

ANALYZING THE DYNAMICS OF ETHNIC CULTURAL INHERITANCE IN YUNNAN'S HIGHER EDUCATION: A SWOT ANALYSIS AND STRATEGIC COUNTERMEASURES IN LOCAL UNIVERSITY MANAGEMENT

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Abstract: This paper examines the intricate mechanisms of ethnic cultural inheritance within the education management of local universities in Yunnan, employing a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify key factors affecting this process. Yunnan, as the province with the largest number of ethnic minorities in China, has rich ethnic cultural resources, and should do a good job in the protection and inheritance of ethnic culture. This study highlights the unique challenges and opportunities faced by these institutions in preserving and integrating diverse ethnic cultures within their educational frameworks. Through a comprehensive analysis of both qualitative and quantitative data, the research reveals significant strengths in the form of rich cultural diversity and community engagement, alongside weaknesses such as resource limitations and potential cultural homogenization. Opportunities for enhancing cultural inheritance are identified in the growing interest in ethnic studies and regional cooperation, while threats include socio-political changes and globalization pressures. The findings propose strategic countermeasures aimed at optimizing the management of ethnic cultural heritage in Yunnan's higher education sector, suggesting policy recommendations and institutional strategies to foster a more inclusive and culturally diverse educational environment. These recommendations are envisioned to guide local universities in effectively balancing the preservation of ethnic cultures with the demands of contemporary educational management.

Keywords: Yunnan; Local Universities; National culture inheritance mechanism; SWOT analysis; counterplan

Introduction

A nation's culture is a symbol of consensus passed down from generation to generation by its members, and a symbol of national cohesion and integration. As a kind of historical accumulation, Yunnan's ethnic culture has a long history in the folk, which is an important foundation for the formation and development of Yunnan's ethnic groups. There are 25 ethnic minorities in Yunnan except Han nationality, which is the province with the largest number of

ethnic minorities in China. The ethnic culture involved in this paper mainly refers to the culture of ethnic minorities. Rich national culture needs inheritance to develop, and inheritance is largely achieved through various educational means, especially the university undertakes the more important inheritance work. Cultural anthropologists stated that culture is a complex structure including the spiritual, material, intellectual, and emotional attributes that define the functioning of a social collective. Each culture contains unique features of a certain human society and its cognitive and organisational patterns of existence (Zhang, 2019). Moreover, the impact of globalization on educational diversity and ethnic cultural heritage can delve into how modern transformations and development in society, including increased openness and democratic nature, have enhanced the connections between various cultures and have led to a diversification of ethnic, racial, cultural, and lifestyle patterns. It is significant to have a comprehensive understanding of the dynamics of cultural diversity in the context of globalization and its implications for ethnic culture inheritance in education (Zhang, 2019).

With the development of contemporary society and culture, the functions and tasks of universities are becoming more and more diversified, and they have become the places of cross-cultural conflict and competition for performing cultural functions. To carry out the dissemination and acceptance of excellent national culture in universities is related to the sustainable protection and long-term development of national culture, and is the need of inheriting China's excellent traditional national culture (Kymlicka, 1991). SWOT analysis is a method used to evaluate and appraise the strengths (S), weaknesses (W), opportunities (O), threats (T), and other elements that impact a certain subject. It provides a full, systematic, and correct description of the context in which the topic takes place. This facilitates the development of appropriate strategies, plans, and countermeasures, which arise from the assessment findings (J. Wang & Wang, 2020). According to SWOT advocates, strengths are intrinsic capabilities that enable competitiveness and rapid development. Weaknesses refer to intrinsic limitations that affect both growth and survival. Strengths and weaknesses primarily originate from within an individual. Opportunities refer to favourable circumstances and advantageous prospects that facilitate personal or professional advancement. Threats are difficulties imposed from outside that have the potential to diminish intrinsic strengths, intensify weaknesses, and hinder the realisation of opportunities. In order to excel in any domain, it is imperative to address and overcome an individual's deficiencies by leveraging one's strengths. Similarly, it is essential to convert potential threats into advantageous opportunities (Jasiulewicz-Kaczmarek, 2016).

