

RESEARCH ON THE INTERNATIONAL ADAPTABILITY OF THE "CHINESE + TOURISM SKILLS" INTEGRATED EDUCATION MODEL

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ABSTRACT

Against the backdrop of the Belt and Road Initiative and the post-pandemic recovery of the global tourism industry, the "Chinese+Tourism Skills" integrated education model has emerged as a pivotal mechanism for cultivating international tourism talents capable of bridging linguistic and cultural gaps. However, its transnational promotion faces significant challenges stemming from divergent cultural contexts, market demand structures, and educational system frameworks. This study employs a mixed-methods research design, integrating quantitative surveys (600 learners, 80 teachers), qualitative interviews (40 tourism enterprise managers), and in-depth case studies across three geographically and culturally distinct regions: Southeast Asia (Thailand), Europe (Germany), and South Asia (Pakistan). Empirical data reveal substantial regional disparities in model adaptation: Southeast Asia demonstrates the highest overall adaptability (learner satisfaction: 4.2/5.0; graduate employment rate: 78%), driven by robust demand for Chinese-speaking tourism professionals and cultural proximity. Europe exhibits the lowest adaptation levels (satisfaction: 2.8/5.0; dropout rate: 42%), primarily due to language barriers and misalignment with local vocational education standards. South Asia presents a moderate adaptation profile (satisfaction: 3.5/5.0; enterprise recognition: 71%), with strengths in cultural affinity offset by infrastructure limitations. Key adaptation barriers include language proficiency gaps (68% of German respondents), cultural value conflicts (59% of Pakistani teachers), and policy-qualification mismatches (45% of global enterprises). To address these challenges, this study proposes a "3D Adaptation Framework" (Demand-Oriented Curriculum, Culture-Embedded Teaching, Policy-Linked Evaluation) grounded in real-world case insights, such as the "four-party collaboration mechanism" (government-enterprise-association-school) successfully implemented in the Maldives. This research contributes empirical evidence to the field of international vocational education, validating the necessity of context-specific adaptation for "Chinese + Vocational Skills" models. The framework provides actionable guidance for educational institutions, policymakers, and industry stakeholders engaged in cross-border tourism education cooperation.

Keywords: Chinese Language Education, Tourism Skills, Integrated Education Model, International Adaptability, Cross-Cultural Communication, Vocational Education Globalization

1.0 INTRODUCTION

1.1 Research Background

The global tourism industry's recovery from the COVID-19 pandemic has coincided with a resurgence of China's role as both a source and destination of international travel. Prior to the pandemic, Chinese outbound tourists reached 155 million in 2019, accounting for 11% of global international tourist arrivals (China National Tourism Administration, 2020). Post-2023, this trend has accelerated: projections indicate Chinese outbound tourism will recover to 130 million by 2025, with a corresponding surge in demand for tourism professionals proficient in both Mandarin and scenario-specific service skills. Concurrently, inbound education tourism to China is booming—valued at 100 billion RMB in 2025 H1.

In response to this dual demand, the "Chinese+Tourism Skills" integrated education model has evolved from domestic vocational education innovation to a core component of China's "vocational education going global" strategy. Distinct from traditional language education or standalone vocational training, this model integrates HSK-aligned Mandarin instruction with practical tourism skills (e.g., Chinese tour guiding, cross-border hotel service, and digital booking platform operation) and cross-cultural communication competencies.

However, regional implementation outcomes vary drastically. In Thailand, vocational colleges report a 78% employment rate for graduates of the model, with 85% of local tourism enterprises recognizing its value (Thai Ministry of Tourism, 2022). In contrast, German institutions face a 42% dropout rate, attributed to mismatched curriculum priorities and language acquisition challenges (German Association of Tourism Education, 2023). In Pakistan, despite strong cultural affinity under the China-Pakistan Economic Corridor (CPEC), 35% of institutions lack the virtual simulation tools required for practical training. These discrepancies highlight a critical research gap: while existing studies document single-region implementations, systematic analysis of the model's adaptability across diverse cultural, economic, and educational contexts remains scarce.

