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CONSTRUCTION AND PRACTICE OF A DUAL-TRACK EDUCATION MODEL IN INTANGIBLE CULTURAL HERITAGE TRANSMISSION-A CASE STUDY OF YI ETHNIC CLOTHING SKILLS IN LIANGSHAN

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Abstract:

Under the impact of globalization and modernization, Intangible Cultural Heritage (ICH), such as the clothing of the Yi nationality in Liangshan, faces the severe dilemma of inheritance discontinuity and skill loss. Education, as the core means of the living inheritance of ICH, has problems such as the singularity of the model and the disconnection between supply and demand that need to be urgently addressed. Based on critical ethnography and Community-Based Participatory Action Research (CPAR) methods, this study focuses on the educational practices in the inheritance of Yi ethnic clothing skills. It constructs a dual-track education model of “traditional track + modern track” through in-depth interviews with 50 key informants and a survey of 450 structured questionnaires. Concurrently, the study discovered that the traditional track, centered on the clan-apprenticeship system, activates the intergenerational oral teaching and mental instruction mechanism through the “1+5” inheritance unit, effectively preserving core skills and cultural genes. Furthermore, the modern track, based on situational learning theory, establishes an educational pathway of “dual-mentorship + digital media + cross-sector collaboration,” enhancing the modern adaptability of skills and youth participation. According to the ADAPT (Authenticity, Development, Adaptation, Participation, Transmission) matrix assessment, this model increased the retention rate of young practitioners from 28% to 46% and improved cultural identity scores by 35%, achieving a dynamic balance between cultural authenticity and educational effectiveness. Overall, this study enriches

the theoretical framework of ICH education and provides a replicable educational model for the transmission of minority cultural heritage. It also holds significant practical value for integrating ICH into both formal and informal education systems.

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Intangible Cultural Heritage Transmission; Dual-Track Education Model; Yi Ethnic Clothing; Traditional Apprenticeship; Situated Learning; Community Participation



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Introduction

The continuity of Intangible Cultural Heritage (ICH) depends on intergenerational transmission, and education serves as the core vehicle for realizing this transmission (UNESCO, 2003). Yi ethnic clothing, as a national-level ICH, carries the cultural genes, aesthetic concepts, and life wisdom of the Yi people. Notably, its production techniques encompass the complete processes of wool processing, spinning, dyeing, and embroidery, representing a living manifestation of ethnic culture. However, amid rapid modernization, the transmission of Yi ethnic clothing skills faces severe challenges. In particular, there are fewer than 30 senior artisans who master the core skills, with an average age of over 60. Meanwhile, the younger generation demonstrates a declining willingness to participate due to the long learning cycle, low economic returns, and disconnection from modern life, with the number of youth inheritors at the provincial level decreasing by 42% between 2015 and 2025 (ART-Q4 tracking data). The existing education models also have significant shortcomings. Accordingly, the traditional apprenticeship system is limited by kinship and region, with narrow coverage and a lack of systematic teaching. Furthermore, ICH content in school education is fragmented, with theory and practice disconnected. Additionally, community education lacks professional guidance and resource support, making it challenging to establish a long-term mechanism (Wang et al., 2024).

Against this background, how to construct a transmission model that accounts for both the integrity of traditional skills and the adaptability of modern education has become the key to resolving the dilemma of inheriting Yi clothing skills. As such, the dual-track education model integrates the cultural rootedness of the traditional apprenticeship system with the systematic and innovative features of modern education, providing a new approach for ICH education. Thus, this study takes the Yi ethnic clothing skills in Liangshan as a case, systematically

constructs the dual-track education model, and verifies its practical effects, offering empirical support for the innovative development of ICH education.

Literature Review

Research on Intangible Cultural Heritage Education

Scholarly research on ICH education, both domestically and internationally, mainly focuses on three directions: First, the analysis of traditional transmission models, which concentrates on the operational mechanisms and cultural connotations of family apprenticeships and clan-based inheritance. The core advantage of these models lies in their deep integration of skill transmission with cultural context (He, 2021). However, they also face limitations, such as limited transmission scope and vulnerability to social changes. Second, the exploration of modern educational pathways, including the development of ICH courses in schools (Yan & Li, 2023), remote teaching enabled by digital technologies (Dimitropoulos et al., 2018), and workshop practices in community education. Concurrently, these studies underscore the significance of systematic, large-scale transmission, though some encounter issues such as the simplification of cultural symbols and misalignment with community needs. Third, the integration and innovation of educational models, where some scholars have proposed hybrid “traditional + modern” approaches, such as “dual-mentorship” or “school-enterprise cooperation.” Still, most of the relevant studies remain at the level of empirical summary and lack model construction and effect evaluation based on empirical data. In other words, they pay insufficient attention to the particularity of ICH education of ethnic minorities.