However, in Indonesia, Culture is primarily connected to the productive activities of human beings, including their emotions, thoughts, motivations, and creative expressions. From that perspective, culture might be defined as "the outcome of human choices, decision-making, and creativity." The Indonesian nation possesses a diverse range of cultures, which is a result of the nation's intrinsic plurality (Ardiansyah et al., 2018). As diverse cultures evolve, minority cultures are progressively influenced by the dominant mainstream culture. The successful transmission of national culture hinges upon the willingness of the younger generation to embrace

and acknowledge it, as well as their proactive efforts to preserve and carry forward the national culture. The study revealed that 90% of the students have a preference for understanding and obtaining knowledge about their own indigenous culture (Wang Lianhua & Ruiqing, 2023).

Yunnan has a total of 11 local universities, accounting for 34.4% of the total number of undergraduate universities in Yunnan, how to better undertake the responsibility of national culture inheritance? What measures can be taken to achieve the goal? The uses the SWOT analysis method proposed by American management professor Heinz Wehrich in the early 1980s to list the main Strengths, Weaknesses, Opportunities and Threats of the ethnic culture inheritance mechanism in the education management of local universities in Yunnan province and arranges them according to the matrix form (Wehrich, 1982). Then, the idea of system analysis is applied to match various factors and analyze them. Seek the corresponding combination and explore the countermeasures.

1.SWOT Analysis

1.1 Strengths Analysis (S)

External Strengths:

- (1) The natural location advantage of local universities

In Yunnan, there are 25 ethnic minorities with a population of more than 6,000 and a certain concentration area, in addition, there are a small number of unidentified ethnic groups scattered throughout the region. According to the seventh national census data in 2021, among the 47,209 million people in Yunnan Province, the ethnic minority population is 15.636 million, accounting for 33.12% of the total population. Ethnic minorities occupy about 3/4 of the land area of Yunnan Province and mainly live in the mountainous areas of southeast, southwest, northwest and central Yunnan. The 11 local universities in Yunnan basically cover these regions, that is to say, the regions where the local universities in Yunnan are located are mainly inhabited by ethnic minorities, so they have natural geographical advantages and are rich in ethnic culture. In addition, local universities generally recruit students mainly from local or provincial students, so the number of minority students in local universities is large. Baoshan University, where the author works, is located in the southwest of Yunnan Province, bordered by Dali Bai Autonomous Prefecture and Lincang City in the east, Nujiang Lisu Autonomous Prefecture in the north, Dehong Dai and Jingpo Autonomous Prefecture in the west, and Myanmar in the northwest and south. It is a gateway to South Asia and Southeast Asia and has 12 ethnic minorities. Among them, Blang, Achang and Jingpo are the minority ethnic groups in Yunnan. The number of students in Baoshan University is 12,952, of which 4,522 are ethnic minority students, accounting for 34.9%. They are mainly Yi, Bai, Hani, Zhuang, Lisu and other 30 ethnic groups, which have a certain national cultural foundation. Thus, it can be seen that the work of national culture inheritance in the education management of local universities in Yunnan has unique advantages.

(2) Local social and cultural development requires the participation of universities

Local social culture refers to the culture with regional characteristics formed in the long-term social practice of human beings due to the diversity of ethnic patterns and geographical environment differences, mainly including local history, culture and tradition, geographical characteristics, customs and arts and crafts. Attaching importance to local social and cultural development, excavating its connotation and the most valuable content is to enrich the connotation of traditional Chinese culture, and inherit and carry forward the Chinese national spirit. With the development of contemporary society and culture, knowledge economy makes the relationship between universities and society increasingly close, and the society has more demands on universities, while the advent of the post-popularization era of higher education also makes the "ivory tower" image of universities gradually fade, its service consciousness and function are constantly enhanced, and it plays an increasingly important role in economic development. The close relationship between the two makes the university from the edge of society to the center, and provides a solid social foundation for the complementarity and integration of university culture and local social culture. The social responsibility of the university also requires that the university must integrate with the society, obtain social support and promotion while adapting to and meeting the needs of social development, and enrich the connotation of university culture by constantly absorbing the essence of local social culture.

