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A Study on High-Quality Development of Rural Vocational Education Driving Common Prosperity in Liangshan Yi Autonomous Prefecture, Sichuan Province

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Abstract

Ethnic minority areas serve as crucial arenas for promoting common prosperity, with their developmental progress directly influencing national long-term stability and the great rejuvenation of the Chinese nation. As a quintessential representative of China's ethnic regions, the Liangshan Yi Autonomous Prefecture in Sichuan carries a significant mission in the pursuit of common prosperity. The most solid foundation for achieving this goal is rooted in rural areas, which simultaneously present the most formidable challenges. Consequently, the development of rural vocational education has emerged as a vital engine for driving socio-economic progress and fueling common prosperity. High-quality rural vocational education not only provides the Liangshan Yi Autonomous Prefecture with robust human capital, social capital, and spiritual-cultural support but also effectively narrows the regional disparities in wealth and development. This paper explores the current status and dilemmas of rural vocational education in this region and proposes strategic countermeasures—including strengthening integrated planning, enhancing institutional capacity, bolstering the teaching workforce, and cultivating unique ethnic characteristics—to facilitate the high-quality development of rural vocational education and support the realization of common prosperity in Liangshan.

Keywords

Yi Ethnic Region; Rural Vocational Education; Common Prosperity

1. Introduction

The report of the 20th National Congress of the Communist Party of China explicitly states that "Chinese modernization is the modernization of common prosperity for all" and emphasizes the need to "support old revolutionary base areas and ethnic

minority areas in accelerating their development [1]." In February 2018, during an inspection of targeted poverty alleviation work in the Liangshan Yi Autonomous Prefecture of Sichuan Province, General Secretary Xi Jinping reaffirmed that "poverty alleviation must start with the strengthening of confidence," emphasizing the integration of "fostering the will to excel" and "improving access to education." This perspective profoundly reveals the critical role of educational development in poverty alleviation. As an integral component of China's educational system, rural vocational education bears a significant responsibility in the process of achieving common prosperity. The high-quality development of rural vocational education in the Liangshan Yi Autonomous Prefecture not only provides technical and talent support for ethnic regions but also offers a systematic guarantee for their advancement. However, constrained by challenges such as brain drain, unequal allocation of educational resources, and difficulties in highlighting localized characteristics, it is essential to deeply consider how to overcome these obstacles. By doing so, the unique advantages of rural vocational education in the Liangshan Yi Autonomous Prefecture can be fully leveraged, enabling it to fulfill its historical mission of driving the region toward common prosperity.

2. Current Status of Rural Vocational Education Development in Liangshan Yi Autonomous Prefecture, Sichuan Province

（1）Student Profile

In 2020, Liangshan Prefecture had a total of 16 secondary vocational schools with 11,801 enrollments, 9,366 graduates, and a total student population of 31,041. In 2021, the number of graduates was 9,128 while enrollments reached 13,509, which promoted growth in the total number of students. In 2022, the number of graduates showed a significant increase to 10,815, though enrollments declined slightly to 12,868. Despite this, the total number of students maintained an upward trend and reached 33,824. From 2020 to 2022, although the number of schools decreased, both the number of graduates and the total student population showed a growth trend while enrollment numbers fluctuated. Between 2023 and 2024, the number of secondary vocational schools stood at 15, consisting of 13 public schools and 2 private schools, but the number of graduates, enrollments, and total students all experienced a decrease.

（2）Teacher Profile

In 2024, secondary vocational schools across the prefecture had a total of 1,935 faculty and staff members (including 158 part-time staff). Among them, there were 1,495 full-time teachers, of whom 711 were dedicated to public foundational courses, 785 to specialized vocational courses, and 461 were recognized as "double-qualified" teachers. The student-to-teacher ratio stood at 17.2:1, which met the national standards.

