



民族教育蓝皮书

BLUE BOOK OF ETHNIC EDUCATION

REPORT ON THE DEVELOPMENT OF ETHNIC EDUCATION IN CHINA

(2017)

The Inner Mongolia Autonomous Region

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Yang Huiliang, Yan Yan, Wu Haiyan

 社会科学文献出版社
SOCIAL SCIENCES ACADEMIC PRESS (CHINA)

2017
版



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图书在版编目(CIP)数据

中国民族教育发展报告 = Report on the
Development of Ethnic Education in China (2017).
2017. 内蒙古卷: 英文 / 陈中永主编. -- 北京: 社会
科学文献出版社, 2017.12
(民族教育蓝皮书)
ISBN 978-7-5201-1989-4

I. ①中… II. ①陈… III. ①少数民族教育—研究报
告—内蒙古—英文 IV. ①G759.2

中国版本图书馆CIP数据核字(2017)第314557号

· 民族教育蓝皮书 ·

Report on the Development of Ethnic Education in China (2017) —The Inner Mongolia Autonomous Region

主 编 / 陈中永
副 主 编 / 苏德毕力格 乌日陶克套胡 七十三 杨惠良 闫 艳 武海燕
翻 译 / 武海燕 等
统 稿 / 武海燕
审 校 / 武海燕 洪 颖 乌云高娃

出 版 人 / 谢寿光
项目统筹 / 刘 荣
责任编辑 / 赵怀英 陈红玉 毕向阳 魏 武 秦红增

出 版 / 社会科学文献出版社·独立编辑工作室(010)59367011
地址: 北京市北三环中路甲29号院华龙大厦 邮编: 100029
网址: www.ssap.com.cn

发 行 / 市场营销中心(010)59367081 59367018
印 装 / 三河市东方印刷有限公司

规 格 / 开 本: 787mm×1092mm 1/16
印 张: 25.25 字 数: 485千字
版 次 / 2017年12月第1版 2017年12月第1次印刷
书 号 / ISBN 978-7-5201-1989-4
定 价 / 298.00元

本书如有印装质量问题, 请与读者服务中心(010-59367028)联系

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**To the 70th Anniversary of
the Inner Mongolia Autonomous Region**

Blue Book of Ethnic Education Inner Mongolia

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Abstract

In February 2016, *Opinions on Speeding up the Development of Ethnic Education* was issued by the People's Government of Inner Mongolia, proposing 27 policies and measures to promote ethnic education in the new era. In September, *Regulations on Ethnic Education of the Inner Mongolia Autonomous Region* was examined and approved by the Standing Committee of the 12th Inner Mongolia People's Congress, which decided it could be implemented from 1 November. This constituted great event in the development of ethnic education in the Inner Mongolia Autonomous Region. With the implementation of the *Opinions* and the *Regulations* above, ethnic education in Inner Mongolia will definitely have an even faster, better development.

The year 2017 is the 70th anniversary of the founding of the Inner Mongolia Autonomous Region. As the first Blue Book on ethnic education for the Inner Mongolia Autonomous Region, this book attempts to study and summarise ethnic education in the Inner Mongolia Autonomous Region, reexamining and reflecting on its past development and the successful experience of ethnic education over the past 70 years in Inner Mongolia. It also analyses the problems in ethnic education, and draws up a new blueprint for ethnic educational development. It is hoped that this book can provide some useful background reference materials for workers of ethnic education as well as researchers and policy-makers, and promote new development of ethnic education and ethnic educational research.