1.2 Research Objectives and Questions

This study aims to address three core objectives:

1. Systematically evaluate the adaptation performance of the "Chinese + Tourism Skills" model across Southeast Asia, Europe, and South Asia using multi-dimensional metrics.
2. Identify and prioritize region-specific barriers to model adaptation, grounded in empirical data from learners, educators, and industry stakeholders.
3. Propose a contextually responsive adaptation framework validated by real-world case successes and failures.

To achieve these objectives, the research addresses three key questions:

RQ1: How do learner satisfaction, teacher implementation experiences, and enterprise recognition of the "Chinese + Tourism Skills" model differ across culturally distinct regions?

RQ2: What are the dominant barriers to model adaptation in each region, and how do they interact with local cultural, policy, and market contexts?

RQ3: What actionable strategies can enhance the model's international adaptability while preserving its core value of integrating language and vocational skills?

1.3 Research Methods and Data Sources

A sequential mixed-methods design was employed to ensure triangulation of findings, combining quantitative breadth with qualitative depth:

1.3.1 Quantitative Research

Structured questionnaires were distributed to 600 learners (200 per region) enrolled in "Chinese+Tourism Skills" programs between 2022-2024. The learner survey measured satisfaction across three dimensions: curriculum relevance (4 items, $\alpha=0.87$), teaching effectiveness (5 items, $\alpha=0.91$), and employment readiness (3 items, $\alpha=0.83$). Eighty teachers (25 in Thailand, 25 in Germany, 30 in Pakistan) completed surveys assessing implementation challenges (6 items, $\alpha=0.89$).

Institutional records and government reports were analyzed to extract metrics including dropout rates, graduate employment rates, and policy support intensity (e.g., funding allocation, qualification recognition status).

1.3.2 Qualitative Research

Forty tourism enterprise managers (15 in Thailand, 10 in Germany, 15 in Pakistan) were interviewed for 45-60 minutes each. Interview protocols focused on talent needs, model limitations, and desired adjustments. Key questions included: "What skills do your Chinese-speaking tourism staff lack most?" and "How could the 'Chinese + Tourism Skills' program better align with your business needs?"

Three representative pilot programs were selected for in-depth analysis:

1. Bangkok Vocational College (Thailand): A Sino-Thai joint program operating since 2019, with 300+ graduates.
2. Berlin School of Tourism (Germany): A 2021-launched partnership with a Chinese vocational college, focusing on luxury tourism.
3. Lahore Institute of Tourism (Pakistan): A CPEC-aligned program established in 2020, targeting border tourism services.

1.3.3 Data Analysis

Quantitative data were analyzed using SPSS 26.0, including descriptive statistics (means, percentages) and inferential tests (one-way ANOVA) to compare regional differences. Qualitative data were coded using NVivo 12, following thematic analysis procedures: open coding (identifying initial concepts), axial coding (grouping concepts into categories), and selective coding (linking categories to core barriers and strategies).

1.4 Significance of the Research

Theoretically, this study enriches the literature on both international vocational education and cross-cultural language teaching. It extends Competency-Based Education (CBE) theory by demonstrating how skill prioritization must adapt to regional labor markets, and advances

Cross-Cultural Adaptation theory by identifying actionable mechanisms for resolving value conflicts in educational contexts.

Practically, the research responds to the urgent need for evidence-based guidance in "vocational education going global." As noted in recent policy analyses, many Chinese vocational programs fail overseas due to "blind replication of domestic models" and insufficient industry engagement. This study's framework and case insights provide concrete solutions for educational institutions, policymakers, and enterprises seeking to implement effective cross-border tourism education cooperation.

2.0 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Theoretical Foundations

This study is anchored in three interconnected theoretical frameworks that explain the model's adaptation dynamics:

2.1.1 Communicative Language Teaching (CLT) Theory

Proposed by Canale & Swain (1980), CLT emphasizes language acquisition through real-world communication rather than rote memorization. This aligns with the "Chinese+Tourism Skills" model's core objective: developing Mandarin proficiency for practical use in tourism scenarios (e.g., negotiating with Chinese tour operators, explaining cultural sites in Mandarin). CLT's focus on "communicative competence"—encompassing grammatical, sociolinguistic, and strategic competence—provides a lens to evaluate how well the model prepares learners for real service interactions. For example, Thai learners' high satisfaction with "everyday tourism Chinese" modules reflects effective alignment with CLT principles, while German learners' frustration with "theoretical language instruction" indicates a gap in practical application.

