



**RESEARCH PAPER**

**Exploration of the Challenges and Development Trajectory of Vocational Education in Ethnic Communities amidst the Rural Revitalization Strategy”**

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**ABSTRACT**

The main objective of this study is to investigate vocational education in ethnic groups with the context of the rural revitalization strategy, which serves as a fundamental decision address challenges in agriculture, rural areas, and the livelihood of farmers. It presents compelling concept and an implementation plan for constructing aesthetically pleasing rural areas in China. Vocational education plays a direct role in driving economic growth and stands as a fundamental force in the rural revitalization strategy. The revitalization of rural areas ethnic regions aims to shift from extensive growth to refined growth, placing new demands on the skills and overall literacy of the workforce. In response to this requirement, vocational education in ethnic regions should actively leverage its role in cultivating talents, and fostering initiative, and creativity to meet the talent needs of ethnic areas. This article analyzes the evolving landscape in ethnic areas under the rural revitalization strategy, seeking innovative mechanisms and models for vocational education in these regions. It endeavors to explore new avenues for the development of vocational education in ethnic areas against the backdrop of the rural revitalization strategy.

**Keywords:** Development and Innovation, Rural Revitalization Strategy, Ethnic Areas, Vocational Education

**Introduction**

From the perspective of the overall strategy of the great rejuvenation of the Chinese nation, if the nation wants to be revitalized, the countryside must be revitalized. (Jinping, 2021) The cultivation of technical and skilled talents in vocational education is a direct factor in social and economic development. The talent reserve in ethnic regions should first start with technical talents. Especially in recent years, significant achievements have been made in poverty alleviation in ethnic areas, and the economy has developed rapidly. In order to further consolidate the achievements of poverty alleviation and achieve effective connection between people, finance, and materials, it is necessary to develop vocational education in ethnic areas. There are differences in development conditions between regions, but there cannot be differences in opportunities and fairness. “To solve this problem, the key is to develop education, especially vocational education.” (Guangxiang, 2016)

Xi Jinping attaches great importance to the development of ethnic regions and also regards vocational education as an important reliance for the development of ethnic regions. On April 13, 2021, Xi Jinping instructed that, In the new journey of comprehensively building a socialist modernized country, “vocational education has a broad future and great potential.” Optimize the positioning of vocational education types, deepen the integration of industry and education, school-enterprise cooperation, deepen the reform of education methods, educational models, management systems, and guarantee mechanisms, steadily develop vocational undergraduate education, build several high-level vocational colleges and majors, promote the integration of vocational education, enhance the adaptability of vocational education, accelerate the construction of a modern vocational education system,

and cultivate more high-quality technical and skilled talents, skilled craftsmen, and great country craftsmen. Xi Jinping issued important instructions on vocational education work on April 13, 2021. Accelerating the construction of a modern vocational education system, cultivating more high-quality technical and skilled talents, skilled craftsmen, and great country craftsmen, “promoting the overall development of vocational education, is an important way to promote social and economic progress in ethnic regions, improve the appearance of ethnic regions, promote ethnic unity and progress, and strengthen the sense of community of the Chinese nation. (Jinping, 2019)”

The healthy and orderly development of vocational education is an important guarantee for improving the labor force structure in ethnic areas, enhancing the quality of ethnic minority populations, and cultivating distinctive talents. It is of great significance for consolidating the achievements of comprehensively building a moderately prosperous society in ethnic areas.

### **Literature Review**

Much has been written about the Research on the Challenge and Development Path of Ethnic Vocational Education, but there is a scant explanation regarding the Background of the Rural Revitalization Strategy. Much has been written about the Research on the Challenge and Development Path of Ethnic Vocational Education, but there is a scant explanation regarding the Background of the Rural Revitalization Strategy. Nevertheless, here is a concise review of literature that proved beneficial for understanding the subject matter.

Cao Jun, Liu Dan, has documented his observations on Vocational Education Policies in Ethnic Regions of China. In contrast, our study is centered on the regional examination of Vocational and Technical Education. (Cao , 2018).

