

Submission to Mr. Fernand de Varennes, Special Rapporteur on minority issues, regarding efforts to enforce monolingual education policy in the Inner Mongolian Autonomous Region of the People's Republic of China in violation of the linguistic, cultural and educational rights of the Mongolian people.



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Executive Summary

1. The Mongolian language is one of two official languages in the Inner Mongolia Autonomous Region (IMAR) of the People's Republic of China (PRC), alongside Mandarin. Over the years, however, experts and activists have witnessed a progressive erosion of bilingual rights which are *de jure* protected by the Chinese constitution and the Regional Ethnic Autonomy Law.
2. This erosion accelerated in August 2020 when the IMAR Department of Education at the direction of the central government of the PRC began implementation of a new education reform. The reform, referred to as the "Nationally Compiled Textbook" plan, substitutes the use of the Mongolian language in favor of Mandarin as the medium of instruction in all elementary and middle schools of the IMAR. Indeed, throughout IMAR, the number of students enrolled at Mongolian elementary schools has dropped from 110,000 in 1980 to 19,000 in 2009 - an 82.27% drop in 29 years.
3. This policy violates Article 37 of the Regional Ethnic Autonomy Law, which provides that "[s]chools (classes) and other educational organizations recruiting mostly ethnic minority students should, whenever possible, use textbooks in their own languages and use these languages as the media of instruction. Beginning in the lower or senior grades of primary school, Chinese language and literature courses should be taught to popularize the common language used throughout the country and the use of Chinese characters. Every local government should provide financial support for the production of teaching materials in the minority scripts and for publication and translation work". In effect, this legislation requires bilingual learning. The Chinese Constitution further requires freedom to use, develop and preserve languages and custom.
4. The new policy denies these rights through an immediate transfer to the exclusive use of the Mandarin language, denial of bilingual opportunities, and a lack of transparency and dialogue in formulating such policy. No consultation on the policy was conducted with Mongolians in the IMAR, as laid down in the Chinese Constitution, which states that all nationalities have the freedom to use and develop their own spoken and written languages and to preserve or reform their own folkways and customs.
5. In reaction, citizens took to the streets and coordinated a large-scale, region-wide, nonviolent civil disobedience movement and mass boycotts in defense of their language rights on 28 August 2020. According to information gathered from our sources a total number of 11 Mongolian students, parents and teachers committed suicide as a result of the new directive which prevented them from enjoying their rights.
6. As a result of the protests and boycott, the authorities immediately intensified the crackdown. It is estimated that between 8,000 to 10,000 Mongolians have been placed under some form of police custody since the beginning of the civil disobedience. More specifically, according to the information shared among Mongolian communities on the ground, between 2,000 to 5,000 people have been detained in prison, while between 4,000 to 4,500 are under house arrest. Moreover, an additional 2,500 people disappeared and are believed to have been detained following their participation in demonstrations. In addition, official notices from local

authorities have been published ordering parents to send their children to school or parents would be obliged to attend “legal education and concentrated trainings”.

7. These tactics have proved to be effective. By the middle of October 2020, most of the students were forced to go to schools in which Chinese has almost completely replaced Mongolian as the medium of instruction. As of January 2021 protests appear to have been fully repressed.
8. The long-term implications of this policy are severe. First, since private schools and courses in Inner Mongolia are banned from accepting Mongolian students, this policy change will ultimately result in the eradication of the Mongolian - Chinese bilingual education system and the use of the Mongolian language in society in Inner Mongolia. This will occur despite protections of Mongolian language formally contained in the Chinese Constitution and Regional Ethnic Autonomy Law.
9. Second, the National Compiled Textbook policy, alongside the repressive means in which it is being enforced, including through threats of “concentrated trainings” represents a continuation of the dangerous pattern of linguistic, cultural and identity eradication that is occurring across the PRC, most visibly in the Tibet Autonomous Region and the Xinjiang Uyghur Autonomous Region. While this policy was formally requested by local administrations, these local administrations do not truly reflect the will or voice of the community in what is a society governed with force from the center. Rather, the Nationally Compiled Textbook directive represents a further extension of the Chinese Central Government into regions supposedly granted autonomy as a means to protect the multi-ethnic character of the PRC.