Internal Strengths:

(1) The educational function of national cultural inheritance is transferred to universities

To carry out the transmission and inheritance of excellent national culture in schools is related to the sustainable protection and long-term development of national culture, and is the need of inheriting our excellent traditional national culture. At present, Yunnan's ethnic culture inheritance mainly includes family inheritance, community inheritance and school inheritance (Yang, 2016). However, school inheritance is mainly concentrated in primary and secondary schools, where the content of inheritance is mainly language and script learning, mostly concentrated in extracurricular activities after students' main course learning, and still remains in the relatively basic stage of cultural inheritance. However, primary and secondary schools fail to fulfill this important task in further improving the quality of national cultural inheritance. In recent years, with the emphasis on the protection and inheritance of ethnic culture, the inheritance education of ethnic culture in Yunnan has begun to advance from kindergartens, primary and secondary schools to universities. The inheritance of national culture in universities is not only the deepening, diversification and science and chemistry of primary and secondary school practices, but also the formation of systematic educational management and research, so that college students can accept the transmission of culture under the system of inheritance (M. Wang, 2021). College students who have received higher education can also carry out scientific research on national culture under the guidance of teachers, so as to deeply expand the inheritance of national culture. College

students can not only become the recipients of national culture, but also become the inheritors of national culture in various professions in the future society after mastering relevant knowledge and theories through systematic learning and continue to pass on culture at the social level, so as to maintain the inheritance vitality of national culture. In addition, the difference between colleges and universities from basic education is that they have rich teaching resources, a large number of high-quality talents, high-quality research ability, etc., which can maximize the educational function of national culture inheritance.

(2) The development needs of local universities

Because local universities have distinct regional characteristics of based on local areas and serving local areas, they are closely related to the development of regional economy and society, which determines that local university culture is inextricably linked with regional culture. On the one hand, regional culture infiltrates local university culture, on the other hand, local university culture leads the development of regional culture. When a university is built in a local area, talent training needs to adapt to and focus on the needs of local social and economic development. Therefore, in the process of talent training, it is necessary to base on the local area, actively absorb the nourishment of regional culture, find support points for the improvement of talents' comprehensive literacy, so that the cultivated talents can participate in the inheritance, innovation and publicity of regional culture, and become active builders of local culture. In order to form their own characteristic culture, local universities need to actively absorb local excellent culture into the construction of university culture, show the characteristics of universities, and have unique characteristics different from other types of universities. In order for a local university to be considered outstanding it must perform well in every one of the important academic disciplines, including the humanities. The humanities are important for examining diverse social patterns such as human values, the historical evolution of social structures, and human traditions, cultures, and worldviews (Chankseliani et al., 2021). It indicates that local universities must also do a good job in the inheritance of national culture in order to meet their own development needs.

1.2 Weaknesses Analysis (W)

(1) Unclear inheritance goals

At present, the local universities in Yunnan pay great attention to the publicity, protection and study of ethnic culture, and carry out a lot of ethnic culture inheritance work, and have made certain achievements. For example, Baoshan University, where the author works, has been awarded as a "Demonstration School of National Unity" in 2022, and has made excellent performance in the inheritance of national culture. But in the development of national cultural inheritance, what is the purpose of inheritance? What is the goal of succession to be successful? Not all teachers and students are fully aware of it, including when the school designs the management mechanism of inheritance work at the top level, the target positioning is relatively vague, and the overall goal of inheriting national culture in local universities cannot be clearly

conveyed. Teachers and students have not formed the concept of multi-cultural coexistence and symbiosis, students do not have a strong sense of self-confidence and identity of national culture, lack of reflection ability and innovation awareness of national culture, and insufficient enhancement of the connotation of inheritance work, so that the inheritance of national culture has not become a characteristic culture of university talent training, and cannot provide powerful intellectual support for local social culture. Therefore, in the work carried out, it is often scattered, partial and phased. The index elements of the national culture inheritance mechanism are not clear. How to run the national culture inheritance through it in the process of talent training? What are the components needed to represent this? The priority of indicators needs to be further clarified.

