



The Practice and Significance of Ethnic Education Policy in Tibet

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Abstract: The practice and significance of ethnic education policy in Tibet is a complex and multi-dimensional research field, involving education, society, culture and other aspects. In recent years, with the continuous improvement of the country's emphasis on education in ethnic minority areas, Tibet's ethnic education policy has been significantly developed and practiced, which is not only of great significance for promoting educational equity, economic development and social stability in Tibet, but also provides important practical experience for building the sense of community of the Chinese nation. The purpose of this review is to classify and analyze the literature on Tibetan ethnic education policy by domestic scholars in recent years, and to discuss its practical effectiveness, existing problems and future development directions.

Keywords: ethnic education; National unity; educational equity;

1. Introduction

Education in Tibet is not only an important part of the work in Tibet, but also a practical way to promote the modernization of Tibet. Since the peaceful liberation, with the cordial care of the Party Central Committee and the assistance of the whole country, remarkable achievements have been made in the cause of ethnic education in Tibet, and relevant studies are on the rise. Since the beginning of the new era, the national and regional conditions have undergone profound changes, and in this period of important strategic opportunities, it also coincides with changes unseen in a century. It has become an unavoidable proposition of The Times to provide sustained impetus and accumulate strong strength for the construction of a new modern Tibet. Tibet is an important and high-altitude ethnic region with a special geographical location. Due to historical reasons, natural geographical environment and many other factors, the economic and social development of the Tibet region is relatively closed and lagging behind. For a long time, the leaders of the CPC Central Committee have always paid great attention to the work of Tibet and given special attention to Tibet. In order to accelerate the development of various economic and social undertakings in Tibet, promote exchanges and exchanges among ethnic groups, strengthen unity among ethnic groups, and constantly enhance the awareness of the "five identities" and the formation of the Chinese national community.

2. The purpose and significance of the study

Education is the foundation of a nation. As a unified multi-ethnic country, developing ethnic education is an important task in the cause of education and ethnic work in China. Promoting the development of education in ethnic areas can train more talents in ethnic areas of our country, improve the population quality in ethnic areas, promote the overall development of regions, and promote social harmony. Due to history, geography and other reasons, the development of ethnic education is slower and more difficult for the minority with a small population, which needs to be paid attention to. Education is closely related to political, economic and social development, and the development of education in minority areas with small populations is of great importance, so it is necessary to carry out and implement educational support policies for minority areas with small populations. Since the founding of the People's Republic of China, the state has introduced relevant policies and provided various kinds of support and assistance in the education of ethnic minorities with small populations, and has achieved remarkable results, completing literacy education for ethnic minority compatriots, and gradually deepening the quality and degree of education in ethnic minority areas with small populations. However, with the constant changes of social and economic development, the needs of ethnic minority compatriots in China to accept ethnic education are not only satisfied with the hope of receiving education to improve their cultural level, but also hope to seek new ways to preserve and inherit their ethnic culture through ethnic education, so that national culture can glow with new vitality. At the critical moment of realizing the great rejuvenation of the Chinese nation, it is very necessary to develop the educational cause in the minority areas with a small population and study the practical effect of the Party's ethnic education policy in the minority populations.

3. Literature review

In the theoretical research of education policy, due to various reasons, the research on the minority areas is very weak, and the systematic research on the education policy of Tibet is even less.

The current situation of domestic research shows that in the theoretical research of ethnic education policy, due to various reasons, the research on ethnic minority areas is very weak, and the systematic research on ethnic education policy in Tibet is even less. Basic education in Tibet started late, and there are not many monographs and papers on basic education policy. Some scholars have studied the development of ethnic education in Tibet, and the main scholars have shown that:

From the perspective of multicultural education: Fei Xiaotong put forward the ethnic relations theory of "diversity and unity" in his book *Chinese Ethnic Relations in Diversity and Unity*, emphasizing the importance of seeking common development and harmonious coexistence on the basis of ethnic diversity. This provides a theoretical basis for national unity education.

Research on the practice of national unity education: In its research, Ma Rong explores the practical application of national unity education, especially how to promote national unity in the school education system through curriculum setting, textbook development and teacher training.

Cross-cultural communication and understanding: Wang Lequan's research emphasizes the role of cross-cultural communication in promoting ethnic unity, and proposes to enhance mutual understanding and respect among students by increasing communication opportunities among students of different ethnic groups, such as organizing cultural exchange activities and establishing ethnic unity themed associations.

