts of the people of the whole country and Greatly driving the local economy. In shaoguan there are 54 Intangible Cultural Heritage related to the local daily life which can be developed to be study travel courses.

#### 4.1.2 Local Lifestyles Realted:

Intangible cultural heritage handicraft projects can design novel and popular research souvenirs to increase income. For example, Yao embroidery can be improved according to the aesthetic appreciation of modern primary and secondary school students. Activating intangible cultural heritage can be slightly improved on the basis of

respecting the original nature of intangible cultural heritage. For example, it can be designed in combination with Chinese local animation. For example, as we know the Forbidden City in China generated a revenue of 1.5 billion yuan from cultural and creative products in 2019, which is double the ticket revenue.

Intangible cultural heritage skills and singing and dancing projects can be integrated into the campus. Daily learning and on-site project investigation participation can create a good atmosphere for learning traditional skills, form local unique traditional handicraft interest classes, and popularize intangible cultural heritage handicrafts. The Yanxi Mountain Tea Municipal Intangible Cultural Heritage in Shaoguan City was founded in 1956. The inheritors of the intangible cultural heritage of the base began teaching tea making skills at a local vocational school five years ago, they teach theoretical knowledge on campus and take students to tea mountains to experience tea picking and making and have received good feedback. Not only have they cultivated more people to love traditional Chinese tea art locally, but they have also enabled their products to keep up with the times in taste and packaging, forming a good local reputation, Let local people fall in love with local tea through the study travel courses.

Intangible cultural heritage festival projects can optimize their festival process and expand their festival influence. There are many different types of festival related intangible cultural heritage (national level) in Shaoguan, such as the King Pan Festival of the Yao ethnic group. As the local people are the Guo Shan Yao, not all of their compatriots are celebrating King Pan Festival. In some areas, due to certain historical or economic reasons, it is not possible to carry out King Pan Festival. We can assist Yao ethnic areas in need of help to carry out King Pan Festival at the same time, forming a good foundation for the festival and enhancing its popularity, driving the economy of surrounding agricultural product sales, catering, accommodation, and other industries. For example, in the Chebaling World Biosphere Reserve, the Yao ethnic group accounts for over 70% of the total population. Due to the ecological environment advantages of the reserve, the quality of ecological agricultural products in the area has a good reputation in the local area, such as ecological tea and ecological honey. If ethnic minority festivals are combined with local ecological agricultural products for brand building, it can achieve mutual promotion.

#### **4.2 Realizing the the Education Value of the Intangible Cultural Heritage Study Travel Courses**

In addition to economic value, intangible cultural heritage research travel projects must also fulfill their responsibility for educational value. The quality of existing study travel courses in Shaoguan is uneven. I have communicated with more than ten primary and secondary school principals and received feedback that the current study travel courses are not much different from the previous "spring outing" and "autumn outing", and the quality is worrying. It is necessary to establish high-quality and high standard local intangible cultural heritage study travel courses. By understanding local intangible cultural heritage, it is necessary to learn knowledge related to intangible cultural heritage, learn interesting intangible cultural skills, and generate a sense of confidence and pride in local culture.

#### **4.2.1. Course Quality Assurance:**

Unify and coordinate the establishment of local high-quality and high standard intangible cultural heritage study travel courses. High quality and high standard intangible cultural heritage study travel courses should be designed, discussed, and experimented by professional teams, in line with the physical and mental development characteristics of primary and secondary schools and their educational and teaching goals (knowledge goals, skill goals, emotional goals, etc.).

#### **4.2.2. Teacher Quality Assurance:**

The local government should Establish a comprehensive training system and certification mechanism for study travel teacher to ensure that students receive high-quality study travel courses. In addition to vocational related skills training, the teachers should also possess a considerable level of professional ethics like regular school teachers to guide young people correctly during the teaching process.

#### **4.2.3 Management Systems Assurance:**

The local government should also Establish and improve management systems, conduct reasonable assessments and supervision, and effectively manage the integrated intangible cultural heritage study travel projects. Conduct annual assessments and third-party quality supervision and evaluation of the implementation of study travel courses, otherwise the overall quality of study travel courses can be guaranteed.

### **4.3 The Regional Characteristics of the Intangible Cultural Heritage Study Travel Courses**

The government should plan and layout reasonably, taking counties and districts as units, to form research and learning brands with different characteristics in different regions. The three districts and seven counties in Shaoguan have their own unique characteristics. Can we consider forming different characteristics of intangible cultural heritage study travel courses based on the different resource advantages of each county? Only culture is irreplaceable and cannot be replicated. For example, from the first grade of primary school to the third year of high school, there will be a total of 12 years. By conducting research in different counties and districts each year, we can gain a basic understanding of local culture, and before graduating from high school, we can have a basic understanding of local unique and key intangible cultural heritage. Through reasonable planning and linkage, ensure that intangible cultural heritage research projects can bring more people to each county and district. To exploring and highlighting the characteristics of each region through the Intangible cultural heritage study travel courses, helps to enhance the economic advantages of each region, help teenagers understand different local cultures, and enable the activation and inheritance of different traditional cultures.

In summary, coordinating and integrating intangible cultural heritage resources in Shaoguan, and jointly creating a high-quality and full industry chain "intangible cultural heritage research brand" with Shaoguan characteristics is feasible and promising.

Proper integration can bring enormous economic, cultural, and social benefits. It can enable local governments, intangible cultural heritage projects, markets, and other parties to achieve a win-win situation, providing strong internal motivation and vitality for the high-quality and distinctive development of Shaoguan research brand.

## Acknowledgments

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