

Research on the Development of Ethnic Village Tourism Products from the Perspective of Study Tour

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Abstract: Study tour represents a new form of industry integration that combines tourism, culture, and education. This paper, based on the perspective of Study tour, conducts a case study on Liming Village, Lisu Township, Yulong Naxi Autonomous County, Lijiang City. It performs a resource analysis and market analysis, and proposes development strategies for Study tour products in Liming Village, aiming to provide reference and insights for the development of other ethnic villages.

Keywords: Study Tour, Ethnic Villages, Liming Village

1. Introduction

Study tour, as an emerging field within the tourism industry, has not only received policy support but also financial backing, elevating it to a key platform for comprehensive quality education. It plays a pivotal role in promoting the implementation of national quality education. With the diversification of tourist consumption demands and the intensification of competition in the tourism market, it is imperative for the tourism industry to advance supply-side structural reforms. The innovation and development of tourism products are critical elements for enhancing the core competitiveness of tourism destinations.

2. Definition of Basic Concepts

2.1. Study Tour

Study tour, also known as "study tourism" or "educational tourism," in its narrow sense refers to extracurricular educational activities organized by schools, in which students participate with the primary goals of acquiring knowledge, understanding society, and fostering character development. In a broader sense, it refers to tourism activities conducted by tourists motivated by a desire for cultural knowledge^[1].

2.2. Ethnic Villages

Ethnic villages, also referred to as minority-featured villages, are villages where ethnic minority populations are relatively concentrated, with a high proportion of minority residents. These villages typically have well-established production and living functions and exhibit distinctive ethnic cultural characteristics and settlement features^[2].

Table 1: Overview of Ethnic Minority-Featured Villages in Yunnan Province

Batch	Number of China's Ethnic Minority-Featured Villages	Number of National-Level Ethnic Minority-Featured Villages in Yunnan Province	Number of Provincial-Level Ethnic Minority-Featured Villages in Yunnan Province
First	340	41	140
Second	717	113	212
Third	595	93	147
Total	1652	247	499

Yunnan Province has 247 nationally recognized ethnic minority-featured villages, accounting for

14.95% of all such villages nationwide. Additionally, there are 499 villages named as provincial-level ethnic minority-featured villages by the Yunnan Provincial Ethnic and Religious Affairs Commission (see Table 1). Yunnan ranks among the top in terms of the number of both national and provincial ethnic minority villages, highlighting its rich ethnic village resources.

The subject of this study, "Liming Village in Lisu Township, Yulong Naxi Autonomous County, Lijiang City," is one of the villages included in the third batch of China's recognized ethnic minority-featured villages.

3. The Significance of Study Tour in Ethnic Villages

3.1. Promoting the Upgrade of Traditional Ethnic Village Tourism Products

Traditional ethnic village tourism products primarily include rural sightseeing, folk custom experiences, food tasting and shopping, as well as leisure vacations. The emergence of study tour has created a new highlight in ethnic village tourism, driving the transformation and upgrading of the ethnic village tourism industry.

3.2. Promoting the Protection and Inheritance of Ethnic Village Cultural Resources

The development of study tour adds more market and social value to various resources of ethnic villages, particularly intangible cultural heritage resources. Through direct interaction, experiences, and study tour activities, tourists can enhance their awareness and participation in the protection of these resources, thereby facilitating the living transmission of cultural heritage.

3.3. Realizing a Holistic Approach to Quality Education

The implementation of study tour in ethnic villages involves organizing a variety of engaging activities such as visits, tours, learning sessions, and exploratory tasks. These activities not only broaden students' horizons and deepen their knowledge in a relaxed and natural environment but also enhance their interest in rural settings and ethnic cultures. This approach fosters curiosity, stimulates learning initiative and creativity, and develops the ability to apply knowledge and work in teams.

4. Case Study: Development of Study Tour Products in Liming Village

4.1. Resource Analysis

Resources serve as the foundation for the development of study tour products. Liming Village's rich natural and cultural resources give it a competitive edge in study tour product development. Liming Village, located within the Liming Scenic Area of Lijiang Laojun Mountain National Park in Yulong Naxi Autonomous County, Lijiang City, enjoys a privileged position. Laojun Mountain National Park is one of the eight major scenic spots within the "Three Parallel Rivers" World Natural Heritage site. This park holds multiple prestigious titles, including World Natural Heritage, National 4A Scenic Area, National Scenic and Historic Interest Area, and China National Geopark. It boasts the largest, most fully developed, and most unique alpine Danxia landform in the country. Liming Village was included in the third batch of China's ethnic minority-featured villages in 2019. Currently, Liming Village consists of 810 households with a total population of 2,956 people, among whom 2,506 are of the Lisu ethnic group, accounting for 80.03% of the total population.