Education Policy and practice: Zhou Minglang's research focuses on bilingual education policy and its impact on ethnic unity, analyzing how bilingual education, as part of ethnic unity education, promotes communication and understanding among students of different ethnic groups.

4. The theoretical basis and development process of ethnic education policy

4.1 Theoretical basis

The theoretical basis of ethnic education policy mainly revolves around the three core principles of ethnic equality, protection of cultural diversity and educational equity.

The principle of ethnic equality: The United Nations Educational, Scientific and Cultural Organization (UNESCO) has long emphasized the role of education in promoting ethnic equality. In China, this principle is reflected in national policy, especially in the Law of the People's Republic of China on Regional Ethnic Autonomy, which guarantees the equal rights of all ethnic groups, including the right to education.

Conservation of Cultural Diversity: The UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions emphasizes the value of cultural diversity and recognizes education as a key way to preserve cultural diversity. In China, a number of policies and research support the preservation and promotion of the inheritance of ethnic cultures through education, such as the preservation and use of ethnic languages.

Educational Equity Concept: Educational equity is the cornerstone of social justice. [1]In their research, Chinese scholars such as Yang Dongping have emphasized the importance of educational equity, especially in the distribution of educational resources in remote and ethnic minority areas, to ensure that every child has equal educational opportunities.

4.2 Development history

The development of Tibet's ethnic education policy reflects the gradual deepening of the transition from the popularization of basic education to the improvement of education quality, and then to the emphasis on diversity and inclusiveness in education.

Early stage: In the 1950s and 1970s, the Chinese government began to implement an ethnic education policy in Tibet, focusing on increasing illiteracy and establishing a basic education system. During this period, the policy focused on the universalization of basic education and the protection of national languages.

After the reform and opening up: Since the 1980s, with the deepening of the reform and opening up, Tibet's ethnic education policy has begun to focus on the improvement of education quality and the improvement of the education system. The government has invested a lot of resources to improve educational facilities, improve the quality of teachers, and promote bilingual education, so as to promote the inheritance and development of national culture.

21st century: In the 21st century, with the development of globalization and the advancement of the "Belt and Road" initiative, Tibet's ethnic education policy pays more attention to the openness and internationalization of education, while emphasizing the promotion of ethnic unity and social harmony through education.[2] Policies are beginning to focus more

on the diversity of educational content and how to promote understanding and respect among different ethnic groups through education.

5. Strategies and Practices of National Unity Education

5.1 Policy overview

National unity education is an important educational policy implemented by the Chinese government to promote understanding, respect and unity among all ethnic groups and to safeguard national unity and social stability. This kind of education involves not only school education, but also social education and family education, aiming to cultivate and promote the sense of community of the Chinese nation in the whole society.

5.2 Practical cases

Bilingual education: In places like Tibet and Xinjiang, bilingual education is seen as an important means of promoting ethnic unity. By allowing ethnic minority students to learn Chinese while maintaining and developing their own national languages, communication and understanding between different ethnic groups are promoted.

Cultural exchange activities: Cultural exchange activities organized by schools and communities around the country, such as ethnic cultural festivals and ethnic art performances, provide a platform for students and residents of different ethnic groups to showcase their own cultures, and at the same time give them the opportunity to learn about the cultures of other ethnic groups, and enhance mutual respect and understanding between ethnic groups.

Teaching materials and curriculum content: The design of teaching materials and curriculum content is also very important in national unity education. The textbooks contain content that reflects the history, culture, customs and habits of various ethnic groups in China, and helps students establish the concept of ethnic equality and ethnic unity from an early age.

6. Challenges and countermeasures

6.1 Challenge

Uneven distribution of educational resources: The problem of uneven distribution of urban and rural teachers has led to problems such as the overall shortage of teachers in the whole region but the local shortage, the abundance of teachers in areas with better conditions and the shortage of teachers in areas with poor conditions. [3]With the vigorous support of the state's financial policies, Tibet's total financial investment in education has shown a sustained growth trend, and the education of ethnic minorities has achieved rapid development. However, the development of ethnic education in Tibet is affected by many factors such as geographical location, transportation conditions, and economic level, and there is still a certain gap between Tibet and mainland education. There is a big gap between Tibet and other ethnic minority areas in terms of educational resources, especially high-quality educational resources, compared with those in the developed eastern regions. This uneven distribution of resources exacerbates inequalities in education.

Difficulty in the implementation of bilingual education: Bilingual education faces challenges in improving students' Chinese proficiency and maintaining their native language proficiency in ethnic minority areas, including the shortage of qualified bilingual teachers and the lack of effective teaching materials.