Research on the Inheritance and Education of Yi Ethnic Clothing

Existing studies on Yi clothing mostly focus on interpretations of cultural connotations, analyses of technological characteristics, and explorations of conservation strategies (Ji et al., 2020; Zhou, 2013), with few studies involving the educational dimension. Although some studies mention practices such as clan-based transmission and the establishment of Yi embroidery programs in schools (Liangshan Culture and Tourism, 2025), they fail to conduct an in-depth analysis of the core elements and operational mechanisms of educational models. While a few studies have focused on the application of digital technologies to the dissemination of Yi clothing (Yu, 2023), none have incorporated this into a comprehensive educational framework. Overall, existing research has not yet addressed key issues in Yi clothing education, such as “how to effectively integrate tradition and modernity,” “how to scientifically evaluate educational outcomes,” and “how multiple stakeholders can participate collaboratively.” In response, there is an urgent need to conduct targeted empirical research.

Research Objectives

This study aims to achieve the following objectives: (1) to diagnose the current status and core dilemmas of Yi clothing skill education in Liangshan, and to clarify the strengths and weaknesses of traditional transmission models and modern educational pathways; (2) to construct a dual-track education model of "traditional track + modern track" based on Cultural Gene Theory and Situated Learning Theory, and to clarify its core elements, implementation pathways, and support mechanisms; (3) to test the effectiveness of the dual-track education model in enhancing youth participation, preserving core skills, and strengthening cultural identity through practical verification and effectiveness evaluation; and (4) to propose policy

recommendations and promotion strategies applicable to ethnic minority ICH education, so as to provide references for the inheritance of similar heritage.

Research Significance

In terms of theoretical significance, this study constructs a dual-track model framework for ICH education, enriches the application scenarios of Cultural Gene Theory and Situated Learning Theory in the field of ICH, and fills the gap in empirical research on education models for minority ICH. Meanwhile, in terms of practical significance, the study can address the problem of educational discontinuity in the inheritance of Yi clothing skills, enhance the skill level and economic returns of young practitioners, and strengthen ethnic cultural identity. At the same time, it provides empirical evidence for governments, schools, and communities to formulate ICH education policies. It also promotes the integration of ICH education into the national education system and the rural revitalization strategy.

Research Methods and Technical Route

This study adopts a mixed-methods research approach, centering on critical ethnography and Community-Based Participatory Action Research (CPAR), combined with multiple methods. This includes in-depth interviews, structured questionnaires, participatory observation, and case analysis. Accordingly, the interviewees include 50 key informants, including national- and provincial-level inheritors, young trainees, schoolteachers, government officials, community residents, and designers. Specifically, the questionnaire survey employed a stratified sampling method, distributing 450 questionnaires across 12 Yi villages in six counties of Liangshan, yielding 428 valid responses for an effective response rate of 95.1%. The data were then processed using NVivo software for qualitative coding. Following this, descriptive statistics and comparative analysis were utilized to validate quantitative data, and the ADAPT matrix was applied to assess the cultural adaptability of the education model.

The technical route is organized around the core logic of the study. First, through literature review and preliminary research, the research questions are clarified, and the survey tools are revised. Then, field investigations are conducted to collect multidimensional data and to collate relevant literature and case studies. Subsequently, cultural genes are decoded, educational dilemmas are diagnosed, and the dual-track education model is constructed. Notably, the model is piloted in Butuo County and Zhaojue County, with continuous data tracking. Finally, the practical effects are assessed using the ADAPT matrix and quantitative indicators. The model framework is refined, and policy recommendations are put forward.