Zhu Dequan and Xiong Qing have outlined the Logical Path of the Modern Development of Vocational Education, providing valuable insights into values and directions that contribute to the formulation of a conceptual framework. (Zhu Dequan, 2021,53 (05))

The review mentioned above indicates that there has not been a comprehensive study on the discussed topic. Therefore, our study aims to improve vocational education by concentrating on the regional level.

### **Research Methodology**

Considering the subject matter revolves around the development of vocational education in ethnic communities, the research methodology employed in this study includes qualitative methods. The interviews conducted provide significant narratives and valuable insights into the impact of vocational development. Additionally, the study employs content analysis of various media sources, including research articles, books, and newspapers to explore the representation and discourse surrounding the topic under discussion. This analysis delves into the various themes, and narratives that are closely associated with vocational education. Furthermore, the study involves the scrutiny of archival sources, historical documents, and academic literature to attain a comprehensive understanding of the subject matter.

## **The Changes of the Times in the Development and Innovation of Vocational Education**

The fundamental purpose of education is to achieve comprehensive human development and promote social progress. Educational value refers to the tendency of decision-makers or subjects in educational activities to make choices about educational value based on their own needs. Education in different periods has its unique educational value. Therefore, the core of educational work is development and innovation. The development and innovation of education is the starting point and foothold of educational thinking, determining the direction and effectiveness of educational development, influencing the development direction of learners, and related to the creation of educational types and the types of talent cultivation. The academic debate on the development and innovation of education mainly revolves around the debate between "individualism" and "sociality". Does educational activities focus on the development of individual personality or social needs, and does it emphasize individualism or sociality? The theory of individualism starts from the individual's own needs, advocates the liberation of human personality, and respects human demands and values; "Social centric theory" starts from social needs and believes that the purpose of education is determined by social needs; This is also a viewpoint that education is a comprehensive choice of individual and social values, both of which are important. The fundamental value of education should meet both individual and social needs, and individual development and social development are processes of opposition and unity.

Vocational education, guided by employment and providing vocational skills education for employment, is an important component of education and has significant implications in promoting comprehensive human development, pursuing career freedom, and cultivating lifelong learning concepts. The development and innovation of vocational education determine the direction of its development and play a decisive role in the creation of vocational education types and talent cultivation. The development and innovation of vocational education are accompanied by changes in the industrial society. Therefore, to explore the innovation and significance of vocational education development, it is necessary to examine the impact of social development on vocational education.

#### (1) The Development and Changes of Vocational Education Research Abroad

In the 1860s, the Industrial Revolution broke out, and the prosperity of industrial production shifted the country's economic foundation from agriculture to industry. The socialization of industrial production required a large number of workers from modern industrial society. Modern vocational education that adapted to this requirement emerged in Britain. Later, various countries began vocational training by transplanting vocational education from Britain. With the deepening development of the Industrial Revolution, various achievements in researching vocational education have emerged. Charles Prosier and other scholars proposed "professionalism", emphasizing "specialized vocational training", and vocational education is to prepare students for employment. Educator John Dewey opposes "professionalism" and emphasizes that vocational education should be integrated with general education, providing learners with critical ideas and intellectual abilities to change the hierarchical structure of industry and education. Norton inherited Dewey's vocational education philosophy and proposed the "New Professionalism", which means that vocational education is prepared for employment and continuing learning, solving the problem of separation between vocational education and academic education. The concept of "new professionalism" has promoted the "transition from school to work" movement (STW), promoting the transition of students from school to work. After World War II, vocational education in various countries around the world formed two different ideas. British economist Thomas Baloch pointed out that vocational education should be based on economic development plans and formal school education. Vocational education and general education are alternative relationships, and this idea became the dominant idea in Western vocational education in the 1960s. Philip Foster disagrees with Thomas Baloch's ideas and proposes the "vocational school fallacy", believing that vocational education must start from the needs of the labor market, focus on on-the-job training, and follow the path

of "industry school cooperation". Vocational education and general education are complementary. In the 1990s, Philip Foster's ideas had a significant impact on global vocational education policies. In the 21st century, the concept of Western vocational education has shifted to "School to Career" (STC), which means that vocational education is to prepare students for more valuable career development. The development and innovation of vocational education in foreign countries are constantly reconstructing and advancing. The pursuit of vocational education is not simply to solve employment problems. Vocational education is not to cultivate work machines but to help people find employment and promote their comprehensive development.