1 Introduction

1. This letter of allegation jointly submitted by the Unrepresented Nations and Peoples Organization (UNPO) and with the Southern Mongolia Human Rights Information Center (SMHRIC) highlights recent efforts by the People's Republic of China (PRC) to eradicate the use of the Mongolian language in the so-called "Inner Mongolia Autonomous Republic" (IMAR) through the adoption of policies against the teaching of Mongolian language in schools. These efforts are related, in both purpose and manner of implementation, to similar efforts in the the so-called "Tibet Autonomous Region" and "Xinjiang Uyghur Autonomous Region" as part of a broader Sinicization strategy that has rendered these three regions "Autonomous" only in name and that undermines any possibility that a diverse, pluralistic and democratic society will eventually emerge in the PRC.
2. The information presented in this report is taken from publicly available sources and from SMHRIC's confidential sources in the IMAR. As a result of the extent of the crackdown that has occurred since the implementation of the policies against teaching of Mongolian language in school, and the repression presented in the PRC and the willingness of the Communist Party of China to take out reprisals against any people acting at the United Nations¹, more generally, it is extremely dangerous for any individual victim of this latest round of repression in IMAR to raise a complaint individually. As a result, the SMHRIC and UNPO file this letter of allegation on behalf of all victims of this policy, both the children who are being denied education in their mother tongue and those individuals who have been violently repressed in seeking to oppose the implementation of these policies.

1.1 The submitting organizations

3. **Southern Mongolian Human Rights Information Center (SMHRIC)** is an organization that gathers and distributes information concerning the Inner Mongolian human rights situation with the aim of raising awareness of the violations suffered by Southern Mongolians in the international community.
4. **The Unrepresented Peoples and Nations Organization (UNPO)** is an international membership-based organization established to empower the voices of unrepresented and marginalized peoples worldwide and to protect their fundamental human rights. The peoples represented within the UNPO membership are all united by one shared condition: they are denied equal representation in the institutions of national or international governance. As a consequence, their opportunity to participate on the national or international stage is limited, and they struggle to fully realize their rights to civil and political participation and to control their economic, social and cultural development. The UNPO's membership include the representatives of the Tibet, Southern Mongolian, Uyghur and Taiwanese people.

1 See UNPO report *Compromised Space: Bullying and Blocking at the UN Human Rights Mechanisms* (July 2019). Available at <https://unpo.org/downloads/2559.pdf>.

2 Background

2.1 Population and Territory

1. Following the establishment of the PRC in 1949, the territory that is now known as the “Inner Mongolia Autonomous Region (IMAR)” was annexed to the People’s Republic of China (PRC). 1.183.000 km² in area, it is the PRC’s largest administrative division after “Tibet Autonomous Region” and “Xinjiang Uyghur Autonomous Region”. These so-called “Autonomous Regions” contain large numbers of the indigenous “minority” ethnic and religious populations in the PRC and in fact act under a significant degree of centralized control and repression by the Chinese Community Party (CCP).
2. According to Chinese statistics, the IMAR is populated by 24 million citizens. Mongols make up one-sixth of that population, with their number amounting to 4 million², meaning that less than 20% of IMAR’s residents are ethnic Mongols, while about 80% are Chinese³. Because of their distinctive ethnicity, language, and culture, and their long history as the traditional occupants of the region, Mongolians self-define as indigenous and distinguish themselves from the rest of the population.
3. Currently, the CCP recognizes Mongolians as one of the 55 minorities within the borders of the PRC. Nonetheless, it does not recognize the term “indigenous peoples”, despite the PRC having adopted the United Nations Declaration on the Rights of Indigenous Peoples.