2.1.2 Hofstede's Cultural Dimensions Theory

Hofstede's (2010) framework of cultural values (individualism-collectivism, power distance, uncertainty avoidance) explains how regional cultural norms shape educational preferences. In collectivist cultures like Thailand and Pakistan (score of 20 and 14 on Hofstede's individualism index, respectively), learners favor group-based skill drills and teacher-led instruction—aligning with the model's traditional pedagogical approaches. In contrast, individualistic Germany (score of 67) prioritizes independent project work and critical thinking, creating friction with the model's initial emphasis on standardized training. This theory also illuminates cultural barriers: Pakistani learners' discomfort with "public skill demonstrations" (cited by 59% of teachers) stems from high power distance, which discourages individual performance in group settings.

2.1.3 Competency-Based Education (CBE) Theory

Spady's (1994) CBE theory centers on outcomes rather than inputs, defining "competence" as the ability to apply knowledge and skills in real contexts. This theory justifies the model's integration of language and tourism skills but also highlights its adaptation needs: competence requirements vary by region. For example, German tourism enterprises demand "specialized

luxury service competence" (e.g., Chinese wine etiquette), while Thai enterprises prioritize "basic service competence" (e.g., handling large tour groups). CBE theory thus mandates that the model's competency frameworks be regionally localized to ensure employment relevance.

2.2 Literature Review

2.2.1 "Chinese + Vocational Skills" Model Research

Domestic research on "Chinese + Vocational Skills" models has focused on implementation paths and effectiveness. Li et al. (2021) documented how Chinese vocational colleges integrate HSK training with manufacturing skills, reporting a 23% increase in graduate employment rates. Zhao (2022) explored Southeast Asian applications, noting that Thailand's cultural proximity reduced adaptation costs but highlighting teacher shortages as a key barrier. However, these studies lack cross-regional comparison and underemphasize industry stakeholder perspectives.

International research on vocational education transfer emphasizes the danger of "neo-colonial" one-way diffusion. Phillips & Ochs (2003) argue that successful educational borrowing requires "contextual reconstruction" rather than replication. A 2025 study of Maldivian "Chinese + Tourism Skills" programs further demonstrates that "mutual learning" (e.g., integrating local coral into Chinese calligraphy) enhances engagement and sustainability.

2.2.2 International Tourism Education and Chinese Language Demand

Global tourism education research increasingly focuses on "China readiness"—preparing professionals to serve Chinese tourists. Richards (2018) identifies "language proficiency" and "cultural competence" as the two most critical skills for tourism graduates in Asia and Europe. UNWTO's (2023) online course "Brief Introduction to Chinese Tourism" reflects this trend, combining Mandarin basics with cultural etiquette training. However, few studies address how to integrate these elements into formal vocational education, particularly in developing contexts.

Research on Chinese language education for tourism has highlighted its market-driven nature. A 2024 survey of 500 global tourism enterprises found that 72% prioritize "tourism-specific Chinese" over general Mandarin, but only 38% are satisfied with existing training programs (International Tourism Research Center, 2024). This gap underscores the need for the "Chinese + Tourism Skills" model but also its adaptation challenge: balancing standardization (e.g., HSK alignment) with specialization (e.g., regional skill needs).

2.2.3 Vocational Education Globalization Challenges

"Vocational education going global" faces four core challenges: policy incoordination, weak College-Enterprise collaboration, unplanned expansion, and inadequate support. Policy barriers include conflicting qualification systems—for example, Germany's IHK (Chamber of Industry and Commerce) does not recognize the model's certificates, limiting graduate employability. College-Enterprise collaboration deficits are equally critical: 65% of Pakistani tour operators report that graduates lack skills in Chinese digital platforms (e.g., Ctrip), as local enterprises were not consulted in curriculum design.

Infrastructure and funding limitations also hinder adaptation. A 2024 UNESCO report notes that 40% of South Asian vocational institutions lack basic tourism simulation tools, forcing "Chinese + Tourism Skills" programs to rely on theoretical instruction. In contrast, Maldivian programs have overcome funding gaps through a "four-party mechanism" (government, enterprise, association, school), with enterprises providing 40% of funding and 30% of practical training.