The main contents of this Blue Book are made up of seven parts, namely, General Report, Sub Reports, Special Reports, Education of "Three Ethnic Minorities", Education with Special Features, Case Studies, and Appendix. As ethnic education in the Inner Mongolia Autonomous Region has continued over a relatively long period of time, the General Report explores the process of development, on the one hand, respecting its long inheritance, and on the one hand, following its development, showing the significance of practical exploration



and political guidance. Specifically, the General Report identifies four main stages of ethnic education from 1947, when the Inner Mongolia Autonomous Region was established to the present time of 2016, and summarises four major achievements in ethnic education. It also examines four basic experiences underlying these achievements, which were continually adhered to. These are, firstly, integrating development with reform and innovation; secondly, integrating practical reality with new situations; thirdly, coordinating development between ethnic education and general education; and fourthly, emphasising both scientific planning and sophisticated implementation. Two suggestions on policies are proposed from the perspectives of the State and the Autonomous Region, respectively. The Sub Reports, consisting of 6 articles, present the basic development of ethnic education of Inner Mongolia Autonomous Region through multiple perspectives, including ethnic preschool education in Inner Mongolia; the staff development of primary and secondary school teachers using Mongolian as a medium of instruction in Inner Mongolia; ethnic vocational education in Inner Mongolia; Non-Government ethnic education in Inner Mongolia; bilingual education in Inner Mongolia; and ethnic preparatory education in Inner Mongolian universities. The Special Reports are committed to an in-depth examination and research on the current employment of ethnic minority university graduates and related policy formulation in Inner Mongolia; training of high-level ethnic minority talent in Inner Mongolia and suggestions for its development; developing research in Mongolian studies and training of talent; opinions and ideas for the construction of a Think Tank for ethnic education research in Inner Mongolia; and following scientific and correct views on ethnic education. Education of “Three Ethnic Minorities” analyses the ethnic education of Daur, Evenki, and Eroqen in the Inner Mongolia Autonomous Region. Based on the history, current status and prospects, Education with Special Features offers a comprehensive examination of the achievements, experience, problems and expectations of ethnic fine arts, music and dance, and physical education in Inner Mongolia. In Case Studies, representative ethnic kindergarten, primary school, middle school, vocational college and school for students from overseas are investigated via experiment and cases to illustrate the achievements of ethnic education in Inner Mongolia. In the Appendix, a Chronicle provides a list of important events in ethnic education in the Inner Mongolia Autonomous Region from 1949 to 2016.



This Blue Book believes that ethnic education is the effective approach with Chinese characteristics in dealing with ethnic issues as well as one of the most important undertakings in the minority regions inhabited by ethnic groups, in particular the autonomous governments of various levels. It is also a vital component of the modern educational system in our unified and multi-national country. Ethnic education appears at the intersection between ethnic education and the ethnic unity and progress of our country. As a Model Autonomous Region for ethnic unity and progress, economic and social development, the Inner Mongolia Autonomous Region best represents the vigorous development of ethnic education. Based on the ethnic theories and policies of the Party, and with the consistent effort of all ethnic education workers over the past 70 years, ethnic education in the Inner Mongolia Autonomous Region has made tremendous progress, and has made a vital contribution to healthy development of Inner Mongolia.

Translated by Wu Haiyan

Foreword I

To coincide with the 70th Anniversary of the founding of the Inner Mongolia Autonomous Region, the *Blue Book of Ethnic Education—Inner Mongolia* is now being published. This is the first Blue Book on ethnic education in China. This book presents a comprehensive review of the development of ethnic education in the Inner Mongolia Autonomous Region. It provides both an objective analysis of the Region's current status, as well as suggestions for furthering its development, and carries significant referential value for formulating and improving policies of ethnic education reform and development.

Education is the foundation stone for national renewal and social development. As the birth place of the system of regional autonomy for ethnic minorities in China and also as the first founded ethnic Autonomous Region in China, the Inner Mongolia Autonomous Region has, since its establishment, given the development of ethnic education a very special and significant place. With great State support, the policy of "Prioritizing and emphasising ethnic education" had led to the establishment of many ethnic schools, including Inner Mongolia Normal University. A series of policies and laws have been formulated to guarantee the development of ethnic education, including *Regulations on Ethnic Education of the Inner Mongolia Autonomous Region* and *Opinions of the People's Government of the Inner Mongolia Autonomous Region on Speeding up Ethnic Education Development*. Over the 70 years since the Autonomous Region's establishment, ethnic education in Inner Mongolia has developed from virtually nothing to a modern education system, ranging from pre-school education, compulsory education, secondary education, higher education and vocational education, to continuous education and special education. The ethnic education system in Inner Mongolia has consistently nurtured a very large number of excellent people, who now play active roles in the economy, science and technology, education, culture, medicine and other fields, and have become a highly significant cohort of people



for promoting the development of the Inner Mongolia Autonomous Region.