Theoretical Foundations and the Construction of the Dual-Track Education Model

Core Theoretical Support

Cultural Gene Theory holds that the core value of ICH originates from its gene systems at the material level (patterns, materials), the behavioral level (craftsmanship, rituals), and the spiritual level (values, worldview) (Dawkins, 2016). This theory provides the core guidance for the dual-track education model, requiring that the traditional track precisely transmit the core genes. By contrast, the modern track achieves innovative adaptation on the premise of gene continuity, avoiding the loss or distortion of cultural connotations. Moreover, Lave and Wenger (1991) Situated Learning Theory emphasizes that learning is a process in which

individuals interact with others and the environment in authentic practice contexts, and legitimate peripheral participation is key to skill acquisition. This offers an important basis for designing the modern track education pathway, which requires constructing real skill practice scenarios and promoting deep engagement among young learners through “dual-mentorship” and “project-based learning.” Additionally, CPAR theory emphasizes that researchers and community members jointly participate in problem diagnosis, plan design, practical implementation, and effect evaluation, ensuring that the education model aligns with actual community needs. Concurrently, this theory guides the construction and practice of the dual-track education model, fully mobilizing the agency of community residents, inheritors, and learners, and achieving an organic combination of “bottom-up” and “top-down” approaches.

The Core Connotation and Construction Logic of the Dual-Track Education Model

The core connotation of the dual-track education model is to establish two parallel educational paths, namely the “traditional track” and the “modern track,” in the inheritance of ICH, with both complementing each other and working synergistically. In addition, the traditional track centers on the clan-apprenticeship system, activating the intergenerational mechanism of oral teaching and mental instruction, and focusing on the accurate delivery of core skills and cultural genes. In particular, the modern track focuses on situated learning, integrating school education, digital technology, and cross-sector collaboration to enhance the systematization, innovativeness, and reach of education.

Its construction logic is problem oriented. It targets the pain points of the traditional apprenticeship system, namely its “narrow scope and lack of norms,” and those of modern education, namely its “disconnection from contexts and emphasis on theory over practice.” In this way, it achieves complementary advantages. Interestingly, it aligns with the criterion of cultural fit and uses the ADAPT matrix (authenticity, development, adaptability, participation, and transmission) as an evaluation standard to ensure the education model remains grounded in the cultural context. Simultaneously, it aims for sustainability, considering both cultural heritage and economic development. Thus, by increasing the income level and professional identity of young practitioners, it addresses the issue of “nobody wanting to learn and being unable to retain people.” Moreover, it ensures coordinated efforts from multiple parties, integrating resources from the government, schools, communities, businesses, and inheritors to form a joint force in ICH education.

Traditional Track: Contemporary Activation of the Clan-Apprenticeship System

The traditional track aims to “preserve core skills and transmit cultural genes” and is adaptively reformed based on the Yi traditional clan inheritance system. In the design of inheritance units, a “1+5” model is adopted, in which one national- or provincial-level inheritor leads five young learners to form a fixed inheritance unit and carry out a one-year systematic training. This small-scale, intensive model continues the intimate interaction advantage of the traditional apprenticeship system and improves inheritance efficiency. The curriculum covers the dual dimensions of “skills + culture.” At the skills level, it includes the full set of core processes, such as wool spinning, plant dyeing, embroidery, and tailoring, ensuring learners master a complete skill set. Wei Li & Yiping Liu. (2021). At the cultural level, it includes interpretation of pattern semantics, costume rituals, and folk taboos, enabling learners to “know how to do” and “understand the reasons behind it.” Building on this, the teaching method continues the traditional mode of “oral teaching and mental instruction + experiential practice,” where

inheritors convey “embodied” skill knowledge through demonstration, correction, and guided practice. Remarkably, this immersive learning allows learners to perceive the subtle techniques and cultural nuances of the skill. In terms of support mechanisms, the government provides venues, tools, and material subsidies to reduce the economic burden on inheritors and learners. Following this, a certification and incentive system for inheritors is established to enhance their social status and motivation. Similarly, the community provides practice scenarios (such as festival costume making and participation in folk activities). These allow learners to consolidate skills and understand culture in authentic contexts.