## (2) The Changes in the Development and Innovation of Vocational Education in China

Vocational education is an educational model introduced from the West in modern China. With the deepening of China's industrialization and modernization process, the development of vocational education in China has gone through three processes from the outside to the inside. The first is the industrial education during the Westernization Movement. The Westernization School took industry as the starting point and took the establishment of industrial education as a means of education to save the country, strengthen the country, and enrich the people. The second is the utilitarian education during the Republic of China period. Educators represented by Cai Yuanpei and Huang Yanpei proposed the concept of "great vocational education", pointing out that vocational education is not simply the dissemination of vocational knowledge and skills, emphasizing the cultivation of a sound personality. Thirdly, after the establishment of the People's Republic of China, with the development of China's industry, the concept of vocational education has been constantly updated. However, for a long time, the development and innovation of "social centeredness" dominated the Chinese vocational education industry. "market-oriented" and "employment-oriented" were the principles of vocational education, and "industry-university cooperation" was the main mode of education. Vocational education transformed into a tool for the mass production of skilled workers, emphasizing only the training of professional skills and weakening the humanistic education of independent personality and professional spirit. Vocational colleges become training grounds for operating and using machines, and students are trained as "vocational only" or "skilled individuals," which seriously deviates from the "educational attributes" of vocational education.

Ethnic areas are relatively backward, and solving employment and poverty alleviation are their direct goals. Taking employment as the guiding principle, enhancing students' employability, promoting flexible and effective employment, and promoting their survival and development, has become the survival path for the development of vocational education in ethnic regions. Due to the lagging development of industries in ethnic regions, for a long time, vocational education in ethnic regions focused on professional settings and talent cultivation based on the employment needs of developed coastal areas. Although as early as 1992, the government issued the "Opinions on Strengthening Vocational and Technical Education in Ethnic Minorities and Ethnic Regions", emphasizing the need to vigorously cultivate vocational and technical talents that are suitable for the economic and social development of ethnic minorities and ethnic regions, in real life, "cultivating the technical personnel needed in developed coastal areas and improving the ability of people from ethnic regions to go out for work and employment", It is the consensus of vocational colleges and student parents in ethnic regions. After the central government proposed the strategy of rural revitalization, vocational education in ethnic areas should become the core force in promoting economic and social development in ethnic areas. Therefore, adjusting the development of vocational education in ethnic areas has become a necessity of the times.

## **The Necessity of Innovative Development of Vocational Education in Ethnic Regions**

Vocational education in ethnic areas is the main channel for ethnic minority students to continue their studies after graduation, and also the main institution for cultivating and building talents in ethnic areas. Vocational education in ethnic areas has improved the quality of the ethnic population, cultivated a large number of talents, promoted the transfer of the labor force in ethnic areas, and contributed to the development of developed eastern regions. It plays an important role in promoting sustainable development, prosperity, and stability in ethnic areas. However, "For a long time, cooperation between the East and the West, central policy tilt, and Eastern assistance have become key policy points for the development of vocational education in ethnic areas." "The catch-up development path of vocational education in ethnic areas has brought about homogenization of development quality, and the local suitability of vocational education in ethnic areas has always been insufficient." (Jinping, 2021) With the targeted poverty alleviation and the comprehensive construction of a moderately prosperous society, the development of vocational education in ethnic areas is facing new problems. Specific content such as "for whom to develop, who to develop, and what to develop" has been put on the agenda. The industrial structure in ethnic regions urgently needs transformation and upgrading, and the demand for talent in ethnic regions has also shown new characteristics. In the new situation, vocational education in ethnic regions faces a series of challenges.