2.2 Legal framework

4. Alongside Mandarin Chinese, Mongolian is the official language of the IMAR. The PRC’s constitution provides bilingual educational rights to Autonomous Regions including Inner Mongolia, Tibet and Xinjiang. Article 4 of the Constitution establishes that “All nationalities have the freedom to use and develop their own spoken and written languages and to preserve or reform their own folkways and customs”⁴ and that “The State assists areas inhabited by minority nationalities in accelerating their economic and cultural development according to the characteristics and needs of the various minority nationalities”⁵.
5. The Chinese “Regional Ethnic Autonomy Law” sets out further criteria related to minority language instruction, including that “Schools (classes) and other educational organizations recruiting mostly ethnic minority students should, whenever possible, use textbooks in their own languages and use these languages as the media of instruction. Beginning in the lower or senior grades of primary school, Chinese language and literature courses should be taught to popularize the common language used throughout the country and the use of Chinese characters”. It continues by requiring that “every local government should provide financial

2 See Regional Ethnic Minority Autonomy Law of the People’s Republic of China (1984). Available at: <https://www.cecc.gov/resources/legal-provisions/regional-ethnic-autonomy-law-of-the-peoples-republic-of-china-amended>

3 See United Kingdom report *Home Office, Country of Origin Information Report - China*, 12 October 2012, p. 124 <https://www.refworld.org/docid/508e71f12.html>

4 See Constitution of the People’s Republic of China, Article 4. Available at: http://www.npc.gov.cn/zgrdw/englishnpc/Constitution/node_2825.htm

5 Ibid

support for the production of teaching materials in the minority scripts and for publication and translation work”.

3 Identity eradication through monolingual policies in the IMAR

6. Sinicization has always been one of the major ambitions of the CCP. Its aim is to create a homogeneous “Chinese” community, based on a singular Han Chinese identity. As language is one of the main distinguishing features that defines an identity, the CCP has seen the Mandarin Chinese language as a tool through which to assimilate minorities and progressively eradicate minority identity.

3.1 Broader efforts towards Sinicization of the Mongolian people

7. Although Mongolian is an official language in IMAR, this requirement is not enforced and in many instances is only a formality. Despite a positive obligation of the government to ensure the use of ethnic Mongolians’ mother tongue, the CCP has promoted a wide range of policies which lead to the progressive erosion of the identity of ethnic Mongolians through Sinicization. This includes a population-transfer program, by which mainly Mongolian herders are removed from arid regions of IMAR and then resettled on the outskirts of predominantly Han Chinese cities, where only Mandarin language schools are accessible⁶.
8. Such assimilation has two major implications. First, the simultaneous transfer of Han Chinese populations into ethnic Mongolian lands raises the proportion of Mandarin speakers, thereby critically linking use of that language to employment opportunities⁷. In some cases, employers, including government agencies, explicitly state that “no candidate educated in Mongolian is considered”⁸. Second, as a result of the population transfer, many Mongolian elementary schools have been closed and most Mongolian middle schools at the Sum administrative level (equivalent to districts) have been merged into Han Chinese schools, where Mongolian students are taught in Mandarin, in what are known as “quick urbanization” programs⁹.
9. More recently, Mongolian translators are no longer provided in government offices and public service agencies, and government documents are distributed in Mandarin only. Furthermore, Mongolian names must meet the format of Han Chinese names and their family names are not allowed on any government-issued identity documents. To date, Mongolian script cannot be searched on the Internet and cannot be freely transmitted in any other ways other than converting it into images¹⁰. In addition, targeting and shutting down of Mongolian language

6 See Minority Rights Group International report *World Directory of Minorities and Indigenous Peoples - China: Mongols*, November 2017. Available at: <https://www.refworld.org/docid/49749d3d3c.html>

7 China is clearly not respecting the recommendations made by the “UN Asia-Pacific Regional Forum on Education, Language and the Human Rights of Minorities”, September 2019, page 6: Examine current institutional policies and practices . Available at: <https://www.ohchr.org/Documents/Issues/Minorities/IntegratedAsiaPacificRecommendations.pdf>

8 See SMHRIC report *Human Rights of Southern Mongolia*, 5 January 2018, p. 18. Available at: <http://www.smhric.org/images/CERD/CERD-SUBMISSION-SMHRIC-20180704.pdf>

9 Ibid

10 See UNPO - SMHRIC Universal Periodic Review submission report, 29 March 2018 29 March 2018, p. 13. Available at: <https://unpo.org/downloads/2394.pdf>

websites, for allegedly carrying “separatist content,”¹¹ has been a widespread practice and Mongolian schools began to face closures in 2016. Mongolians also experience a lack of computerization of the traditional Mongolian written script¹².