Modern Track: The Innovative Path of Situated Learning+ Cross-sector Collaboration

The modern track aims to “expand the scope of inheritance and enhance modern adaptability,” and integrates diverse resources to build a systematic educational path. In terms of the curriculum system, it creates a dual-mentor course package, assembling a dual-mentorship team comprising “elder inheritors + designers + vocational teachers.” It designs a three-tier curriculum of basic, advanced, and innovative courses. The basic level focuses on an overview of Yi clothing culture, interpretation of core patterns, and basic embroidery training to solidify trainees’ cultural and skill foundations. Meanwhile, the advanced level covers product design, quality control, cost accounting, and market connections to enhance trainees’ practical application abilities. Moreover, the innovation level emphasizes the modern transformation of traditional elements, cultural and creative product development, and digital marketing skills to cultivate trainees’ innovative thinking and market awareness. The situated practice platform is divided into offline and online parts. In particular, offline, it establishes community workshops, school training bases, and school-enterprise cooperative laboratories to provide real production and innovation practice scenarios. Conversely, online, it builds a “virtual workshop + online learning community,” using Virtual Reality (VR) echnology to reproduce the process of skill-making and employing short-video platforms for teaching and dissemination, breaking geographical limitations. Tan, L. (2021). In terms of cross-sector collaboration mechanisms, it establishes a cooperation model of “universities + communities + enterprises.” Thus, universities provide design and scientific research support, communities offer inheritor resources and practice scenarios, and enterprises provide market channels and financial support. Such initiatives would form a complete chain of “cultural inheritance - educational training - innovative transformation - market implementation.”

Case Study and Effect Evaluation of the Dual-Track Education Model

Practice of the Traditional Track: The “1 + 5” Inheritance Unit Experiment in Butuo County

In 2023, Butuo County launched the “1 + 5” inheritance unit project, selecting two provincial-level inheritors and 10 young trainees to form two inheritance units to train in the core skills of Yi clothing. The project provides an annual subsidy of 50,000 yuan per unit and equips standardized workshops, tools, and materials, addressing hardware shortcomings in the inheritance process. Correspondingly, inheritors develop personalized training plans based on trainees’ foundations and learning abilities to ensure the relevance of teaching. Likewise, trainees participate in the production of festival costumes, the supply of clothing for folk activities and other real production tasks. This, in turn, allows learning outcomes to directly meet practical needs.

The phased results are remarkable: After six months, the average skill assessment score of trainees increased from 45 to 72 points, a 60% increase, and all trainees have mastered the core processes such as plant dyeing and embroidery, ensuring the accuracy of skill inheritance.

Notably, the average monthly income of trainees increased from 1,200 yuan to 1,704 yuan, a 42% increase, and some trainees' works have been sold on the market through community cooperatives. The increase in economic benefits has effectively motivated trainees' learning enthusiasm. In line with this, the retention rate of the project reached 80%, much higher than the average retention rate of 50% in the traditional apprenticeship system, solving the problem of "being unable to retain people" in the traditional inheritance system. Specifically, 90% of trainees can accurately interpret the cultural meanings of more than three core patterns, an increase of 60% from before the training, highlighting the effect of cultural inheritance.

Modern Track Practice: The "Anuono" Model of the Academy of Arts & Design, Tsinghua University

The Academy of Arts & Design, Tsinghua University, collaborated with the Liangshan region to implement the "Anuono" project, adopting a tripartite collaborative model of "university + community + enterprise," that serves a representative example of modern-track education. The project invited Yi ethnic inheritors to enter on-campus studios and co-create with designers and students, realizing the collision and integration of traditional techniques and modern design concepts. Furthermore, it designed a "dual-mentor course package" and conducted a six-month intensive training program that balances cultural transmission, skill enhancement, and innovative transformation. As such, through e-commerce platforms and cultural and creative exhibitions, it promoted trainees' works and opened up a pathway from learning to the market.

The practical outcomes exceeded expectations: trainees successfully developed three categories and 15 items of cultural and creative products, including garments, handbags, and accessories, with an 80% success rate in the modern transformation of traditional elements. This demonstrates that trainees possess innovative capabilities to integrate tradition with modernity. The average premium of trainees' works increased by 35%, and order volumes grew by 50% compared with the pre-training period, indicating a significant improvement in market recognition. Meanwhile, 46% of young trainees chose to engage full-time in Yi ethnic clothing-related work, an increase of 18 percentage points compared with the 28% retention rate under traditional pathways, effectively alleviating the problem of a generational gap in youth inheritance. In addition, project-related content accumulated over 5 million social media exposures, effectively enhancing the social visibility of Yi clothing culture and expanding its cultural influence.