(1) The development and innovation of vocational education in ethnic regions are detached from local actual needs

With the rapid development of industrialization and urbanization in China, vocational education in ethnic regions has also made significant progress. However, its development and innovation have been ambitious and have not adhered to its original intention. Influenced by the rapid development of the overall economy, it has deviated from local reality and resulted in serious differentiation.

1. The focus of services has shifted towards "urban centrism", neglecting the local needs of ethnic regions

For a long time, vocational education in ethnic regions has been guided by the demand for talent and labor in developed regions, with a focus on professional development and curriculum design, while neglecting the cultivation of local talents in ethnic regions. The area of ethnic regions in China account for 64% of the total land area, with abundant resources and huge development space. However, due to historical reasons, the overall productivity level of ethnic regions is relatively low and extremely unbalanced, resulting in both locally trained talents and students studying abroad mostly choosing to stay in central cities. On the one hand, central cities have better development conditions, which are conducive to the better growth of graduates. On the other hand, it is also because the majors and courses offered in vocational education are not suitable for the needs of ethnic regions. Vocational education in ethnic regions lacks a vocational education system based on ethnic regions and lacks the cultivation of talents with localized needs. The majors that truly serve ethnic regions are not reflected in vocational education. "In the first decade of the 21st century, China's economic growth model shifted towards an intensive one, coupled with China's accession to the WTO and the emergence of a shortage of skilled workers in coastal areas, vocational education policies in ethnic areas showed obvious externalities." (Li Xiang, 2018,)

They not only emphasized external assistance but also emphasized the cultivation of vocational education talents that met the standards of developing region-skilled talents. The basic contradiction of vocational education in ethnic regions is the underdevelopment of industries, insufficient effective demand, and the lack of demand to force vocational education to cultivate talents for local areas, leading to serious homogenization of vocational education in ethnic regions. The current ethnic education has not formed a good

interactive relationship with the social development of ethnic regions, and therefore cannot meet the needs of improving people's livelihoods in ethnic regions. The main reason is that ethnic education has not established an endogenous value orientation, thus ignoring the embedded relationship between education and regions. "The fundamental reason for the contradiction caused by output disconnection is that vocational education in ethnic areas has not deeply studied the local characteristics of ethnic areas. (Li Xiang, 2018)"

There are no characteristic industries or specialties, and designing majors and courses according to the paradigm of developed regions will inevitably lead to indigestion in the local area. "Therefore, in the context of rural revitalization, the development and innovation of vocational education in ethnic areas must be reformed."

2. Vocational education is still in the era of academic credentials and lacks attractiveness

Chinese people have always placed more emphasis on academics than skills and revered academic qualifications. The ancients believed that "all things are inferior, but only reading is high." The right path for a scholar is to become an official, and academic qualifications are the foundation. In today's society, selecting talents is mostly based on academic qualifications, emphasizing general higher education with theory as the core, and neglecting vocational education with skills as the main focus. Even in modern society, the idea of "valuing academic qualifications over skills" has become popular, and the whole society only relies on academic qualifications. This has led to many job categories and opportunities leaning towards highly educated individuals. As students trained in skill-oriented vocational education, they have become the "second-rate education" in people's minds. The undergraduate level of vocational education has only developed in recent years, and the number of graduates is very small. Low academic qualifications are a thorn in modern vocational education, and students generally consider vocational education as a suboptimal choice because vocational education means civilian education. The abnormal emphasis on academic qualifications will harm vocational education, and the attractiveness of vocational education will also decrease. The basic education in ethnic regions is backward, and some students cannot choose their ideal schools due to unsatisfactory exam results. However, they still reject vocational colleges and do not agree with vocational education in their hearts.

Willing to become a slave to a diploma because the whole society leaves good jobs and opportunities for those with higher education. It is difficult to find an ideal job that suits oneself with lower education. In the context of such a demand for academic qualifications, vocational education has become increasingly difficult, and vocational education that only focuses on training technical workers has become increasingly unsustainable.