(2) Lack of systematization of inheritance

At present, the dissemination and acceptance of national culture in some local universities mostly stay in the activities of the second classroom, and it is relatively arbitrary, lacking of systematic, purposeful and sustainable overall construction. Some universities have established cultural study halls or inheritance bases, but in the specific implementation process, they have not fully designed this content as an important part of talent training, that is, the implementation of cultural inheritance is not really effective. An effective system has not been formed in the selection of inheritance content, curriculum setting, teaching staff construction, campus culture and system construction, etc. Most cultural inheritance processes also stay in the campus, with less cooperation and exchanges with the outside world, and the content of inheritance mechanism is relatively thin. In the process of inheritance, teachers still occupy the main position, and do not fully consider the needs of another subject, namely students, and adopt corresponding methods, ignoring the development of human personality. Each decision or action taken by management is underpinned by underlying beliefs regarding human nature and behavior (McGregor, 2017). In the process of inheriting national culture, educational administrators need to think about how to combine the maximum benefit of national culture with the cultivation of talents. It is necessary to think from the main body of teachers how to improve the comprehensive quality, give play to the professional strengths of the design of inheritance content; It is necessary to think about how to arouse the enthusiasm to participate in the inheritance process from the main body of students. It is necessary to think about how to achieve the goal of cultural inheritance more effectively from various management departments. Only by integrating various education and management forces, involving a scientific and reasonable inheritance system, and using diversified inheritance channels can the purpose of inheritance be realized.

1.3 Opportunities Analysis (O)

(1) National, provincial and municipal policy support

The Ministry of Education issued the Guiding Outline for Improving the Education of Excellent Traditional Chinese Culture, which pointed out that the education system of excellent traditional Chinese culture should be integrated into the curriculum and textbook system, and the

education of excellent traditional Chinese culture should be promoted in an orderly manner in different sections (T. Wang, 2019). In 2017, the Central government issued the Opinions on Implementing the Project of Inheriting and Developing Excellent Traditional Chinese Culture. Since the 18th National Congress of the Communist Party of China, the state has introduced a series of policies to combine the basic principles of Marxism with China's specific realities and fine traditional culture from the strategic perspective that culture concerns the country and its fortunes and adhere to the road of cultural confidence. As early as June 2012, the Yunnan Provincial Party Committee and the provincial government issued the Opinions on Building the Demonstration Area of Prosperity and Stability in the Border Area of Ethnic Unity and Progress, which listed the prosperity of ethnic culture as one of the "Ten demonstrations" in the construction of Yunnan Demonstration area and promoted it as a strategic goal. Among them, the protection and inheritance of the excellent traditional culture of ethnic minorities was taken as an important goal of the demonstration. It shows that the government attaches great importance to the construction of national culture. In recent years, more efforts have been made to protect and inherit national culture. Local governments also closely follow the spirit of the central and provincial governments to provide policy guidance on the protection and inheritance of local ethnic culture and encourage all walks of life to actively participate in cultural construction. For example, the new idea of "Culture +" is proposed, which makes cultural development have unlimited possibilities. For local universities, it is also one of the main goals of university development to seize policy opportunities, strengthen cooperation and exchanges with local governments, and respond to the construction of national culture inheritance mechanism.

(2) New needs for local social, economic and cultural development

At present, China has won a comprehensive victory in the battle against poverty, and the strategic task of ethnic minority areas is to further promote rural revitalization. High-quality development has become the goal requirement of the work during the "14th Five-Year Plan" period. The inheritance, innovation and development of national culture should be closely related to the propositions of The Times and focus on enabling high-quality development of ethnic areas. As a big ethnic province, Yunnan, on the premise of rich cultural resources of ethnic minorities, responds to the call of the state, in the process of social economic and cultural development, uses national culture as a focal point to carry out creative transformation and innovative development of traditional culture. For local governments, making use of the talent pool of universities and cooperating with universities is also an urgent need for local economic development. Accelerating cultural construction, especially the implementation of the rural revitalization strategy, is to raise the strategy of excellent Chinese culture serving rural economic development to a new height. The creative transformation and innovative development of national culture requires the combination of science and wisdom, and colleges and universities can just provide think tank support for this and meet the new needs of local social and economic development.