（3）Professional settings

The 15 secondary vocational schools across the prefecture offer a total of 59 majors, including one provincial demonstration major, one provincial characteristic major, and six provincial renowned majors in Sichuan. There are 31 majors established around local pillar industries, accounting for 70% of the total, which indicates a continuous improvement in the alignment between academic offerings and local industrial needs. Specifically, Dechang Vocational High School focuses on developing majors in Chinese Culinary Arts as well as Automobile Operation and Maintenance; Yanyuan Vocational High School concentrates on Landscape Technology and Fashion Design and Engineering; and Mianning Vocational High School has developed specialized strengths in Livestock and Poultry Production Technology as well as High-star Hotel Operation and Management, thereby driving the characteristic development of majors in other vocational colleges. In 2024, secondary vocational education in Liangshan Prefecture demonstrated a positive trend of deep integration between industry and education, with the graduate placement rate (including further education) reaching a high of 91.5%. Regarding the employment structure, the flow of talent was highly aligned with industrial demands: the number of graduates employed in the primary and secondary industries stood at 366 and 368 respectively, maintaining a balanced scale and reflecting a steady support of talent for foundational and industrial sectors. Meanwhile, the tertiary industry showed a robust capacity for absorption with 781 graduates, not only becoming the primary channel for secondary vocational employment but also exceeding the combined total of the first and second industries. This clearly highlights the flourishing vitality of the modern service industry in Liangshan Prefecture.

3. The Inevitability of High-Quality Development of Rural Vocational Education in Liangshan Yi Autonomous Prefecture to Drive Common Prosperity

（1）Provide economic development support for common prosperity in Liangshan Yi Autonomous Prefecture

The White Paper on the Development of Chinese Vocational Education points out that "more than 70% of new frontline employees are graduates of vocational schools, and among them, more than 70% of vocational school students come from rural areas." This data indicates that rural vocational education is the type of education within the national system most closely linked to socio-economic development, serving as a primary force in driving economic growth [2].

In the Liangshan Yi Autonomous Prefecture, the development of rural vocational education not only helps solve employment issues for local youth and enhances the momentum of local economic development but also stimulates innovation and entrepreneurial vitality. It cultivates a group of new-type professional farmers and small-to-medium enterprise owners who understand technology and management,

thereby promoting the integrated development of primary, secondary, and tertiary industries in rural areas. Through cooperation between rural vocational education, local governments, enterprises, and schools, stable internship and training bases have been established, allowing students to learn through practice and practice while learning. This model of school-enterprise cooperation not only addresses student employment but also provides enterprises with practical talent, creating a win-win situation while simultaneously bolstering the local economy.

（2）Provide skilled personnel support for common prosperity in Yi ethnic areas

The "14th Five-Year Plan" and the 2035 Vision Goals clearly define the core path of economic development as focusing on the real economy, accelerating the construction of a manufacturing powerhouse and a quality powerhouse, and actively promoting the deep integration of advanced manufacturing with modern service industries to achieve the optimization and upgrading of industrial structures. Meanwhile, cultivating skilled agricultural talents is an inherent value pursuit of rural vocational education [3]. Vigorously developing rural vocational education is an effective way to resolve the "dual imbalance" of industry and talent in ethnic minority areas. The continuous cultivation of high-quality skilled talents and the vigorous development of manufacturing through rural vocational education in the Liangshan Yi Autonomous Prefecture are not only conducive to promoting innovation and the upgrading of industrial technology but also help propel the region's industries toward the medium-to-high end of the industrial chain. Furthermore, rural vocational education serves not only as a cradle for diversified talent cultivation but also as a vital platform for the inheritance of technical skills and the promotion of employment and entrepreneurship.

（3）Providing spiritual and cultural support for common prosperity in Yi areas

The high-quality development of rural vocational education is closely linked to spiritual and cultural construction. In the Liangshan Yi Autonomous Prefecture, the high-quality development of rural vocational education provides a strong guarantee for comprehensive local socio-economic advancement and offers spiritual support for promoting regional common prosperity. Furthermore, it holds profound significance for consolidating the developmental synergy of ethnic minority regions. By deepening spiritual and cultural construction, the dream of common prosperity for the people of the Liangshan Yi Autonomous Prefecture has gathered great strength, which, at a macro level, injects new vitality into the building of the Chinese National Community. Additionally, through the implementation of social education services, residents in the Liangshan Yi Autonomous Prefecture can gain more opportunities to participate in diverse educational services. While pursuing material wealth, residents are also able to continuously enrich their spiritual world. Consequently, the continuous reinforcement of spiritual and cultural support

provides a more solid guarantee for the cause of common prosperity in the Liangshan Yi Autonomous Prefecture and across all ethnic minority regions [4].