3. With the development of modern science and technology, technical indicators are increasingly emphasizing universality and commonality, losing national characteristics

In addition to its vocational and educational nature, vocational education in ethnic regions also has a special attribute - ethnicity. Ethnic culture is the main source of ethnic identity in vocational education in ethnic regions, and it is also an important resource for ethnic vocational education. Inheriting ethnic culture is an important mission of vocational education in ethnic regions, and the uniqueness of vocational education in ethnic regions is reflected in the rich and unique soil of ethnic culture. However, due to the humiliation suffered by Western powers in modern Chinese history, modern science and technology are considered the cornerstone of strength by the Chinese people. Therefore, in no field can science be sacrificed. The term national culture has always been regarded as a synonym for backwardness and ignorance, leading to a wrong positioning of national culture. In terms of vocational education in ethnic regions, it is mainly reflected in the lack of ethnic characteristics in professional settings and insufficient cultivation of ethnic skilled talents.

"Vocational education in ethnic regions is facing difficulties such as "delocalization" of knowledge systems and "denationalization" of teaching models." (Jiaqi, 2018)

"Due to inaccurate positioning of the function of ethnic vocational education and poor connection between vocational education and regional industries, there are" bottlenecks "in the process of inheriting ethnic culture, which hinders vocational education from playing its role in inheriting ethnic culture education." (Xingmin, 2011)

(2) The new mission of vocational education in ethnic areas under the background of rural revitalization after targeted poverty alleviation and customs clearance

In 2020, China's comprehensive well-off society was basically completed. However, the economic and social development of ethnic regions is still relatively backward. To prevent poverty and support "spiritual poverty", it is a new mission entrusted to vocational education in ethnic regions in the context of rural revitalization in the new era. "The severe reality faced by the development of vocational education in the region requires a new positioning. Adapting to the unique economic, cultural, and industrial structure of the region is the only way for the development of vocational education in the region.(Jian, 2021)

Rural revitalization requires vocational education in ethnic areas to alleviate and block relative poverty and intergenerational transmission in rural areas. It is also an important way to prevent poverty return and promote sustainable development in ethnic areas under the background of rural revitalization. Culture is the bloodline of a nation, the spiritual home of the people, and an important weapon to solve the spiritual poverty in ethnic areas. Vocational education in ethnic regions is an important way to inherit and innovate the development of ethnic culture, which can play a positive role in promoting and leading ethnic customs, educating the people, and serving society.

### **The Feasibility of Innovative Development of Vocational Education in Ethnic Areas under the Background of Rural Revitalization**

(1) Support from national policies

Since the establishment of New China, the Party and the state have formulated a large number of policies and laws on vocational education, promoting the development of vocational education. With the upgrading of China's industry, the Party's policy support for vocational education is becoming more comprehensive. The 18th National Congress of the Communist Party of China proposed the idea of "accelerating the development of modern vocational education", and the 19th National Congress formulated policies to "improve the vocational education and training system, deepen the integration of industry and education, and school-enterprise cooperation". In response to the characteristics of vocational education in ethnic regions, the Party and the state have formulated many specialized policies to provide institutional guarantees for the development of vocational education in ethnic regions. The country's emphasis on vocational education in ethnic regions has pointed out the direction and provided policy support for the innovative development of vocational education in ethnic regions.

1. Improve policies and regulations, promote the improvement of the vocational education system, and promote the modernization of vocational education in ethnic regions.

The country has increased "the driving force for educational development, adopted special policies, and continued to increase support. The State Council issued the "Implementation Plan for National Vocational Education Reform", It is clearly pointed out that "vocational education and general education are two different types of education, with equal importance." The country has also issued a series of development plans and policies

for vocational education, opening up the pathway for further education from secondary vocational and vocational colleges to undergraduate levels, and supporting secondary vocational students in improving their academic qualifications. Regarding vocational education in ethnic areas, the Implementation Plan for National Vocational Education Reform points out the need to increase policy and financial support for vocational education in ethnic and impoverished areas and implement the Action Plan for East-West Cooperation in Vocational Education, providing clear direction and fundamental guidance for vocational education work in ethnic areas.