Comprehensive Evaluation of the Dual-Track Education Model**Table 1: Quantitative Indicator Evaluation**

Evaluation Dimension	Baseline Data	Post-implementation Data	Change Rate
Youth Practitioner Retention Rate (1 year)	28%	46%	+18%
Average Monthly Income (RMB)	1200	2500	+108%
Skill Assessment Score	60 Points	90 Points	+50%
Cultural Identity Scale Score	65 Points	88 Points	+35%
Accuracy of Core Motif Interpretation	29%	84%	+55%

As presented in the quantitative data, the dual-track education model has achieved significant improvements across several core indicators. Interestingly, the increased retention rate of young practitioners means greater stability in the ranks of inheritors. In addition, the doubling of average monthly income has resolved economic concerns about inheritance. Moreover, the marked rise in skill-assessment scores proves the professionalism and effectiveness of the education. At the same time, higher scores on the cultural-identity scale and greater accuracy in interpreting core patterns reflect the depth of cultural inheritance.

Table 2: ADAPT Matrix Evaluation

Dimension	Blend Weight	Score (1-5 Points)	Weighted Score	Specific Performance
Authenticity (A)	0.32	4.8	30.7	The usage rate of traditional materials remains above 70%, core techniques demonstrate no variation, and the utilization of ritual garments remains unaffected.
Development (D)	0.24	4.5	21.6	Youth participation increases by 40%, product premium rises by 35%, and community cultural industries achieve higher income.
Adaptability (A)	0.18	4.0	14.4	85% of community members recognize the education model, and trainees are able to skillfully apply traditional elements to modern products.
Participation (P)	0.15	4.0	12.0	Community residents and trainees participate in curriculum design and evaluation, with decision-making power accounting for 40%.
Transmission (T)	0.11	5.0	11.0	Skills and cultural knowledge are systematically documented and incorporated into local school textbooks, realizing intergenerational transmission.

Overall Score	1.00	-	89.7/100	Conclusion: High cultural adaptability, with the model demonstrating both effective heritage transmission and sustainability.
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The ADAPT matrix evaluation results reveal that the overall score of the dual-track education model is 89.7 points (out of 100), demonstrating a high level of cultural adaptability. For example, the high score in the authenticity dimension demonstrates that the model effectively preserves the core cultural genes of Yi clothing and maintains its originality despite innovation. Furthermore, the good performance in the development dimension reflects the role of the model in promoting the development of cultural industries and enhancing young people's sense of gain. Additionally, the scores in the adaptability and participation dimensions indicate that the model has been widely recognized by the community and fully respects the subjectivity of the community. On a similar note, the full score in the transmission dimension indicates that the model has achieved the systematic transmission of skills and culture, laying a solid foundation for intergenerational inheritance.

Issues and Discussion

The core advantages of the dual-track education model are reflected in multiple aspects, with its most prominent value being the balance between cultural authenticity and innovative vitality. Accordingly, the traditional track ensures that core skills and cultural genes are preserved through precise intergenerational transmission. By contrast, the modern track promotes the effective adaptation of traditional elements to modern life and market demands through systematic education and cross-disciplinary collaboration, achieving a balance between "preservation" and "innovation." In addressing the issue of "transmission gaps," the model enhances youth participation motivation through economic incentives, lowers the learning threshold through situational teaching, and expands the influence through digital dissemination. This increases youth willingness to participate and retention rates, injecting fresh blood into the ICH transmission. Simultaneously, the model achieves coordinated efforts among government, schools, communities, and enterprises, integrating dispersed resources such as policies, funding, teaching staff, and markets. This ultimately overcomes the problems of fragmented ICH education resources and limited coverage. Moreover, the model is constructed on empirical data, with clear implementation paths, curriculum design, and support mechanisms. Concurrently, this renders it independent of a single entity or special conditions and endowing it with strong operational feasibility and promotional value.

However, in the process of practice, the dual-track education model also faces some challenges. The issue of uneven resource allocation is prominent: some remote villages lack digital equipment and professional teaching staff, making it challenging to effectively cover modern-track education, which affects educational equity. In balancing culture and commerce, some students overly pursue market benefits, tending to simplify core skills and misuse cultural symbols, which may dilute cultural connotations. Still, there are shortcomings in teacher team development: a shortage of dual-qualified teachers with both traditional craftsmanship skills and modern teaching capabilities, which impedes further improvement in educational quality. The issue of inadequate policy connection should not be overlooked either. Consistent with this, the dual-track education model has not yet been fully integrated into the school education system and lacks long-term policy support and institutional guarantees, making it challenging to achieve sustainable development.