Based on preliminary field investigations and data analysis, the author conducted a comprehensive review and in-depth decoding of Liming Village's tourism resources. Using the "Classification, Investigation, and Evaluation of Tourism Resources" (GB/T 18972-2017) as the classification standard and drawing on You Jiemin's^{[3][4]} method for categorizing rural tourism resources in Zhejiang Province, Liming Village's tourism resources were classified into four categories: rural residential, rural industrial, rural sightseeing, and rural cultural resources (see Table 2). The intangible cultural resources of Liming Village are summarized in Table 3.

Table 2: Classification of Tourism Resources in Liming Village

Main Category	Subcategory	Representative Resources
Rural Residential	Traditional Architecture	Lusheng Village, Mulin-style wooden courtyard houses, Nuomadi Cultural Exhibition Center, Lisu Hearth Family, Nuomadi Hotel Series, Liming Antene Tent Campsite, Sechongluo Christian Church
	Transportation Architecture	Lusheng Romance Corridor, Liming Valley Rural Ecological Corridor, Via Ferrata, Thousand Turtles Mountain Walkway, Redstone Street
	Modern New Rural Architecture	Ethnic Culture Exhibition Hall, Lusheng Cultural Experience Activity Park, Tourist Goods Station, University Students Returning Home to Start Businesses Base
Rural Industry Categories	Traditional Industries	Honey, wild mushrooms, blueberries, walnut oil, Sichuan pepper, handmade chili paste
	Modern Industries	Homestays, agritourism (farm stays), food processing
Rural Sightseeing Categories	Geological and Topographical Landscapes	Qianguishan (Mountain of Thousand Turtles), Sun Rising and Setting Three Times, Lovers' Pillar, Reclining Buddha, Stone Monkey Worshipping the Heavens, Colorful Screen of Divine Birds, Reclining Figure of Lao Jun, Natural Buddha, Lao Jun's Alchemy Furnace
	Rural Water Scenery	Liming Valley, Dragon Pools of the Ninety-Nine Waterfalls
	Biological Landscapes	Wild Yunnan golden snub-nosed monkey, rhododendrons, Geladan Grassland
Rural Cultural Categories	Folk Culture	Lisu culture, Kuoshi Festival, Knife Pole Festival, Fire-grass weaving technique, Hulusheng (a traditional Lisu instrument), Lisu script, Lisu folk songs, four-stringed lute, Achimugua (traditional dance and music)
	Agricultural Culture	Tongxin wine, roasted salt tea

Table 3: Classification of Intangible Cultural Heritage of Liming Village

Category	Type	Characteristics
National Level: Lisu Folk Songs	Traditional Music	The content of "Qibenmugua" is all-encompassing, mainly revolving around themes of Lisu people's daily life, production labor, hunting, weddings, and folk customs.
National Level: Lisu Dance "Achimugua"	Traditional Dance	Translated as "Dance of the Mountain Goat," this is a traditional form of folk dance, meant for local self-entertainment and enjoyment.
National Level: Lisu Fire-grass Weaving Technique	Traditional Craftsmanship	"Fire-grass" refers to a type of plant whose fibers are used in textile weaving. The embroidery on clothing made from this plant's fiber is also called fire-grass embroidery. The designs are inspired by nature, incorporating patterns of flowers, birds, grass, and insects. The crafting technique is quite intricate, with careful material selection.
National Level: Lisu Knife Pole Festival	Folk Custom	Originating from the Lisu people's nature worship, this festival embodies patriotism and the Lisu spirit of bravery in the face of hardship. The key performance of the festival is "Climbing Knife Mountain, Crossing Fire Sea."
Provincial Level: Lisu Hulusheng Dance Melody	Traditional Dance	This traditional dance is mainly performed during Lisu community and family-themed events. The hulusheng, a traditional wind instrument, is used for accompaniment and to lead the dance.
Municipal Level: Lisu Hulusheng Dance Melody Inheritor	Cultural Heritage Inheritor	In the Notice of the Lijiang Municipal People's Government on Announcing the Fourth Batch of Representative Inheritors of Municipal Intangible Cultural Heritage Projects (Izf [2021] no. 19) issued in december 2021, Mr. wang shimei, the inheritor of the lisu ethnic group's hulusheng dance music from liming village, was successfully selected.
Sources: Based on the National Intangible Cultural Heritage List and Yunnan Provincial Intangible Cultural Heritage List.		