4. The Logical Relationship Between High-Quality Development of Rural Vocational Education in Liangshan Yi Autonomous Prefecture, Sichuan Province and Common Prosperity

The driving force of rural vocational education toward common prosperity is primarily reflected in the following three aspects. First is the enhancement of human capital, whereby rural vocational education strengthens local residents' self-awareness and fosters human capital by improving their knowledge and skill levels, thus laying a solid foundation for common prosperity. Second is the construction of social capital, which involves enhancing community cohesion and inheriting ethnic culture to improve the sense of social identity among local residents, thereby creating a favorable social environment for common prosperity. Third is the improvement of systematic guarantees, which entails innovating the social governance system in the Liangshan Yi Autonomous Prefecture through government guidance, enterprise participation, and the collaborative efforts of social organizations, providing institutional security for the realization of common prosperity.

（1）The fundamental path to cultivating human capital for common prosperity

The cultivation of local talent in the Liangshan Yi Autonomous Prefecture is a key means of stimulating the endogenous developmental motivation of local residents [5]. Such cultivation not only improves the skill levels of local residents and enhances their employment competitiveness but also provides solid human resource support for the socio-economic development of ethnic minority regions. By offering diverse courses and practical activities, students are able to strengthen their self-awareness and sense of social responsibility while learning professional skills, thereby promoting comprehensive personal development and increasing the stock of human capital. From a policy perspective, the government and educational departments of Liangshan Prefecture attach great importance to rural vocational education; by formulating and implementing a series of policy measures, they have increased support for rural vocational education to cultivate more high-quality, skilled talents, providing a firm talent guarantee for rural revitalization and common prosperity. Furthermore, through systematic rural vocational education and training, farmers can not only master advanced agricultural technologies and management knowledge to improve agricultural production efficiency but also continuously enhance their personal capabilities and promote the development of local human resources.

（2）Strengthening the necessary guarantee for social capital for common prosperity

Rural vocational education plays an important role in enhancing social cohesion during the process of contributing to common prosperity [6]. Driven by the skill training provided by rural vocational education, local residents gather around shared learning goals and practical projects, forming a social network of mutual assistance and trust. At the same time, by providing high-quality educational resources and training opportunities, rural vocational education breaks down the educational barriers between urban and rural areas as well as across different regions, allowing more children of farmers from rural areas—particularly the Liangshan Yi Autonomous Prefecture—the opportunity to receive high-quality vocational education. This not only helps individuals improve their skills and maximize their personal value but also further strengthens the overall cohesion and centripetal force of society. Through rural vocational education, residents gain more employment opportunities and broader space for development, significantly enhancing their sense of social identity and belonging. This strengthened sense of belonging not only aids in building a harmonious society but also provides a solid social foundation for common prosperity; meanwhile, the improvement of material conditions further stimulates the enthusiasm and participation of residents, thereby increasing social capital.

（3）Strengthening the mechanism for ensuring common prosperity is an important support

High-quality development of rural vocational education plays an important role in constructing the guarantee mechanism for common prosperity and promotes the harmonious and stable development of ethnic minority areas [7]. By building an innovative governance structure, rural vocational education establishes more solid institutional support and security for social harmony and sustainable development in these regions. Through the innovation of the governance system, education becomes demand-oriented, accurately aligning with the practical needs of socio-economic development in ethnic areas to optimize major and curriculum settings. This effectively integrates the forces of government, schools, enterprises, and society to form a collaborative synergy, which helps improve the pertinence and effectiveness of talent cultivation and injects new vitality into fortifying the mechanism for common prosperity. Furthermore, by strengthening the integration of industry and education as well as school-enterprise cooperation, rural vocational education promotes the deep integration of education with the characteristic industries of ethnic regions, providing powerful talent support and intellectual assistance for local socio-economic development while reinforcing the guarantee mechanism.

5. The Real Challenges of High-Quality Development of Rural Vocational Education in Liangshan Yi Autonomous Prefecture, Sichuan Province, to Drive Common Prosperity

（1）Brain drain in Yi ethnic areas weakens the support for common prosperity

With the relaxation of the household registration system and the increased flexibility in personnel file management, some economically developed regions have exerted a powerful draw on talent through superior salary conditions, making the brain drain in Liangshan Yi Autonomous Prefecture particularly prominent. The severe loss of talent, compounded by the relative lag in educational development, has further exacerbated the shortage of skilled personnel in the region. This scarcity of human resources significantly hinders the sustained and stable economic growth of the Liangshan Yi Autonomous Prefecture. Meanwhile, local rural vocational schools are similarly plagued by a substantial drain of talent on a large scale. This outflow of personnel exhibits distinct characteristics: first, there is a significant trend toward younger staff, as the brain drain is primarily concentrated among young teachers whose needs regarding work environments, compensation, and career development prospects are difficult to meet, making long-term stability hard to maintain; second, there is a serious loss of highly educated and highly titled personnel, particularly among experts and scholars holding master's degrees or higher and senior professional technical titles.