As pointed out by General Secretary Xi Jinping, “In the present world, the competition for general national power is, on the whole, a competition for human talent. Human talent has become increasingly the main strategic resource for fostering economic and social development. The fundamental, innovative and holistic role of education is becoming more prominent”. To build a moderately prosperous society in all aspects and realise the Chinese Dream of the great revitalization of the Chinese nation, education will be the basis and human talent the crux. Therefore, we should further enhance reform and development of ethnic education, guarantee the rights to education of ethnic minorities and people in the minority areas so that every child has opportunity to be educated and to receive a better and fairer education. In so doing, social justice and integrity can be promoted by educational equality and every person will have the chance to live a wonderful life.

As one of the most important components of ethnic work, ethnic education must be based on the realities of the minority regions. It must focus on the ethnic minority languages, scripts and cultural heritage. It should also focus on education for national unity, guiding people of different nationalities to a firm and correct view of the country, the history and the nation, and increasing people’s recognition of our great motherland, the Chinese nation, Chinese culture, and the Communist Party of China, as well as socialism with Chinese characteristics. Ethnic education must facilitate the construction of socialist modernisation. At the same time, ethnic education should itself undertake modernisation, absorbing outstanding educational concepts and methods from home and abroad, and developing a modern world-level education with Chinese characteristics.

The German philosopher Hegel said, “A nation will have hope only if it has within it a group people looking right up at the stars”. Education is defined as education because it not only offers knowledge but also wisdom and thinking, and enriches people with the spirit of exploration. Education, which also bears the responsibility of inheriting civilisation and cultivating the younger generation is highly significant for promoting the development of human society. Ethnic education should be the education of fostering the all-round development of a person, of serving the country and national development, and of promoting civilisation and the advancement of human beings.

General Secretary Xi Jinping points out, “Education determines both the

present and future of the human person”. Knowledge and human talent both grow in importance with the advance of time, and the importance of education becomes more and more obvious. Ethnic education should be at the forefront of the age, shouldering the responsibility of the age, facing modernisation, facing the world, facing the future, and providing human resources and intelligent support so as to build a beautiful Inner Mongolia and realise the great Chinese dream.

Bu Xiaolin

Chairman of the Inner Mongolia Autonomous Region

September 2017

Translated by Wu Haiyan

Foreword II

Education is a basic mechanism for ensuring the continuity of the Chinese civilisation and cultural heritage, embedded in the consciousness of families, society, ethnicities and country. Each dynasty in China emphasised education: Mencius (Chinese philosopher and educator, 372 BC-289 BC) addressed, “each talented and promising student should be taught”; during the Yuan Dynasty the motto “the foundation of a society is education” was promulgated and social activities like “enthusiastically building schools to promote education” were held; and during the Qing Dynasty, the directive: “become immersed in endeavor in education, change ethos and custom” was recognized. These pronouncements demonstrate how social education was highly valued in Chinese cultural tradition. The Yuan and Qing dynasties were founded by ethnic minorities and featured the largest central governments in Chinese history. These dynasties made significant contributions to our present unified multiethnic country in terms of promoting and developing the Chinese approaches to education, and enriching Chinese culture. As noted in General Secretary Xi Jinping’s major address at the Central Ethnic Work Conference in 2014, regardless of which ethnicity established a state, it evolved into a multiethnic one; no matter which ethnicity ruled the country, it considered its kingdom as a unified and multiethnic orthodoxy. These views are not only based on Marxist historical materialism considerations of the process of Chinese history, but also on a distinctly Chinese view on managing ethnicity, forming and developing unity amidst diversity in the Chinese nation.

