

Under the education policy for ethnic minorities, how do the Tibetans benefit from the preferential treatment?



Enrolment rate for school age children: 98.2%



Literacy rate: 95%

1. Bilingual education

Primary School
Tibetan: Instructional language

Secondary School
Mandarin: Instructional language
Tibetan: **only in Tibetan language lesson**
(Supplementary language)

2. Inland school policy

First year
Improve their Chinese language ability

The next three years
Study the national curriculum

3. Gaokao/Students' college entrance examination

- Tibetan can use their language for examination
- In 2017, over 70% of Tibetan students took the Tibetan language test specially designed
- Adding bonus point if you are identified as ethnic minority
- Tibetans can be rewarded up to 30 bonus points + lower regional score

-> Lower admission standard --> Grant privilege in GaoKao
-> Higher chance in receiving high education

4. Import of mainland teachers (Teacher Supporting Education Programme)

- Importing Chinese teachers to Tibet
- 800 inland teachers were sent to 20 primary and secondary schools in Tibet for long term employment

-> Ensure quality education for Tibetan
-> Ensure substantial learning environment for student

To what extent does the PRC government encourage Tibetan language education in real practice?

Theoretically:

1905-2005

Language laws: minority language maintenance and bilingual education

2010

Programme for educational development of Qinghai

Practically:

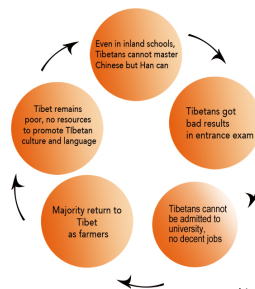
- Primary schools: Tibetan is the medium of instruction
- Middle schools: suddenly switches to Chinese. Only one course is taught in Tibetan as a supplementary course.
- Those who are excellent would be sent to inland schools for secondary education Han environment
- Tibetan students' proficiency in Tibetan ↓
- role of Chinese language ↑
- ticket to non-farm sectors by increasing social mobility of those who mastered Chinese.
- culture can only be continuously influential when the origin is prosperous enough resources to spread.
- learning potential of some Tibetans students could never be unleashed with Chinese proficiency being an obstacle
- high drop-out rate in junior secondary school from the very beginning (Postiglione, 2008).

DO YOU KNOW?

- Government allowed to set up an autonomous institution
- Teaching Tibetan Buddhist religious devotion

BUT non-religious schooling: controlled by state

- Monasteries cannot teach Tibetan when not related to Tibet Buddhism.
- "Incite separatism": Tashi Wangchuk detained for 2 years due to NYT interview



纽约时报中文网
拯救藏语，中国藏民的艰辛反抗
Tibetans Fight to Salvage Fading Culture in China

- Literacy rate in Tibetan among Tibetans in China < 20% --> still falling
- < 25% of Tibetan children guarantee to secondary school in TAR

To what extent does PRC government grant autonomy in educational development in Tibet?

CCCH9027

China's Ethnic Minorities:
Assimilation or Cultural Pluralism?

Group name: 4B

FUNG Yi Ching
LUNG Hiu Lam
WU Yuen Ying
TSANG Hiu Tung

With flaws / lopsidedness of the policies analyzed above, what difficulties do the Tibetan children face? Why?

1.

- The teachers teaching language are not **bilingual** (Both Chinese and Tibetan)
- Import of inland teachers

Children will find a lot of difficulties learning Tibetan because even the teachers do not have the native pronunciation

2.

- Parents want their children to learn Chinese to increase their competitiveness.
- The family generally believe that children's future will be brighter when they know how to speak Chinese.
- The importance of Tibetan is being neglected and children might not understand why they are still learning Tibetan.

Lack of motivation of studying Tibetan

3.

- They learn other subjects in Chinese instead of Tibetan

Lack of daily usage in real practice
Cannot learn a lot of scientific or historical term in Tibetan language (e.g. History and science lesson)

4.

- EXAM: They are being granted with privilege
- Even though the policies help them to enter university, there are not many jobs given to Tibetan major and there are not enough jobs and economics opportunities in Tibetan.

Difficulty lies in social mobility



How does the Western discourse differ from official discourse by the PRC government regarding the Tibetan education policies?



TIBETAN CURRICULUM:

The irrelevant curriculum as a major factor that leads to lack of school attendance and high drop-out rates (Bass, 2005) (p.13)

Reciting in chorus aloud, repeating line by line after the teacher... reproduce them from memory for exams." (Bass, 2005) (p.11)

New textbooks reflect the students' life experience and modern society' (TAR People's Publisher, 2001a, p. 4)

Was blamed on Tibetan Buddhism and 'the damaging idea that Tibet is unique' (Chen, 1994)

UNIVERSITY ENTRANCE SCORES:

Preferential policies thus strengthen ethnocentrism and, to a certain extent, lead to social divisions (Jian, 2004).

The only result is the intensification of barriers and tension between ethnic groups. (Ma, 2007).

Beneficial for the advancement of minority individuals and the minority group itself, as well as society. (Lang, 2010)

BILINGUAL TEACHING:

Only 4-5 periods cover Tibetan language; the rest of the curriculum is identical to mainstream Chinese schools. (Zhu, 2007).

Low school enrollment and erosion of their language and culture. (Wangdu, 2011)

Priority was given to teaching in Tibetan. (White Paper (2008): Protection and Development of Tibetan Culture)



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