（2）Inappropriate allocation of educational resources and insufficient safeguards for common prosperity

The gap in investment between rural vocational education and general education has led to a substandard developmental environment for the former [8]. Due to resource constraints and low operational efficiency, rural vocational schools in ethnic minority areas have become one of the most challenging sectors within the current ethnic education landscape. In the Liangshan Yi Autonomous Prefecture, particularly in its five eastern counties, the improper allocation of educational resources has become a prominent bottleneck restricting the growth of rural vocational schools. According to 2024 data, secondary vocational schools in this region face significant shortcomings in both hardware facilities and teaching staff. Regarding school buildings and library resources, the per-student floor area in 2024 was 23.28 square meters, which is below the ideal standard and restricts the scope of teaching activities and the quality of the student learning environment. In terms of faculty strength, although the total number of full-time teachers reached 1,495, "double-qualified" teachers account for only 58.7%, indicating a need to strengthen practical teaching capabilities. Furthermore, the academic structure of the faculty is primarily composed of undergraduate degree holders; teachers with postgraduate degrees number only 49, representing a mere 3.4% of the total full-time teaching staff. This severe shortage of high-level talent limits educational innovation and the overall improvement of teaching quality.

（3）Rural areas have a weak awareness of vocational education and lack the guiding force for common prosperity

From a historical and social perspective, the traditional concept of "prioritizing academic credentials over technical skills" has long been deeply rooted in the Liangshan Yi Autonomous Prefecture. A weak awareness of rural vocational education has become one of the obstacles hindering the achievement of common prosperity in the region. The formation of this situation is embedded in complex socio-cultural soil, stemming from multiple factors such as deep-seated cognitive perceptions, family expectations, and educational value orientations. Students and their parents often lack a comprehensive and profound understanding of rural vocational education, frequently overlooking its vital role in promoting rural economic development, enhancing farmers' skill levels, and advancing rural revitalization [9]. Furthermore, considerations regarding the expected return on educational investment are a key factor affecting the development of rural vocational education in this area [10]. Among impoverished families in the Liangshan region, limited economic conditions make expectations for educational input more pragmatic and urgent. When weighing educational costs against expected returns, parents may lean toward supporting their children in pursuing higher-level academic education due to concerns that rural vocational education may not provide sufficient economic rewards.

（4）The characteristics of vocational education are not prominent, and the driving force for common prosperity is weak

The development of rural vocational education emphasizes that it must demonstrate distinct characteristics of informatization, modernization, and categorization [11]. In the Liangshan Yi Autonomous Prefecture, the unique characteristics of rural vocational education have not yet been fully realized, primarily manifesting as a dual deficiency in both its vocational and educational nature. The specifications and standards of talent cultivation within the rural vocational education system in this region fail to accurately align with the transformation and upgrading of the local industrial structure, resulting in a pool of professional talent that struggles to effectively meet market demands. Simultaneously, rural vocational education in the Yi ethnic areas lacks the deep exploration and effective utilization of unique resources such as local culture, traditional crafts, and ethnic medicine. More importantly, the difficulty in highlighting the distinct characteristics of rural vocational education in ethnic areas prevents it from playing its proper role in promoting the excellent traditional cultures of ethnic minorities and advancing local socio-economic development. Consequently, this hinders the manifestation of educational specialties and the improvement of schooling standards in these ethnic regions.