1.4 Threats Analysis (T)

The main manifestation is the contradiction and conflict between the development of national culture and the modernization of society.

Nowadays, with the rapid development of economy and the increasing modernization of society, the topic of tradition and modernity has been debated endlessly. With the advancement of social modernization, the cultural inheritance of ethnic minorities faces many challenges. On the one hand, in the process of modernization, minority cultures have been affected and impacted to varying degrees. For example, some traditional national customs and rituals are gradually disappearing, and some national languages and scripts are gradually being replaced. These changes have a great impact on the inheritance and development of national culture. Take the minority culture of Yunnan as an example. Yunnan is a region rich in ethnic culture. However, with the advancement of modernization, some traditional ethnic customs and rituals gradually disappear, the old cultural inheritors pass away, and some young people lack understanding and identity of traditional culture, so the ethnic culture needs to be protected urgently. On the other hand, with the development and progress of society, people have higher requirements for cultural diversity and inclusiveness, and protection and inheritance are facing a new situation. Therefore, how to protect and inherit minority culture in the process of modernization is a problem that cannot be ignored. In order to carry out national culture inheritance in local universities, it is necessary to consider the challenge brought by social modernization to culture.

2. Coping Strategies

2.1 SO Strategies (Make use of strengths and seize opportunities)

Implement government administrative policies, participate in local economic and cultural construction, and improve the educational function of universities.

At present, the state attaches great importance to traditional culture, and the provinces and cities also put forward corresponding requirements for the protection and inheritance of local excellent traditional culture, which brings opportunities for local universities in Yunnan to strengthen the inheritance of ethnic culture. Local universities should follow the trend, actively take the government's administrative policies as the guiding opinions for the cultivation of talents in universities, run through the whole process of the cultivation of talents, improve the quality of talent training, and meet the needs of regional social talents. Strengthen interaction with relevant local departments, deeply understand social needs, and combine local resources to carry out education and teaching. Through cooperation with local governments, enterprises, public institutions, communities, non-governmental organizations, etc., to jointly promote the inheritance and development of national culture. Such cooperation can not only improve the level of school running, but also train more talents with social responsibility and practical ability for the society.

In addition, local universities can also make use of policies to actively expand exchanges and cooperation with educational institutions in other regions and countries, introduce more resources and experience, promote the transmission and exchange of national culture through cooperation in

education, teaching, scientific research cooperation, personnel exchange, and other forms, and promote the inheritance of national culture in schools to the world. In the learning and exchange of advanced educational concepts, in the process of education and teaching, to cultivate students' comprehensive quality and innovation ability, can have a profound national cultural heritage and comprehensive development of the quality. He not only has professional knowledge and skills, but also has a deep understanding and love for ethnic culture and can contribute to the inheritance and development of ethnic culture in Yunnan and improve the education function of the university.

2.2 ST Strategies (Maintain strengths and eliminate threats)

We will give full play to the function of inheritance education in universities and provide intellectual support for local social and cultural development.

As mentioned above, at present, the educational inheritance of ethnic culture in local universities in Yunnan is being transferred to colleges and universities. Universities should make use of their own advantages, integrate resources, adjust school running ideas, and design personnel training programs from all aspects and multiple angles from the perspective of improving the quality of professional personnel training. This is to integrate the inheritance of ethnic culture into them and enable students to have comprehensive ethnic cultural accomplishment. It can become an excellent inheritor of local national culture. This is concur with Sirmon et al. (2010) where strength sets have an increasing positive impact on relative performance, while weakness sets have a negative impact. The integrated effect of sets of strength and weakness has a complex influence on overall performance. At the same time, the school should mobilize the enthusiasm of teachers to actively participate in the inheritance of national culture, set up a team of high-quality teachers, make use of professional expertise, dig deep into the regional characteristics of ethnic culture resources, apply them to teaching and scientific research, and discuss how ethnic culture can be inherited and carried forward in a benign way in the modern developing society. It can continue to maintain the essential characteristics of national culture and put forward suggestions and countermeasures for government departments to make decisions, provide intellectual support for local social and cultural development, and maximize the function of inheritance education in universities.