To address these issues, optimization strategies need to be developed from multiple aspects. In terms of resource allocation, resources should be decentralized. The government should take the lead in building rural digital education base stations, providing VR equipment, network support, and teacher training for remote villages to narrow the educational gap between regions. In terms of cultural guidance, the ADAPT matrix should be incorporated into the education evaluation system. Following this, courses on interpreting cultural genes should be strengthened to help trainees correctly understand the relationship between cultural and commercial values and to balance cultural authenticity with commercial innovation. Regarding teacher training, a two-way training mechanism involving “inheritors + teachers” should be established. Thus, universities should provide inheritors with training in modern teaching methods, and inheritors should provide teachers with skills training to build a professional team of dual-qualified teachers. At the same time, it is necessary to establish a long-term mechanism to promote the inclusion of ICH education in local primary and secondary school courses and in the professional catalog of vocational education. This includes establishing a regular evaluation and incentive system to ensure the continuous effectiveness of the model.

At the policy level, it is necessary to improve the ICH education policy system and to formulate implementation measures for ICH education for ethnic minorities, clarifying the responsibilities and divisions of labor among the government, schools, and communities. APCEIU, ICHCAP & UNESCO. (2022). This includes forming a policy environment with clear rights and responsibilities and coordinated efforts. It is also recommended to increase financial investment, establish a dedicated fund for ICH education, and focus on supporting key areas such as the establishment of inheritance units, teacher training, and the development of digital education platforms. Wang, Y. J. (2025). Similarly, it may be helpful to establish a coordinated mechanism and set up the “ICH Education Coordinated Governance Committee” to coordinate resources from universities, enterprises, and communities and to promote the normalization and standardization of cross-sector cooperation. Other methods may also include strengthening promotion and application by conducting pilot implementations of the model in ethnic minority areas such as Yunnan and Guizhou, summarize successful experiences, and gradually expanding its adoption. These ensure that the dual-track education model can support the inheritance of ICH among more ethnic minorities.

Conclusion and Prospect

Research Conclusions

This study takes Yi clothing skills in Liangshan as a case and constructs and implements a dual-track education model for ICH inheritance. The following core conclusions are drawn. The core dilemma in the inheritance of Yi clothing skills lies in the singularity of the education model, the disconnection between culture and modern life, and the lack of motivation among young people to participate. Meanwhile, the dual-track education model, through the combined efforts of the “traditional track + modern track,” effectively overcomes this dilemma. The “1 + 5” inheritance unit model of the traditional track accurately delivers core skills and cultural genes, while continuing the advantages of the traditional apprenticeship system. In addition, the “dual mentorship + situated learning + digital media” path of the modern track enhances the systematization and modern adaptability of inheritance. Concurrently, the two tracks complement each other and are irreplaceable, together forming a complete education system. In line with this, the dual-track education model significantly improves retention rates, income levels, and cultural identity among young practitioners. Accordingly, evaluation using the

ADAPT matrix demonstrates high cultural adaptability and sustainability, demonstrating the model's effectiveness and scientific nature. However, the successful implementation of the dual-track education model requires coordinated efforts from multiple parties. The government provides policy and financial support; schools provide educational platforms and teachers; communities provide practice scenarios; enterprises provide market channels; and inheritors provide core skills. Nonetheless, only by forming a joint force from multiple parties can the model exert its maximum efficiency.

Future Prospects

Future research can further expand the scope of the study by applying the dual-track education model to other ICH projects of ethnic minorities (such as Miao silver ornaments and Dong grand choirs). This aims to verify its universality and to optimize and adapt it according to the characteristics of different projects, thereby forming a more inclusive educational framework. In terms of research methods, quantitative research can be deepened, long-term tracking studies can be conducted, and a more comprehensive ICH education effect evaluation index system can be constructed to provide data support for continuous model optimization. In terms of the application of digital technology, new technologies such as Artificial Intelligence (AI) and the metaverse can be explored in dual-track education. This can be exemplified by developing intelligent skill-correction systems and virtual folklore scene experiences to further enhance the interactivity and immersive experience of education. In addition, comparative international studies can be conducted to examine the ICH education models of ethnic minorities in other countries (such as traditional Japanese craft education and African tribal skill inheritance). Such an initiative aims to learn from advanced experiences, promote the international development of Chinese ICH education models, and contribute Chinese wisdom and solutions to the global inheritance of ICH.

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