6. A Practical Path for High-Quality Development of Rural Vocational Education in Liangshan Yi Autonomous Prefecture, Sichuan Province, to Drive Common Prosperity

（1）Efficiently Allocating Educational Resources to Maintain the Balance of Common Prosperity

The National Medium- and Long-Term Education Reform and Development Plan (2010–2020) states that implementing the balanced development of compulsory education requires the "balanced allocation of resources such as teachers, equipment, books, and school buildings [12]." Efficiently allocating rural vocational education resources is vital for maintaining educational equity and promoting common prosperity. By optimizing resource allocation in the Liangshan Yi Autonomous Prefecture, it is possible not only to improve the quality of rural vocational education but also to provide more comprehensive and in-depth social education services. To facilitate efficient allocation, the government must increase financial investment in education within the Liangshan region, improve infrastructure, upgrade school hardware, and optimize resource distribution to ensure balance between urban and rural areas as well as across different districts. Strengthening the education transfer payment system is necessary to guarantee that funds are invested timely and effectively in rural and impoverished areas. Simultaneously, it is crucial to bolster the teaching workforce by increasing salaries to attract and retain talent, while enhancing teacher quality through professional ethics construction and specialized training.

（2）Strengthening Faculty Construction to Build Elite Teaching Teams

The China Education Modernization 2035 strategic plan explicitly points out the need to effectively address structural, seasonal, and regional shortages of teacher resources, which is essential for promoting the balanced development of education [13]. Due to factors such as remote geographical locations, harsh natural conditions, poor transportation and communication, and lagging basic public services, rural vocational schools in the Liangshan Yi Autonomous Prefecture face significant shortcomings in student-to-teacher ratios, faculty academic structures, and staffing quotas. Consequently, Liangshan must intensify efforts to cultivate local talent and actively expand channels for introducing excellent teachers. By improving compensation and constructing an attractive professional environment, the region can ensure that talented individuals are both willing to come and content to stay. The teacher selection mechanism should be optimized to ensure that new hires possess both solid professional capabilities and a deep understanding of Yi culture, while diversifying talent input channels through targeted cultivation and school-enterprise cooperation. Once selected, attention must be paid to perfecting incentive mechanisms, increasing salary levels, and establishing scientific performance evaluation systems to fully stimulate teachers' professional enthusiasm.

（3）Identifying Precise Positioning to Enhance the Characteristics of Rural Vocational Education

As an educational system focused on cultivating high-quality skilled talents, rural

vocational education carries the key mission of fostering specialized technical personnel and promoting employment and entrepreneurship [14]. First, it is necessary to deeply explore and integrate the unique cultural resources of the Liangshan Yi Autonomous Prefecture, incorporating elements of Yi history, language, art, and customs into the educational content. Teaching methods and tools should also reflect the essence of ethnic culture, allowing students to experience and understand their own heritage through practice, thereby strengthening cultural confidence and identity. Second, as Liangshan possesses abundant natural resources in agriculture, forestry, animal husbandry, and tourism—with ethnic cultural tourism gradually becoming a major local industry—the objectives of rural vocational education should align closely with these industrial needs. By training personnel with the corresponding professional skills and literacy, vocational education can provide the talent support necessary for local industrial development and promote sustainable economic growth.

（4）Elevating Perception of Vocational Education to Stimulate Social Participation

Rural vocational education plays a vital role in driving common prosperity, and its functional status should be clearly defined as the integration of "poverty alleviation" with "fostering the will to excel" and "improving access to education [15]." Efforts must be focused on reversing traditional social prejudices against rural vocational education. To begin with, policy guidance and publicity in the Liangshan Yi Autonomous Prefecture should be strengthened, utilizing multiple channels and forms to popularize vocational education policies, especially emphasizing their role in promoting employment and supporting rural revitalization. Simultaneously, experts should be organized to visit the Liangshan region to provide policy interpretations and answer questions, ensuring that information reaches the grassroots level accurately and improving public awareness. Furthermore, the quality of rural vocational education supply must be optimized by upgrading teaching facilities, curriculum designs, and faculty levels in Liangshan's rural vocational schools. Ensuring that educational content stays close to local industrial demands will enhance the practicality and attractiveness of vocational education. Through school-enterprise cooperation and the integration of industry and education, students can be provided with more practical opportunities, enhancing their employment competitiveness and thereby stimulating social confidence and enthusiasm for vocational education.

7. Conclusion

This paper provides an in-depth analysis of the significance and logical mechanisms of rural vocational education in promoting common prosperity within the Liangshan Yi Autonomous Prefecture. Through a detailed examination of the current status of rural vocational education in the region, the study identifies critical challenges,

including brain drain, imbalanced resource allocation, weak educational awareness, and a lack of distinct educational characteristics. In response to these challenges, the paper proposes targeted strategies aimed at fostering the high-quality development of rural vocational education in the Liangshan Yi Autonomous Prefecture, thereby supporting the realization of the goal of common prosperity.

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