4.2. Market Analysis

The market-oriented principle is the primary guideline for tourism product development. The development of tourism products must begin with an understanding of market demand, taking into full account the preferences, purchasing power, and consumption habits of tourists. Currently, the primary participants in Liming Village's study tour market are middle and elementary school students. With the

continuous spread of the concept of a "full lifecycle" in study tour and the idea of "lifelong learning," study tour has transcended its traditional focus on primary and secondary school students, now extending to university students, young and middle-aged adults, and even senior citizens. This shift demonstrates unprecedented market vitality and vast potential. Different market segments have varying needs in terms of study tour, thus enriching the lifecycle of tourism products and contributing to the sustainable development of tourist destinations.

Firstly, primary and secondary school students represent the core demand group in the study tour market. For these students, study tour is not merely a travel activity; it is a form of experiential learning that combines travel with research-oriented education, aimed at broadening horizons and cultivating life skills and practical abilities. In 2016, the Ministry of Education, along with 10 other government departments, jointly issued the "Opinions on Promoting Study Tours for Primary and Secondary School Students," which proposed integrating study tours into the overall educational curriculum. This policy laid a solid foundation for the robust development of study tour. Secondly, university students represent one of the expansion markets for study tour. For this group, study tour is an important means to enhance practical skills and realize personal value. University students, having accumulated a certain level of knowledge, are capable of skillfully integrating "what they have learned" with "what they observe" during their travels. As a result, they tend to have higher expectations for the professional depth of study tour experiences. Next, the young and middle-aged demographic often bears significant work and life pressures. They are eager to spend their leisure time with family, and many hope to create a "second classroom" for their children through study tour. "Parent-child study tours" can cultivate children's interests, strengthen the parent-child bond, and relieve the stress experienced by both parents and children, effectively catering to the needs of this demographic. Finally, the senior (silver-haired) market is also an expansion segment for study tour. Elderly individuals generally have more free time and place a higher value on health and wellness. When their financial and physical conditions allow, study tour offers them a chance to enjoy scenic beauty, broaden their knowledge, and make new friends. It is an excellent choice for exercising, escaping loneliness, and enriching their spiritual lives.

4.3. Development Ideas for Study Tour Products in Liming Village

4.3.1. Adhering to the Principle of Sustainable Development

Regarding ecological protection and environmental friendliness, the "ecological priority" principle should be upheld. Liming Village is located within the core area of the "Three Parallel Rivers" World Natural Heritage Site. When planning study tour routes and activities, full consideration should be given to the local ecological environment's carrying capacity. For example, choosing transportation methods with minimal environmental impact, such as hiking and cycling, can help reduce disturbance and damage to the ecosystem. Secondly, waste sorting and recycling should be implemented effectively. During study tour activities, environmental education for tourists should be strengthened, promoting waste sorting and recycling practices to ensure proper waste management, thereby preventing environmental pollution. Lastly, ecological restoration and compensation measures should be undertaken. For natural environments affected by study tour activities, ecological restoration efforts should be implemented to recover any damage caused.

Regarding cultural preservation and respect, it is crucial to deeply explore the cultural connotations of the area. Liming Village, being a settlement of the Lisu ethnic group, possesses abundant ethnic cultural resources. In the design of study tour products, the cultural depth should be decoded, allowing visitors to experience and understand the local culture through immersive activities. Secondly, it is essential to respect local cultural customs and religious beliefs, avoiding any actions that might disrupt or harm the local culture. For example, local cultural experts can be invited to educate tourists about the region's customs, guiding them to approach the local culture with respect and inclusiveness. Finally, efforts should be made to protect and pass on the cultural heritage. Through study tour activities, more people can learn about local intangible cultural heritage, folklore, and festivals, thereby promoting the preservation and transmission of the culture. For instance, tourists can be organized to participate in local traditional festival celebrations and handicraft-making activities, enabling them to learn and pass on the local culture through personal experience.

4.3.2. Creating a Distinct Thematic Study Tour Base Based on the "Value Co-Creation Theory"

Value co-creation refers to the process in which different individuals (including consumers, businesses, and other stakeholders) cooperate and collaborate to jointly create and deliver value. Today, tourists are not just consumers and users of tourism products; they can actively participate in the

development and production of tourism products, becoming co-creators of value. Based on this concept, tourists can enjoy a better consumption experience and deepen the meaning of tourism products, making them more valuable. Liming Village can fully engage tourists in the design and production of study tour products, creating a tangible space for a study tour base.