2.2.4 Research Gaps

Existing literature leaves three critical gaps:

1. Cross-Regional Comparison: No studies systematically compare the "Chinese + Tourism Skills" model's adaptation across high, middle, and low-income regions or collectivist vs. individualist cultures.
2. Industry-Education Alignment: Few studies integrate enterprise perspectives to evaluate how well the model meets labor market needs.
3. Actionable Frameworks: Most adaptation research is descriptive rather than prescriptive, lacking validated strategies for curriculum, teaching, and evaluation adjustment.

This study addresses these gaps by combining cross-regional empirical data with industry and case insights to develop a practical adaptation framework.

3.0 CURRENT ADAPTATION STATUS OF THE "CHINESE + TOURISM SKILLS" MODEL

3.1 Regional Performance Metrics

Table 1 synthesizes quantitative data on the model's performance across the three regions, revealing statistically significant differences ($p < 0.001$ for all metrics):

Indicator	Southeast Asia (Thailand)	Europe (Germany)	South Asia (Pakistan)	ANOVA p-value
Learner Satisfaction Score (1-5)	4.2 (± 0.6)	2.8 (± 0.8)	3.5 (± 0.7)	<0.001
- Curriculum Relevance	4.3	2.5	3.6	<0.001
- Teaching Effectiveness	4.1	3.0	3.4	<0.001
- Employment Readiness	4.2	2.9	3.5	<0.001
Graduate Employment Rate	78%	51%	63%	<0.001
Enterprise Recognition Rate	85%	62%	71%	<0.001
Dropout Rate	12%	42%	25%	<0.001
Average HSK Attainment (Level)	4.1	2.8	3.2	<0.001

Source: Survey data (n=680) and institutional records, 2024. Values are mean \pm standard deviation for satisfaction scores. *

3.1.1 Southeast Asia (Thailand): High Adaptation

Thailand's strong performance stems from three synergistic factors:

1. **Market Demand:** Over 10 million Chinese tourists visited Thailand in 2024 (Thai Tourism Authority, 2024), creating urgent demand for Mandarin-speaking staff. Eighty percent of Bangkok hotel managers interviewed cited "Chinese language ability" as the top hiring criterion.
2. **Cultural Alignment:** Low power distance and collectivism align with the model's pedagogical approaches. Group-based role-plays (e.g., simulating tour group management) were rated "very effective" by 76% of Thai learners.
3. **Policy Support:** The Thai government's "China-Thailand Vocational Education Alliance" provides funding for localized textbooks and teacher training. The model's certificates are also recognized by Thailand's Ministry of Tourism, enhancing employment prospects.

3.1.2 Europe (Germany): Low Adaptation

Germany's challenges reflect structural and cultural misalignment:

1. **Language Barrier:** Chinese tonal complexity and character-based writing create longer learning curves. German learners require an average of 18 months to reach HSK 3 (vs. 10 months in Thailand), leading to frustration and dropout (cited by 68% of learners).
2. **Curriculum Mismatch:** The model's initial focus on "basic service skills" conflicts with Germany's emphasis on specialization. Ninety percent of German hotel managers reported needing graduates with "luxury tourism expertise" (e.g., Chinese wine and art appreciation) rather than basic conversational skills.
3. **Qualification Recognition:** The model's certificates are not accredited by Germany's IHK, limiting graduates to entry-level roles. This was cited by 70% of enterprise managers as a key limitation.

3.1.3 South Asia (Pakistan): Moderate Adaptation

Pakistan's performance reflects a mix of opportunities and constraints:

1. **Cultural and Political Affinity:** The China-Pakistan "all-weather friendship" and CPEC create positive attitudes toward the model. Eighty-three percent of Pakistani learners reported enrolling due to "interest in Chinese culture and job opportunities."
2. **Infrastructure Gaps:** Thirty-five percent of institutions lack virtual simulation tools, forcing 60% of practical training to be classroom-based. This reduces employment readiness, with 45% of graduates reporting "inadequate hands-on experience."
3. **Policy Implementation Delays:** Visa processing for Chinese teachers takes an average of 3 months, disrupting 30% of classes. However, local government funding for teacher training has improved retention (dropout rates fell from 32% in 2022 to 25% in 2024).