2.3 WO Strategies (To reverse Weaknesses and create opportunities)

Clarify the inheritance goal as soon as possible, and formulate the development strategy of the national culture inheritance mechanism from the following several aspects:

(1) Curriculum development

Scientific and reasonable curriculum design is very important to promote the inheritance of national culture, and curriculum is the indirect experience for college students to learn national culture. Due to the different major Settings in schools, courses are also different. Courses related to ethnic culture can be set up in general elective courses and professional extension courses, such

as ethnic language, art, folklore, history, etc., so that students can enhance their understanding of ethnic culture in classroom learning. According to the revised plan of the talent training program of the university, courses related to Yunnan ethnic culture will be added to the learning curriculum system of students of different majors.

(2) Strengthen the construction of teaching staff

Schools should regularly organize special seminars, training courses, lectures or invite ethnic culture inheritors to guide schools, so that teachers can better understand the ethnic culture of Yunnan and the importance of protecting these cultures. At the same time, through some practical platforms to improve teachers' hands-on ability, feel the real national cultural heritage. Teachers should be equipped with the necessary teaching tools in order to effectively demonstrate and teach national culture in the classroom. According to the author's understanding, there is very little training for national culture inheritance teachers in local universities in Yunnan at present. Taking Baoshan University, where the author works, as an example, there are almost no teachers who have received professional cultural inheritance training. School management leaders should strengthen teacher training, so that more teachers can learn about the concept, content and teaching methods of cultural inheritance, so as to better teach students in classroom teaching.

(3) Cooperation projects and exchange plans

The University may develop cooperative programs and exchange programs with other educational institutions locally and internationally to promote understanding and appreciation of Yunnan's ethnic culture. This can expose teachers and students to different perspectives and experiences and promote cross-cultural understanding. Actively cooperate with external institutions, and strive to have 2-3 projects every year, so that teachers and students can participate in, so that the ethnic culture of other regions and Yunnan ethnic culture can be appreciated and understood by more people in the exchange.

(4) National cultural activities on campus

School administrators should increase support for school cultural activities every year. They can choose festivals of representative ethnic groups in the region where local universities are located or activities of student associations, and the special departments of the school will organize teachers and students to jointly carry out the activities. Organize students to carry out various games with ethnic characteristics, ethnic song and dance performances, etc., organize corresponding campus activities in important festivals of ethnic minorities, attract more students to participate in activities through various forms, provide students with a more immersive experience and provide first-hand contact with different ethnic cultures.

(5) Financial support for national culture research.

The school may encourage students to actively apply for college student scientific research projects and college student innovation and entrepreneurship training projects, and make

use of the financial support in the projects, so that students can carry out research on ethnic culture in the form of scientific research projects led by teachers, and stimulate students' strong interest in protecting and promoting the inheritance and development of Yunnan's rich ethnic cultural heritage. The scientific research department of the University adds special research projects related to the inheritance of national culture in the scientific research projects and innovation and entrepreneurship training projects of college students, and can set up 10-15 projects every year, so that students can actively apply for research.

The inheritance system of R-D-E model is constructed, that is, the education system of local university national culture inheritance mechanism integrating research-development-teaching.

(6) Strengthen management and evaluation

Good management and evaluation can better promote the operation of the national culture inheritance mechanism. Therefore, university decision-makers should listen more to the opinions of teachers and students, formulate corresponding management systems according to their opinions, and manage courses, teachers and student associations and organizations to better promote their work. Carry out diversified evaluation methods and apply the evaluation results to the continuous improvement and improvement of inheritance work, so that the national culture inheritance mechanism can be developed in scientific management.