Integration of traditional culture inheritance and modern education: In the process of promoting modern education, how to effectively integrate and inherit traditional national culture and avoid cultural assimilation is an important challenge. In Tibet, the inheritance and education of Tibetan culture are gradually decreasing in school education, cultural education is becoming more and more scarce, and Tibetan culture is gradually weakened.

Improvement of education quality: Although the education penetration rate in ethnic minority areas has increased, the quality of education, especially the improvement of teaching outcomes, is still an urgent problem to be solved. Insufficient educational resources is a major problem, and the teaching level of teachers is not high, which is quite different from that in non-ethnic areas. The quality of education in Tibet is generally not high, as students are located on the plateau and the teaching environment is poor. Due to geographical reasons, there is an obvious shortage of teacher resources, and it is difficult to carry out the policy of aiding Tibet.

Problems in the implementation of the "three guarantees" policy in the basic education stage, in the implementation of the "three guarantees" policy, schools around the country can not flexibly use the policy, and the publicity is not strong enough. The "three guarantees" policy has also bred the dependence of some parents and students to a certain extent.[4] In terms of providing students with learning and daily necessities, it is also easy to breed students' boredom with school. Therefore, changing the concept of students' parents is also a major problem, and if the concept of parents and students is

not changed, the policy will be meaningless, and it will be difficult to carry out school work, which is not conducive to the long-term development of society and the development of ethnic education in Tibet. Policy support is only a booster, but it is necessary to solve the fundamental education problem in depth.

6.2 Countermeasures and suggestions

Optimize the allocation of educational resources: The national and local governments should further optimize the allocation mechanism of educational resources and increase investment in education in ethnic minority areas, especially the allocation of high-quality educational resources. For example, through the establishment of a teacher rotation system in remote areas, the provision of special education subsidies and other ways to attract and retain excellent teachers.

Strengthen the training of bilingual teachers: Increase the training of bilingual teachers to improve their professional level and bilingual teaching ability.[5] Consideration could be given to partnering with higher education institutions to develop specialized bilingual teacher training courses.

Protection and development of national culture: In the design of educational content and teaching materials, the needs of the protection and development of national culture should be fully considered, and elements of national culture should be integrated into the teaching content, so as to encourage students to understand and inherit their own culture.

Improving the quality of education: Improving the quality of education through the introduction of modern educational technology and the improvement of teaching methods. At the same time, we should establish and improve the education quality evaluation system, and regularly evaluate the educational achievements to ensure the effectiveness of educational reform measures.[6]

Implement the national education policy, establish and improve the construction of the teaching staff, and improve the quality and level of education services. Teachers are the first resource to promote the development of education, and they are also one of the key factors that determine the quality of education.

Expand investment in education in the whole region and promote the high-quality development of education in Tibet. Adapt measures to local conditions, rationally plan and coordinate the education budget of areas with good economic development and remote and impoverished areas, ensure that there are rules to follow in the investment of fiscal funds, and increase the intensity of public financial investment in education.

7. Conclusion

Through a review of the research literature on Tibetan ethnic education policy by domestic scholars in recent years, it can be seen that Tibetan ethnic education policy has played an important role in promoting educational equity, ethnic unity and cultural inheritance. In the future, the development of Tibet's ethnic education policy needs to further solve the problems of uneven distribution of resources, balanced bilingual education, and deepening of ethnic unity education, so as to achieve more comprehensive and in-depth development. It is an unavoidable fact that Tibet's special social, historical, political, economic, and natural conditions have led to differences and backwardness in Tibet's culture and education, and it will take a long time to change this gap. In the process of modernization, Tibet's education should continue to follow the development path of "Chinese characteristics and Tibetan characteristics" and flexibly apply the party's policy on ethnic education, so that Tibet's ethnic education can receive high-quality educational resources and better serve Tibet's socialist modernization.[7] The building of a new socialist Tibet is inseparable from advanced scientific knowledge and outstanding construction talents. At this critical period of strategic opportunity, Tibet's need for education is more urgent and intense than ever. The Party has always placed education in a strategic position of priority development in Tibet, and has worked hard to ensure that every child of ethnic minorities has the opportunity and right to enjoy education and gain the ability to develop himself, contribute to society, and benefit the people. Learning from the past to the present, Tibet's education still has a long way to go, and the gap between Tibet and the hinterland is still an objective fact. The party and the state have continuously tilted toward Tibet's ethnic education policy, made constant adjustments and efforts for the progress of Tibet's educational undertakings, improved Tibet's education.

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