3.2 Curriculum and Teaching Adaptation Practices

To address regional differences, pilot programs have implemented context-specific adjustments to the model's three core components: language training, skills development, and cultural integration. Table 2 visualizes these adaptations:

Region	Language Module (%)	Skill Module (%)	Culture Module (%)
Southeast Asia (Thailand)	40	45	15
Europe (Germany)	35	50	15
South Asia (Pakistan)	45	40	15

Table 2: Proportion of Instructional Hours Allocated to Core Components and Regional Specializations. Data source: Curriculum documents and teacher surveys (n=80).

3.2.1 Language Module Adaptation

Thailand: 60% of language hours focus on "everyday tourism Chinese" (e.g., "Where is the restroom?" "How much does this cost?") and 30% on "cultural explanation phrases" (e.g., describing Thai temples in Mandarin). Textbooks integrate Thai-Chinese bilingual glossaries for local cuisine and customs.

Germany: 50% of language hours are dedicated to "business Chinese" (e.g., negotiating contracts with Chinese tour operators) and 25% to "luxury service terminology" (e.g., wine and jewelry descriptions). Digital flashcards for technical vocabulary are used to address language barriers.

Pakistan: 45% of language hours focus on "border tourism communication" (e.g., coordinating cross-border travel documents) and 35% on "Urdu-Chinese translation" for local historical sites. Oral practice is prioritized over writing to accelerate proficiency.

3.2.2 Skills Module Adaptation

Thailand: 60% of practical hours involve "group tour management" (e.g., handling 20+ Chinese tourists) and 20% on "cultural event coordination" (e.g., Chinese New Year celebrations for hotels). Local tourism enterprise experts lead 30% of skill workshops.

Germany: 45% of practical hours focus on "luxury hotel service" (e.g., Chinese VIP check-in, personalized itinerary design) and 25% on "digital marketing for Chinese tourists" (e.g., using WeChat to promote services). Students complete 2-month internships at hotels like the Berlin Marriott, which serves 15% Chinese clientele.

Pakistan: 50% of practical hours involve "border tourism logistics" (e.g., coordinating with Chinese tour groups entering via the Khunjerab Pass) and 20% on "heritage site guiding" (e.g., explaining Taxila ruins in Mandarin). Due to infrastructure limits, 40% of skill training uses mobile apps for virtual practice.

3.2.3 Cultural Integration Adaptation

Thailand: 25% of cultural hours cover "Sino-Thai etiquette comparisons" (e.g., gift-giving customs: Chinese prefer red envelopes, Thais avoid white wrapping). Students create videos comparing Chinese and Thai festivals, which are shared on local tourism platforms.

Germany: 30% of cultural hours focus on "Chinese business culture" (e.g., meeting protocols, relationship-building) and 20% on "avoiding cultural faux pas" (e.g., not discussing politics with Chinese tourists). Guest lectures by Chinese expat managers are frequent.

Pakistan: 40% of cultural hours involve "Sino-Pakistani cultural commonalities" (e.g., respect for elders, hospitality traditions) and 20% on "CPEC tourism opportunities" (e.g., promoting Gwadar Port as a tourist destination). Students collaborate on Chinese-Pakistani 文创 products, mirroring Maldivian program successes.

3.3 Case Study: Maldives' Successful "Four-Party Collaboration" Model

While not part of the three core regions, the Maldives' "Chinese + Tourism Skills" program offers a best-practice example of adaptation. Implemented by Shanghai Science and Technology Vocational College in 2023, it employs a "government-enterprise-association-school" collaboration mechanism.

Government: Maldives' Fuamulah City provides classrooms and covers 20% of funding, while streamlining student enrollment.

Enterprise: Chinese tourism companies operating in the Maldives (e.g., Ctrip) design skill modules (e.g., "digital booking platform operation") and offer internships.

Association: The China-Maldives Cultural Exchange Association facilitates cultural integration (e.g., combining Maldivian coral patterns with Chinese calligraphy) and organizes trips to China.

School: Chinese and local teachers co-develop textbooks and train 150+ students annually.

Outcomes include a 92% completion rate, 85% employment rate at local resorts, and a 53% increase in students' willingness to study in China. This model demonstrates how multi-stakeholder collaboration resolves funding, curriculum, and cultural barriers—lessons applicable to other regions.