2.4 WT Strategies (Overcome weaknesses, eliminate threats)

In order to enable local universities to better play their educational functions, they can put forward university proposals for the development of regional national culture, so that national culture can be better inherited in the new era. It is suggested that universities should strengthen the in-depth exploration and research of local ethnic cultural resources, encourage teachers to closely combine their teaching and research with local ethnic culture, actively explore how to solve the dilemma of ethnic culture in the development of modern society, seek creative transformation and innovative development paths of ethnic culture inheritance, and fully stimulate the vitality of the whole ethnic culture innovation and creation. Schools can allow students to participate in various local ethnic cultural activities, so that the young generation can personally feel the charm of traditional culture, consciously safeguard national culture, and publicize culture in ways that young people like to highlight the national cultural spirit of the new era.

Based on the above analysis, SWOT analysis and countermeasures for the development strategy of ethnic culture inheritance mechanism in the education management of local universities in Yunnan can be expressed in the following table:

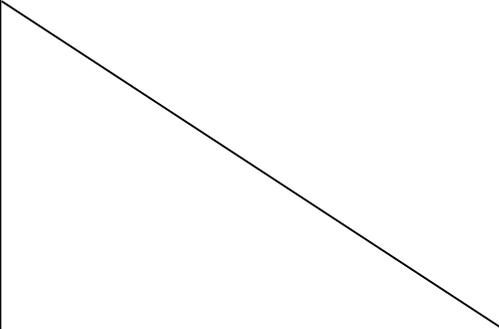
	<p style="text-align: center;">Opportunities</p> <p>O1: National, provincial and municipal policy support</p> <p>O2: New needs for local social, economic and cultural development</p>	<p style="text-align: center;">Threats</p> <p>The main manifestation is the contradiction and conflict between the development of national culture and the modernization of society.</p>
	<p style="text-align: center;">Strengths</p> <p>External Strengths:</p> <p>S1: The natural location advantage of local universities</p> <p>S2 : Local social and cultural development requires the participation of universities</p> <p>Internal Strengths:</p> <p>S1: The educational function of national cultural inheritance is transferred to universities</p> <p>S2: The development needs of local universities</p>	<p style="text-align: center;">SO Strategies</p> <p>Implement government administrative policies, participate in local economic and cultural construction, and improve the educational function of universities.</p>
<p style="text-align: center;">Weaknesses</p> <p>W1: Unclear inheritance goals</p> <p>W2: Lack of systematization of inheritance</p>	<p style="text-align: center;">WO Strategies</p> <p>Clarify the inheritance goal as soon as possible, and formulate the development strategy of the national culture inheritance mechanism.</p>	<p style="text-align: center;">WT Strategies</p> <p>Strengthen the deep excavation and research of local ethnic cultural resources</p>

Figure 1 SWOT model of ethnic culture inheritance mechanism in education management of local universities in Yunnan

Conclusion

In short, in the face of the ever-changing modern society, it is incumbent on colleges and universities to better inherit and carry forward the excellent traditional Chinese culture. Yunnan has a large number of ethnic minorities, and local universities are faced with more complex situations. Universities need to analyze the advantages and disadvantages according to their own actual conditions, and then formulate more effective countermeasures to train high-quality talents and serve the local social, economic and cultural construction. The future research directions stemming from this study on ethnic cultural inheritance in Yunnan's higher education system should focus on exploring longitudinal impacts of the implemented countermeasures and strategies. It would be beneficial to assess how these changes affect the preservation and integration of ethnic cultures over time, particularly in response to evolving socio-political dynamics and globalization. Further research could also delve into comparative studies with other regions possessing rich ethnic diversities, to draw broader insights on effective cultural inheritance practices in educational settings. Additionally, there's a need to investigate the role of technology and digital media in enhancing the accessibility and appeal of ethnic cultural content among younger generations. Lastly, exploring student and faculty perspectives through qualitative research could provide deeper insights into the everyday experiences and challenges in culturally diverse educational environments, leading to more nuanced and effective policy interventions.

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