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Minority Education in China: Balancing Unity and Diversity ...

Minority Education in China: Balancing Unity and Diversity in an Era of Critical Pluralism; Edited by James Leibold and Yangbin Chen 2014; Book; Published by: Hong Kong University Press, HKU

Minority Education in China: Balancing Unity and Diversity ...

Minority Education in China: Balancing Unity and Diversity in an Era of Critical Pluralism Education in China: reform and diversity: Editors: James Leibold, Yangbin Chen: Edition: illustrated,...

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Minority Education in China: Balancing Unity and Diversity ...

Previous scholarship has explored the pedagogical and policy challenges of minority education in China; this is the first volume to recast these problems in light of the Chinese Party-state's efforts to balance ethnic diversity and cohesion through a shared sense of national belonging in the twenty-first century.

Minority Education in China: Balancing Unity and Diversity ...

Minority Education in China: Balancing Unity and Diversity in an Era of Critical Pluralism, edited by James Leibold and Chen Yangbin. Hong Kong: Hong Kong University Press, 2014. xx + 405 pp. HK\$250.00/US\$35.00 (paperback).

Minority Education in China: Balancing Unity and Diversity ...

Minority education in China : balancing unity and diversity in an era of critical pluralism. [James Leibold; Yangbin Chen; James A Banks;] -- China has been ethnically, linguistically, and religiously diverse. This volume recasts the pedagogical and policy challenges of minority education in China in the light of the state's efforts to ...

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Minority education in China: Balancing unity and diversity in an era of critical pluralism. James Leibold and Yangbin Chen (Eds.). James Leibold and Yangbin Chen (Eds.). Hong Kong, China: Hong Kong University Press, 2014. 428pp., (paperback), \$35, ISBN: 978-9-8882-0813-5.

Minority education in China: Balancing unity and diversity ...

Minority Education in China James Leibold, Yangbin Chen Published by Hong Kong University Press, HKU Leibold, James and Yangbin Chen. Minority Education in China: Balancing Unity and Diversity in an Era of Critical Pluralism.

Minority Education in China

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important issues in minority education in China include quantitative developments in educational access and survival among China's minority groups, and qualitative issues that are relevant to all...

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## Minority Education in China

Introduction Minority Education in China Introduction Minority Education in China. Balancing Unity and Diversity in an Era of Critical Pluralism. Chapter: (p.1)

Introduction Minority Education in China Source: Minority Education in China

Author(s): James Leibold Chen Yangbin Publisher: Hong Kong University Press

## Introduction Minority Education in China: Balancing Unity ...

This edited volume brings together essays by leading experts exploring different aspects of ethnic minority education in China: among these are the challenges associated with bilingual and trilingual education in Xinjiang and Tibet; Han Chinese reaction to preferential minority education; the role of inland boarding schools for minority students, and the mediation of religion a...

## Minority Education in China (📖)

'Minority Education in China' is an important and balanced book of essays about the fate of minority languages in China By Bradley Winterton / Contributing reporter The problem of local languages versus the great imperial language is common to all empires, and by extension to almost all large countries.

## Book review: Minority Education In China: Balancing Unity ...

China attaches great importance to the development of education. Its official data shows that the government expenditure on education has increased continuously over the years. In 2019, China spent a total of 5.02 trillion yuan (745 billion U.S. dollars) on education. The figure was over four trillion yuan in government expenditure on education.

## From mass education to universal education: China's way ...

Education inequality in China exists on multiple levels, with significant disparities occurring along gender, geographical, and ethnic divides. More specifically, disparities exist in the distribution of educational resources nationwide, as well as the availability of education on levels ranging from basic to higher education.

China has been ethnically, linguistically, and religiously diverse. This volume recasts the pedagogical and policy challenges of minority education in China in the light of the state's efforts to balance unity and diversity. It brings together leading experts including both critical voices writing from outside China and those working inside China's educational system. The essays explore different aspects of ethnic minority education in China: the challenges associated with bilingual and trilingual education in Xinjiang and Tibet; Han Chinese reactions to preferential minority education; the ro.

Preferential Education Policies in Multi-ethnic China: National Rhetoric, Local Realities explores the cultural logic of China's preferential policy measures. Similar in premise but different in practice and philosophy to American affirmative action, the preferential policies evoke controversy on all sides: from those who see the

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measures as insufficient to address problems of educational disparities between ethnic groups, and from those who see the measures as "reverse discrimination." Yamada shows how the policy measures attempt to manage ethnic-based contradictions and appease both majority and minority populations.