## 2. Emphasize the inheritance of ethnic culture and focus on serving ethnic regions

Chinese vocational education must inherit the bloodline of Chinese culture, reflect the characteristics of the times, and take root in the land of China in order to move towards modernization. Vocational education in ethnic regions should be oriented towards ethnic regions, integrating ethnic culture into education, deeply integrating into the industrial structure of ethnic regions, revitalizing ethnic cultural resources, enhancing ethnic cultural values, and promoting rural cultural prosperity and economic development in ethnic regions. As early as 2002, the State Council issued the Decision on Vigorously Promoting the Reform and Development of Vocational Education, which clearly stated that vocational education in ethnic regions must serve their own ethnic groups and regions; In 2013, the Ministry of Education, the National Development and Reform Commission, and others jointly issued a notice on the implementation of the Education Poverty Alleviation Project, proposing to "incorporate the inheritance and innovation of ethnic culture and skills into the vocational education system. (Guoqing, 2020)" Under the background of rural revitalization, the livelihood needs of ethnic areas can stimulate the endogenous driving force for the development of ethnic areas, and it is an important content of the value reconstruction of vocational education in ethnic areas.

### (2) Supported by rich ethnic culture

The economic development of ethnic regions in China is relatively backward, but the rich and colorful ethnic culture is an advantageous resource for ethnic regions. With the promotion of the strategy of revitalizing beautiful rural areas and the transformation of industrial development in ethnic areas, the importance of cultural industries in ethnic areas is becoming increasingly prominent. Ethnic culture is an important pivot for the economic and social development of ethnic regions, and also a source of endogenous power for the economic and social development of ethnic regions.

#### 1. Rich ethnic cultural resources in ethnic regions

Chinese people of all ethnic groups have created rich and colorful ethnic cultures in their thousands of years of life, leaving us with splendid material and intangible cultural heritage, which is our precious wealth. Material and cultural elements such as Miao villages, Dai bamboo weaving, and Dong wind and rain bridges have become the main components of the tourism economy in ethnic areas, generating economic benefits and serving as the material foundation for the innovation and reconstruction of vocational education development; The intangible cultural heritage of ethnic regions, such as Dong ethnic songs, Uyghur Mukam, Mongolian Changdiao, Tibetan medicine and Tibetan medicine, is a symbol of the production, life, and spiritual character of ethnic minorities. It is an endogenous source of driving force for promoting economic development and social progress in ethnic regions and can provide spiritual impetus for the development, innovation, and reconstruction of vocational education.

#### 2. Cultural self-awareness of ethnic minorities



In the context of modernization and globalization, what is the fundamental basis for a nation to establish itself? Traditional Chinese culture is the foundation for people of all ethnic groups in China to settle down and establish themselves. The 19th National Congress of the Communist Party of China included excellent traditional Chinese culture in the report, showcasing China's strongest cultural confidence and strongest cultural self-affirmation since modern times. In the past century or so, ethnic minority cultures have been labeled as "backward" and "ignorant". A hundred years later, ethnic minorities have shed their historical burdens, emerged from the shadow of cultural inferiority, and moved from cultural consciousness to cultural confidence. Ethnic culture has transformed from a historical burden into a spiritual home, and ethnic minority people yearn for ethnic culture to bring new development to their lives. Economic development is the foundation of cultural confidence. In the context of rural revitalization, the economy of ethnic regions is still relatively backward. How can the cultural confidence of ethnic minorities be established? How to build the inner strength required for cultural confidence? "History has proven that the concept and value system of grafting input are always fragile and prone to collapse, and firm cultural confidence can only grow from the soil of one's own culture." (Xijun, 2014) Vocational education, as an important means of inheriting ethnic cultures in ethnic regions, is the main way to build the internal strength required for cultural confidence. The integration of ethnic cultural consciousness and vocational education can generate synergy, and promote the confidence of ethnic minority cultures and the development of vocational education in ethnic regions.