4.0 KEY BARRIERS TO INTERNATIONAL ADAPTATION

4.1 Quantitative Analysis of Barriers

Table 3 presents the top three barriers identified by survey respondents, with significant regional variation:

Obstacle types	Southeast Asia (Thailand) (%)	Europe (Germany) (%)	South Asia (Pakistan) (%)
Language proficiency gap	29	68	42
Cultural values conflict	38	32	59

Obstacle types	Southeast Asia (Thailand) (%)	Europe (Germany) (%)	South Asia (Pakistan) (%)
Policy and qualification mismatch	40	70	65

Table 3: Percentage of Respondents Citing Each Barrier (n=720: 600 learners, 80 teachers, 40 managers).

4.1.1 Language Proficiency Gaps

Language barriers dominate in Europe (68% of respondents) and are moderate in South Asia (42%) but minimal in Southeast Asia (29%). This reflects three factors:

Linguistic Distance: German (Indo-European family) has no linguistic overlap with Chinese, while Thai (Tai-Kadai family) shares tonal features, and Urdu (Indo-Aryan) shares some loanwords.

Prior Exposure: 76% of Thai learners report watching Chinese dramas or using Chinese apps (e.g., TikTok), compared to 23% of German learners.

Teaching Resources: German programs lack localized language textbooks, forcing reliance on generic HSK materials. In contrast, Thai programs use textbooks co-developed with local universities.

4.1.2 Cultural Value Differences

Cultural barriers are most pronounced in South Asia (59% of respondents), followed by Southeast Asia (38%) and Europe (32%). Key conflicts include:

Individual vs. Collective Assessment: Pakistani learners (59% of teachers) dislike public skill demonstrations, preferring group evaluations. German learners (45% of students) find the model's teacher-centered approach "overly hierarchical."

Service Norms: Thai learners adapt easily to "polite deference" in Chinese service culture, while German learners (60% of students) perceive it as "inauthentic."

Time Perception: Chinese-style "intensive training" conflicts with Pakistani educational norms of "slow-paced learning," leading to burnout (cited by 35% of Pakistani learners).

4.1.3 Policy and Qualification Mismatches

This barrier affects all regions (45% overall) but varies in nature:

Europe: 70% of German enterprises cite "lack of IHK recognition" as a dealbreaker, as unaccredited graduates cannot access mid-level positions.

South Asia: 65% of Pakistani teachers report "visa delays for Chinese instructors," disrupting 30% of classes.

Southeast Asia: 40% of Thai enterprises note "inconsistent funding" (government grants are annual rather than multi-year), hindering long-term planning.

4.2 Qualitative Insights from Enterprise Interviews

Thematic analysis of manager interviews identified two additional cross-regional barriers:

4.2.1 Skill-Service Mismatch

Enterprises consistently report that the model's skills do not align with local needs:

Germany: 80% of luxury hotel managers want "Chinese luxury service training" (e.g., wine pairing, art appreciation) but receive graduates with only basic skills.

Pakistan: 65% of tour operators need staff proficient in "Chinese digital platforms" (e.g., Ctrip, Fliggy) but 70% of graduates lack this training due to infrastructure gaps.

Thailand: 30% of resort managers cite a need for "Chinese culinary service skills" (e.g., preparing halal Chinese food) not covered in the curriculum.

4.2.2 Weak College-Enterprise Collaboration

Across regions, 60% of enterprises report "insufficient consultation" in curriculum design. Pakistani managers (75%) are particularly critical: "We were not asked what skills we need—they just sent us a textbook from China." In contrast, Maldivian enterprises' involvement in module design has created highly relevant training, demonstrating this barrier is not insurmountable.

4.3 Barrier Interaction and Regional Typologies

Barriers interact differently across regions, creating three distinct adaptation challenges:

1. Europe (Skill-Specialization Gap): Language barriers compound curriculum mismatches, as learners struggle to acquire both basic Chinese and specialized skills.
2. South Asia (Infrastructure-Policy Gap): Visa delays and poor infrastructure undermine even well-designed culturally adapted curricula.
3. Southeast Asia (Sustainability Gap): Strong initial adaptation is threatened by inconsistent funding and evolving market needs (e.g., post-pandemic demand for digital skills).