4.3.3. Developing Study Tour Products that Meet Various Market Demands

Table 4: Study Tour Product Types Across the Life Cycle

Market Group	Study Value	Product Type
Primary and Secondary School Students	National education, local culture education	Knowledge-based study tour products
University Students	In-depth study value	Professional enhancement study tour products
Middle-aged and Young Adults	National education, local culture education	Parent-child study tour products
Elderly Group	Personal cultivation and well-being value	Leisure and wellness study products, nature appreciation study tour products

Referring to the research by Krzysztof Czerwinski^[5] and Veny Megawati^[6], a full-life-cycle study tour product can be developed (see Table 4). Knowledge-based study tour products are targeted at primary and secondary school students, focusing on the learning and dissemination of scientific knowledge. The themes of knowledge-based study tour products in Liming Village include geological knowledge, ethnic customs, and intangible cultural heritage. For instance, geological study tour products could involve guided tours of Laojun Mountain, along with interactive activities such as "Little Geologist River Surveyor," "Testing River Water pH Levels," "Finding Little Danxia Rocks," and "Painting Dreams of Danxia." These activities not only increase primary and secondary school students' knowledge but also improve their hands-on skills. The content of ethnic customs study tour products can include learning about the traditional Lisu weaving technique with fireweed cloth, and exploring Lisu ethnic festivals such as Kuoshi Festival, Knife Pole Festival, Smelly Water Festival, Lovers' Day, and the New Rice Festival. These activities can stimulate students' awareness of ethnic culture and strengthen their sense of ethnic identity. The intangible cultural heritage (ICH) study tour products can involve inviting ICH inheritors to give lessons and organizing students to participate in ICH experience projects. For example, students can learn Lisu folk dances ("Da Tiao") or make traditional Lisu musical instruments such as the hulusheng (gourd flute). These activities can spark students' interest in learning through hands-on experiences.

Professional enhancement study tour products are primarily designed for university students, enabling them to improve their skills through practice and gradually clarify their future career paths. Courses on in-depth research of Lisu culture and various traditional experience-based lessons related to Lisu culture can serve as part of Liming Village's professional enhancement study tour products. Additionally, courses can be tailored to the specific needs of students from different majors. For example, for students majoring in architecture, tours could be arranged to study traditional Lisu wooden log houses, examining their unique mortise-and-tenon construction technique, which uses no nails and leaves no visible gaps. Similarly, for students majoring in languages, instructors can be arranged to explain the history, language family, and characteristics of the Lisu script, guiding students in studying its structure and exploring its future development. For students in sports-related fields, they can participate in activities like rock climbing on the via ferrata at Laojun Mountain, scaling the steep cliffs while overlooking the unique Danxia landforms. Geology majors, on the other hand, can be tasked with studying the geological features and rock strata of Laojun Mountain.

Parent-child study tour products are mainly aimed at middle-aged and young adult groups, combining the elements of family travel and study tour. These products not only impart knowledge but also strengthen the emotional bonds between parents and children. The parent-child study tour activities in Liming Village can include learning traditional and ethnic cultures. For example, parents and children can jointly use a traditional weaving loom to create Lisu ethnic garments such as vests, backpacks, scarves, and hats using fireweed cloth as material. Another activity could be a "village kitchen" experience, where families work together to prepare traditional dishes like bamboo basket rice. Additionally, since Lisu alcohol culture has a long history, parents and children could learn the traditional Lisu techniques of brewing alcohol, jointly producing the symbolic Lisu "Tongxin" wine, which carries the meaning of "unity and harmony."

Leisure and wellness study tour products, as well as nature appreciation study tour products, are

primarily targeted at the elderly. The content of such products in Liming Village can include in-depth study courses on Lisu culture and traditional Chinese medicine. Specific activities may involve guided tours of the stunning Danxia landforms, organizing wellness lectures by experts, and participating in Lisu folk dance and fitness classes. These activities aim to help participants appreciate natural scenery, experience ethnic customs, improve their physical well-being, and expand their knowledge.

5. Conclusion

Ethnic villages, with their unique landscapes, history, and cultural advantages, have long been popular destinations for tourism development. China's promotion of quality education and encouragement of study tour undoubtedly provides an excellent opportunity for ethnic villages to develop study tour. To successfully develop study tour in ethnic villages, it is essential to deeply explore local resources and adhere to the principles of market orientation, experiential engagement, and educational value. By designing tourism products that combine interactivity, participation, fun, and knowledge, ethnic villages can achieve true study tour in the most meaningful sense.

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