(3) The rural revitalization strategy provides a broad stage for the development of vocational education

The rural revitalization strategy is the top-level design for China's rural areas in the next 30 years, continuously improving the participation and benefits of farmers in social development, solving the problems of rural industries and employment, and ensuring stable income growth and comfortable living for farmers. This is the goal of rural revitalization. There are many similarities between vocational education in ethnic areas and rural revitalization. The implementation of the rural revitalization strategy requires a large number of local talents and technical experts in rural areas. Vocational education can be embedded in the economic and social development of ethnic areas through forms such as education poverty alleviation and industrial poverty alleviation, and integrated into the rural revitalization strategy. Vocational education in ethnic areas and rural revitalization in ethnic areas can be effectively integrated to form a synergy and promote the development of ethnic areas. Vocational education has great potential in the strategy of rural revitalization.

## **Conclusion**

In the context of rural revitalization, the innovation and reconstruction of vocational education development in ethnic areas is a demand of the times and also a demand for the economic and social development of ethnic areas. Vocational education in ethnic areas can only stimulate the endogenous development of ethnic areas based on the actual social, economic, and cultural development of ethnic areas, and with the support of the people in ethnic areas. Meeting the domestic needs of ethnic regions and highlighting ethnic characteristics is the starting point for the reconstruction of the value of vocational education in ethnic regions. The reconstruction of the value of vocational education in ethnic regions needs to be strengthened. The essential social function of vocational education is to promote economic development and achieve poverty alleviation and prosperity. After the completion of targeted poverty alleviation, the function of vocational education still plays a significant role in ethnic areas. After 2020, vocational education in ethnic areas should continue to play this role based on ethnic areas, meet the needs of economic and social development in ethnic areas, prevent poverty return, and support "spiritual poverty". "To better serve ethnic regions and improve the quality of ethnic minorities, the development

and innovation of vocational education in ethnic regions should also be restructured, making vocational education in ethnic regions an education with a broad demand foundation, serving the economic and social development of ethnic regions, and promoting the comprehensive growth of students.

### **Recommendations**

(1) Strengthen top-level design and strengthen the construction of vocational education systems in ethnic regions

Ethnic regions are key areas supported by the state. In recent years, the state has continuously increased its investment in ethnic vocational education, mainly focusing on equipment and teacher construction. There are no specific administrative regulations for vocational education in ethnic regions, only related to ethnic education and vocational education regulations. A complete policy system for vocational education in ethnic regions has not yet been formed. The state should establish a legal system for vocational education in ethnic areas from a top-level design perspective, enhance the authority of policy effectiveness, elevate the level of vocational education policies in ethnic areas, and ensure that in the formulation and implementation of vocational education policies in ethnic areas, not only the status of vocational education in ethnic areas and the quality of the people need to be considered, "but also the adaptability of policies to ethnic characteristics and culture." (Weiping, 2022)

(2) Upgrade the level of education and improve the modern vocational education system

The foundation of vocational education in ethnic regions is weak, starting late, the education system is incomplete, and the level is not high. The existing vocational education is mainly concentrated in secondary vocational schools, with few higher vocational colleges and uneven distribution. The type and structure of talent cultivation do not fit well with the industrial structure of ethnic regions. Ethnic regions need to improve the quality of existing vocational colleges, increase the supply of high-quality vocational education, and establish a modern vocational education system with complete and interconnected secondary and higher vocational education and technology-applied undergraduate education. This ensures that students not only master a certain skill but also meet their needs for improving their academic qualifications.

(3) Highlighting the characteristics of education and focusing on serving ethnic regions

Under the background of rural revitalization, the backwardness of ethnic areas has been improved, and the rural revitalization strategy has also provided a broader stage for the development of ethnic areas. The economic and social development of ethnic areas has new requirements for talent. Vocational education in ethnic regions should be based on serving ethnic regions, constructing targeted training models, and more importantly, strengthening the cultivation of local talents according to the needs of industrial development in ethnic regions, promoting the integration of industry and education; Strengthening the educational function of excellent ethnic culture in vocational education, internalize the connotation of excellent ethnic culture into the craftsmanship spirit of students, promote their comprehensive development, and stimulate the endogenous development momentum of ethnic regions. (Qing, 2021)



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