5.0 THE "3D ADAPTATION FRAMEWORK" FOR INTERNATIONAL PROMOTION

Based on empirical findings and best practices (e.g., the Maldivian four-party model), this study proposes a "3D Adaptation Framework" to address regional barriers. The framework's three dimensions—Demand-Oriented Curriculum, Culture-Embedded Teaching, and Policy-Linked Evaluation—operate synergistically to balance standardization (preserving the model's

core value) with localization (ensuring regional relevance). Figure 3 illustrates the framework's structure:

The "3D Adaptation Framework" for the "Chinese+Tourism Skills" Model, with Regional Implementation Strategies.

5.1 Dimension 1: Demand-Oriented Curriculum (DOC)

The DOC dimension ensures the model aligns with labor market needs, addressing the "skill-service mismatch" barrier. It involves three steps:

5.1.1 Regional Needs Assessment

Prior to implementation, conduct a "triple stakeholder survey" of learners, enterprises, and local educational institutions. Key questions include:

Enterprises: "What 3-5 Chinese language/skill competencies do your staff need most?"

Learners: "What teaching formats (e.g., internships, online modules) best fit your schedule?"

Institutions: "What infrastructure (e.g., simulators) is available for practical training?"

In Germany, this assessment would identify demand for luxury service skills; in Pakistan, it would prioritize digital platform training.

5.1.2 Modular Curriculum Design

Develop a "core + regional" modular structure:

Core Modules (40% of hours): Standardized content ensuring foundational competence (e.g., HSK 1-2, basic tourism etiquette).

Regional Modules (60% of hours): Specialized content addressing local needs. Examples include:

Thailand: "Halal Chinese Food Service" and "Chinese Group Tour Management."

Germany: "Luxury Hotel Chinese" and "Sino-German Business Negotiation."

Pakistan: "CPEC Border Tourism Coordination" and "Chinese Digital Booking Platforms."

5.1.3 Dynamic Update Mechanism

Establish a bi-annual review with enterprises to update regional modules. For example, post-pandemic, Thai modules added "virtual tour guiding" based on enterprise feedback. The Maldivian program's use of enterprise-led skill workshops demonstrates how this mechanism works in practice.

5.2 Dimension 2: Culture-Embedded Teaching (CET)

The CET dimension resolves cultural value conflicts, enhancing learner engagement and skill application. It includes three strategies:

5.2.1 Culturally Responsive Pedagogy

Adapt teaching methods to local cultural norms:

Collectivist Regions (Thailand, Pakistan): Use group-based projects (e.g., designing a Sino-Thai cultural tour) and peer evaluations to reduce discomfort with individual performance.

Individualist Regions (Germany): Incorporate independent research (e.g., analyzing Chinese tourist preferences in Berlin) and self-directed learning modules.

5.2.2 Bilingual and Co-Teaching

Deploy "Chinese + local teacher" teams to bridge linguistic and cultural gaps. Local teachers ensure cultural relevance (e.g., explaining Thai customs to Chinese instructors), while Chinese teachers provide authentic language models. In the Maldives, this approach has reduced learner anxiety and improved cultural integration.

5.2.3 Culture-Skill Integration

Embed local culture into skill training to create "meaningful learning" (e.g., Pakistani students practice explaining Taxila ruins in Mandarin; German students design Chinese New Year events for Berlin hotels). This strategy, used in the Maldivian program to combine coral patterns with calligraphy, increases motivation and skill retention.

5.3 Dimension 3: Policy-Linked Evaluation (PLE)

The PLE dimension addresses qualification recognition and sustainability barriers by aligning the model with local policies and industry standards. It involves three components:

5.3.1 Qualification Alignment

Negotiate recognition with regional authorities:

Europe: Partner with Germany's IHK to include model modules in existing vocational certifications (e.g., adding "Chinese Luxury Service" to hotel management qualifications).

South Asia: Align certificates with Pakistan's National Vocational and Technical Training Commission (NAVTTTC) standards to enhance employment prospects.

Southeast Asia: Leverage Thailand's Vocational Education Alliance to ensure cross-institutional recognition.

5.3.2 Multi-Stakeholder Evaluation

Involve enterprises and local institutions in assessment:

Formative Evaluation: Enterprise managers observe practical training and provide feedback (e.g., German hotel managers assess luxury service role-plays).

Summative Evaluation: Combine HSK scores, skill assessments (e.g., tour guiding demonstrations), and enterprise internships (weighted at 30% of final grade).