The Communist Party of China overturned “the three big mountains” (imperialism, feudalism and bureaucratic capitalism, which weighed heavily on the back of Chinese people in the days before liberation), causing people from all ethnic groups to face the hardships of revolution and battle before achieving self-determination with the establishment of the People’s Republic of China. In constructing the new nation, forming and developing a modern national education

system has acted as a foundation for economic and social development, raising quality of life, and preparing the population of the country for development and progress in all fields; it has also played a basic role to practice the Chinese Dream and achieve national rejuvenation. Since the first *Blue Book of Education* was published in 2003, the development, achievement and challenges for education in China have been presented annually across many viewpoints and themes, and have been well reviewed both at home and abroad. Although the development of ethnic education in China has been discussed in the Blue Book from 2008 onwards, more detailed knowledge about it as a broad and unique system still needs to be included.

Ethnic education is a uniquely Chinese approach towards resolving ethnic minority issues. It is not only important in ethnic minority regions, especially the autonomous areas, but also plays a significant role of the modern education system of our united multiethnic country. Since the founding of the People's Republic of China, ethnic education that specifically targets minorities has been growing rapidly, receiving considerable attention from the Party and the state, and forming a complete education system including K-12 schools and higher and vocational education. It plays an essential role in imparting and developing ethnic languages, scripts and cultural heritage, and making an indispensable contribution for ethnic minorities learning and mastering the national language and scripts. Ethnic education is a key foundation for the preparation of all types of ethnic elites, especially those with bilingual talents. It can be argued that, without the development of ethnic education with Chinese characteristics, it is impossible to consolidate and develop equal, unified, cooperative and harmonious socialist ethnic relations. As indicated from the report, ethnic education forms educational bridges and links that foster ethnic unity and progress in China. Its flourishing is symbolic of the Inner Mongolia Autonomous Region's mission to be a "model region" for ethnic unity and progress as well as for economical and social development.

Therefore, when the Advanced Institute of Ethnology and Anthropology at Inner Mongolia Normal University was founded, compiling the *Blue Book of Ethnic Education* in China has been one of its priorities. On the one hand, Inner Mongolia Normal University has made impressive achievements in promoting ethnic education; on the other hand, to celebrate the 70th Anniversary of the Founding of the Inner Mongolia Autonomous Region, an overview of the achievements over 70 years in ethnic education is needed. As the first provincial Autonomous Region was founded before the establishment of the PRC, Inner



Mongolia not only laid the foundation for regional autonomy of ethnic minorities as a basic political system in China, but also provided considerable experience for the promotion of the system nationwide, including implementation of the policy for developing ethnic education. It is a perfectly timed and a responsible effort to start the Blue Book with the development, achievements and experience of ethnic education in the Inner Mongolia Autonomous Region.

As pointed out by General Secretary Xi Jinping in his major address at the Central Ethnic Work Conference in 2014, the entire Party should remember the fact that “China is a unified country of diverse ethnic groups” as a basic national condition. This fact, made particular reference to features of ethnic regions such as rich resources, origin of river systems, ecological protection zones, pluralism of cultures, as well as border regions and areas of poverty, all of which emphasise the importance and challenges involved in working with ethnicities. On the one hand, ethnic education provides a key to working with ethnicities and is closely bound up with issues associated with the inheritance and development of Chinese cultural pluralism. On the other hand, in order to scientifically use resources, protect river systems and the environment, consolidate borders, and eliminate poverty, it is necessary to promote culture and education in ethnic areas, to impart and nurture traditional knowledge of ethnic cultures, and to educate all types of talented people from ethnic groups. Ethnic education is a crucial vehicle encapsulating the ideas of respecting differences, tolerating diversity and serving the people. As a result, an overarching and systematic reflection on the development and achievements of ethnic education with Chinese characteristics will encourage ethnic education to improve its effectiveness via cultural impartation, talent preparation and social understanding. This will provide vital support to deepen understanding, to become aware of national conditions, to perform well in working with ethnicities and to accurately “tell the China story”.