First Published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

This book looks closely at Yi bilingual education practice in the southwest of China from an educationalist's perspective and, in doing so, provides an insight toward our understanding of minority language maintenance and bilingual education implementation in China. The book provides an overview on the Yi people since 1949, their history, society, culture, customs and languages. Adopting the theory of language ecology, data was collected among different Yi groups and case studies were focused on Yi bilingual schools. By looking into the application of the Chinese government's multilingual language and education policy over the last 30 years with its underlying language ideology and practices the book reveals the de facto language policy by analyzing the language management at school level, the linguistic landscape around the Yi community, as well as the language attitude and cultural identities held by present Yi students, teachers and parents. The book is relevant for anyone looking to more deeply understand bilingual education and language maintenance in today's global context.

This book investigates the "collision" or "synthesis" that occurs between people when cultures are shared and reconstructed in different contexts and result in hybridity. By focusing on transcultural flows the authors acknowledge the hybridity in educational concepts and practices that emerge as a result of relationships and processes that occur inside and outside of the classroom as people and their cultures come together.

This groundbreaking book describes theory, research, and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective cultural, national, and global identities.

The post-Mao period has witnessed rapid social and economic transformation in all walks of Chinese life – much of it fuelled by, or reflected in, changes to the country's education system. This book analyses the development of that system since the abandonment of radical Maoism and the inauguration of 'Reform and Opening' in the late 1970s. The principal focus is on formal education in schools and conventional institutions of tertiary education, but there is also some discussion of preschools, vocational training, and learning in non-formal contexts. The book begins with a discussion of the historical and comparative context for evaluating China's educational 'achievements', followed by an extensive discussion of the key transitions in education policymaking during the 'Reform and Opening' period. This informs the subsequent examination of changes affecting the different phases of education from preschool to tertiary level. There are also chapters dealing specifically with the financing and administration of schooling, curriculum development, the public examinations system, the teaching profession, the

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phenomenon of marketisation, and the 'international dimension' of Chinese education. The book concludes with an assessment of the social consequences of educational change in the post-Mao era and a critical discussion of the recent fashion in certain Western countries for hailing China as an educational model. The analysis is supported by a wealth of sources – primary and secondary, textual and statistical – and is informed by both authors' wide-ranging experience of Chinese education. As the first monograph on China's educational development during the forty years of the post-Mao era, this book will be essential reading for all those seeking to understand the world's largest education system. It will also be crucial reference for educational comparativists, and for scholars from various disciplinary backgrounds researching contemporary Chinese society.

In recent decades, China has used urbanization as an economic development tool to reconstruct the country's traditional institutions, culture, and society. The downside of these many changes is that they have presented the country's government with a massive challenge: how can it maintain basic stability? China's Urban Future and the Quest for Stability examines the complexities of Chinese cities. Together, the essays in this book explore how the relatively recent onset of urbanization has altered the country, and how that experience is similar to and distinct from developments in other times and places. Each chapter analyzes one facet of China's transformation, focusing on three main themes: urbanization and the rapid growth of Chinese cities; mobility, in both the abstract and the literal sense; and marginalization, evidenced by growing residential segregation in cities and diminishing access to education, health care, and jobs. Underlying these themes is the issue of governance – the systems by which a state attempts to maintain control and achieve its ends, often in ways that differ significantly from what one might expect. An up-to-date, concise, and multidisciplinary collection, China's Urban Future and the Quest for Stability discusses the social, economic, and political forces at work in the urbanization of a modern superpower.

This much-needed volume explains who ethnic minorities are and how well do they do in China. In addition to offering general information about ethnic minority groups in China, it discusses some important issues around ethnicity, including ethnic inequality, minority rights, and multiculturalism. Drawing on insights and perspectives from scholars in different continents the contributions provide critical reflections on where the field has been and where it is going, offering readers possible directions for future research on minority ethnicity in China. The Handbook reviews research and addresses key conceptual, theoretical and methodological issues in the study of ethnicity in China.

For 50 years, educator and sociologist Geoff Whitty resolutely pursued social justice through education, first as a classroom teacher and ultimately as the Director of the Institute of Education in London. The essays in this volume - written by some of the most influential authors in the sociology of education and critical policy studies - take Whitty's work as the starting point from which to examine key contemporary issues in education and the challenges to social justice that they present. Set within three themes of knowledge, policy and practice in education, the chapters tackle the issues of defining and accessing 'legitimate' knowledge, the changing nature of education policy under neoliberalism and globalization, and the reshaping of teacher workplaces and professionalism – as well as attempts to

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Realize more emancipatory practice. Whitty's scholarship on what constitutes quality and impact in educational research is also explored. Together, the essays open a window on a life in the sociology of education, the scholarly community of which it was part, and the facets of education policy, practice and research that they continue to reveal and challenge in pursuit of social justice. They celebrate Whitty as one of the foremost sociologists of education of his generation, but also as a friend and colleague. And they highlight the continued relevance of his contribution to those seeking to promote fairer and more inclusive education systems.

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