5.3.3 Support System Construction

Replicate the Maldivian "four-party mechanism" to secure funding and resources:

Government: Secure policy support (e.g., visa fast-tracking for Chinese teachers) and infrastructure funding.

Enterprise: Secure sponsorship for equipment (e.g., virtual simulators for Pakistan) and internship placements.

Association: Facilitate cultural exchange (e.g., trips to China) and community engagement.

School: Provide teacher training and curriculum design expertise.

5.4 Regional Implementation Pathways

Table 4 outlines how the 3D Framework addresses specific regional barriers:

Region	Key Barriers	DOC Strategies	CET Strategies	PLE Strategies
Thailand	Funding inconsistency, evolving skills	Add "digital tourism" modules; bi-annual enterprise reviews	Group projects; Sino-Thai co-teaching	Multi-year government grants; alliance recognition
Germany	Language gaps, qualification mismatch	Luxury service modules; digital vocabulary tools	Independent projects; German-Chinese teacher teams	IHK qualification alignment; enterprise-led assessment
Pakistan	Infrastructure gaps, visa delays	Mobile-based digital platform training; virtual internships	Urdu-Chinese bilingual materials; group evaluations	NAVTC alignment; four-party funding mechanism

6.0 CONCLUSION AND FUTURE RESEARCH

6.1 Main Conclusions

This study's mixed-methods analysis of "Chinese + Tourism Skills" model adaptation across three regions yields four key conclusions:

1. Adaptation is Context-Dependent: The model demonstrates highest effectiveness in regions with strong Chinese tourist demand, cultural proximity, and policy support (Southeast Asia), but requires targeted adjustments elsewhere. Language distance and individualism-collectivism differences are primary cultural moderators.

2. Barriers Are Interconnected: Language gaps compound curriculum mismatches, while policy delays undermine infrastructure investments. Successful adaptation requires addressing these interactions rather than isolated barriers.

3. Multi-Stakeholder Collaboration Is Critical: The Maldivian four-party model (government-enterprise-association-school) resolves funding, curriculum, and cultural barriers simultaneously, providing a replicable template.

4. The 3D Framework Enhances Adaptability: Demand-Oriented Curriculum, Culture-Embedded Teaching, and Policy-Linked Evaluation work synergistically to balance standardization and localization, addressing all identified barriers.

6.2 Practical Implications

The research offers actionable guidance for three stakeholder groups:

Educational Institutions: Prioritize regional needs assessments before implementation; use modular curricula and co-teaching to enhance relevance; involve enterprises in evaluation. For example, German institutions should partner with luxury hotels to design specialized modules.

Policymakers: Strengthen cross-departmental coordination (e.g., education and foreign affairs) to streamline visa processes; negotiate qualification recognition agreements (e.g., China-Germany IHK alignment); fund infrastructure in developing regions (e.g., Pakistani simulation tools).

Enterprises: Engage in curriculum design to ensure skill relevance; provide internships and equipment sponsorship; participate in evaluation to improve graduate employability.

6.3 Limitations and Future Research

This study has three limitations:

1. **Regional Scope:** Focus on three regions excludes Africa and Latin America, which have growing Chinese tourism ties.

2. **Long-Term Data:** The study tracks 2022–2024 outcomes; longer-term data (5+ years) would assess sustainability.

3. **Technology Integration:** Limited analysis of how AI and VR can address infrastructure gaps (e.g., virtual training in Pakistan).

Future research should:

1. Expand case studies to Africa (e.g., Kenya) and Latin America (e.g., Brazil) to test the 3D Framework's generalizability.

2. Conduct longitudinal studies of graduate career trajectories to measure the model's long-term impact on employability and earnings.

3. Explore how digital tools (e.g., AI language tutors, VR simulators) can mitigate language and infrastructure barriers.

6.4 Final Remarks

The "Chinese + Tourism Skills" model represents a innovative approach to international vocational education and cross-cultural exchange. Its success, however, depends not on one-way replication but on "mutual learning"—integrating Chinese language and skill training with local needs, cultures, and policies. As the global tourism industry recovers and China's international engagement deepens, the 3D Adaptation Framework provides a roadmap for turning this model into a sustainable "bridge" between cultures, economies, and educational systems.

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