Ethnic education in China is unique as it covers a vast area and each ethnic group is distinct. The administrative divisions cover an area extending over 64% of the total land area of the country, including five autonomous regions, 30 autonomous prefectures and 120 autonomous townships (banners); 55 ethnic minority groups speak in total more than 129 languages (including ethnic languages in Taiwan) and diverse classical works and literature in ethnic languages are promoted; productive intangible cultural treasures are maintained among ethnic minority groups. Modern support for all these valuable treasures of the Chinese



culture needs to be developed through the inheritance and recognition of ethnic education; and thereafter, they can be integrated into main Chinese culture, adding to it ethnically, locally and nationally. In this sense, in regard to leadership on core socialist values and construction of common spiritual home for all ethnic groups as addressed by General Secretary Xi Jinping, his point that “emphasise on learning from ethnic minority cultures” is in line with contemporary requirements that ethnic education realise its creative transformation and innovative development.

Reflecting on and exhibiting the history and status quo of ethnic education in China is to place ethnic education within the current and future development of the country. Thoughts from General Secretary Xi Jinping’s major address at the Central Ethnic Work Conference raised new requirements for ethnic education, which has significantly bolstered innovative development of ethnic education and its social impact. Such thoughts include: the cultural identity of ethnicity does not contradict that of the country as a whole; it is incorrect to identify Han culture as Chinese national culture by ignoring the cultures of ethnic minorities, to exclude one’s own ethnic culture from Chinese culture, or to reject the identity of Chinese culture, and such thoughts should be overcome; children from each ethnic group should be raised with the knowledge that they are all members of the Chinese nation, identifying themselves firstly as Chinese nationality instead of only acknowledging their own ethnic identity; the correct view of history should be held among one’s own ethnic group; in implementing bilingual education in the relevant ethnic areas, ethnic minorities are required to learn standard Chinese language; and, the Han Chinese living in ethnic minority areas are encouraged to learn the ethnic languages. All this has not only brought new requirements for development of ethnic education but also has great instructive significance for the creative development of ethnic education and the expansion of social influences.

Most ethnic minority areas are in western China and are situated at land borders. However, as seen in the strategic layout for the Belt and Road Initiative, border areas have now become the frontier for broadening and supporting the country to develop new zones. This new shift in geographical orientation has brought considerable benefits to border areas and has also created new opportunities for ethnic education to flourish. Regarding connectivity in the Belt and Road Initiative, people-to-people bonds are the social foundation, which underpins an acknowledgment and tolerance of each other’s cultural and social lives, and brings advantages for these ethnicities in the opening-up and



development of border ethnic areas. An important concern to make use of this advantage is to accelerate the development of ethnic education at border areas. In particular, development should be combined with the policy requirement of “giving priority to the development of education in border areas” as proposed in the National Programme to Revitalize Border Areas and Enrich Residents’ Lives in the 13th Five Year Plan (2016-2020). The new need to develop ethnic education personnel in border cultures will be practiced in the national border construction “focused on reinforcement of infrastructure, social welfare of residents, development of industries, harmonious opening-up, protection of the environment and stability in unity”.

Overall, completion of the *Blue Book of Ethnic Education—Inner Mongolia* provides perspectives for ethnic education that are relevant to the Chinese modern education system as a whole. These publications on Inner Mongolia ethnic education and the regionalism and exemplary models of the other three sparsely-populated ethnic autonomous banners will provide reference works for compiling development reports on ethnic education in other ethnic autonomous areas. Ethnic institutions in the Chinese education system and a variety of educational forms such as the inland Tibetan Class and Xinjiang Class (in vocational or general secondary schools and universities for preparing students for the development of these two regions) comprise the basis of ethnic education, providing rich resources and social expectations for sustainable compilation and publication of the *Blue Book of Ethnic Education*.

On the occasion of the 70th anniversary of the founding of the Inner Mongolia Autonomous Region, publication of the *Blue Book of Ethnic Education—Inner Mongolia* will add color to the panorama of the glorious 70-year development of Inner Mongolia, showing the spirit inherent in “defending the beautiful spiritual homeland of ethnic minorities in Inner Mongolia” in General Secretary Xi Jinping’s elaboration of “mutual help and protection” during his visit in Inner Mongolia. This is truly an undertaking worthy of acclaim!

Hao Shiyuan

Member of the Chinese Academy of Social Sciences

Beijing, 7 June 2017

Translated by Wuyungaowa