10. Empirical research supports findings related to the observable decline of the use of the Mongolian language. Reports dating back to the 2000s indicated a gradual language shift from Mongolian to Mandarin Chinese, starting with urban and upwardly-mobile Mongolians responding to Han Chinese social, economic, and political dominance¹³. It has been observed that Mongolian youth have begun using less Mongolian and more Mandarin Chinese compared to their parents¹⁴. Importantly, a study has found a sharp decline in the number of Mongolian-monolingual people and an increasing pressure to abandon Mongolian among bilingual households.
11. Among children raised in bilingual households, 16.5% failed to acquire Mongolian¹⁵. Thus, for 210,000 Mongolian inhabitants of the capital city Hohhot, there were only two Mongolian elementary schools in 2018 and less than 3,000 enrolled schoolchildren (i.e. less than 1% of the total Mongolian population in the city)¹⁶. Throughout IMAR, the number of enrolled students at Mongolian elementary schools has dropped from 110,000 in 1980 to 19,000 in 2009 (a 82.27% drop in 29 years)¹⁷.

3.2 The “Nationally Compiled Textbook” policy as a tool of Sinicization

12. The language assimilation processes reached a concerning new stage in 2017 when the CCP began implementing a national project called the “Nationally Compiled Textbook” plan. In a notice entitled “*Establishment of the system for daily report and zero report on the use of the nationally compiled ‘literature’ textbook*” the new plan stipulated that “the determination of the party and the country, reflects the deep care for the people, inherits the Chinese superior culture and advanced achievement of human civilization”¹⁸. The stated aim of the policy is to promote understanding and solidarity between the different nationalities in the PRC in order to achieve a unified Chinese national identity (“zhonghua minzu”) and to fulfill a new national narrative called “The Dream of China” (Zhongguo meng). With this, the CCP has reiterated its firm belief in the superiority of the Han Chinese culture over any other culture, including the culture of

11 See SMHRIC - Submission to the Committee on the Elimination of Racial Discrimination (CERD) for the consideration of the review of the People’s Republic of China during the 96th Session. Available at: <http://www.smhric.org/images/CERD/CERD-SUBMISSION-SMHRIC-20180704.pdf>

12 See SMHRIC report *Human Rights of Southern Mongolia*, 5 January 2018, p. 19.

13 See Uradyn Bulag, *Mongolian Ethnicity and Linguistic Anxiety in China* (2003) 105(4) *American Anthropologist* p. 753, p. 754, speaking of the process of losing the Mongolian language since the 1990s, referring to Dongsheng City in the Ordos area.

14 See Lisa Lim and Umberto Ansaldo, *Languages in Contact* (Cambridge University Press, 2016).

15 See Sarala Puthuval, “Stages of language shift in twentieth-century Inner Mongolia, China” (2017) 2 *Proceedings of the Linguistic Society of America* 28:1-14, p. 9

16 See SMHRIC report *Human Rights of Southern Mongolia*, 5 January 2018, p. 17

17 Ibid

18 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 1

minorities in the PRC, and reaffirmed its intent to fully accomplish its Sinicization project through centralized education planning.

13. Commencing with the appointment of the National Textbook Committee in July 2017, the National Textbook policy reform establishes that all college, middle and elementary schools across the nation that already use Chinese as a medium of instruction, synchronously have to use the nationally compiled textbooks in the whole national territory without specifying if this would have been implemented also in the so-called “Autonomous Regions.” Specifically, the policy establishes the use of the uniformed Chinese written textbook for the three main subjects: literature, politics (morality and law), and history in middle and elementary schools.
14. In 2018, standardization of textbooks on a national scale began to be implemented in many cities across the PRC. Nonetheless, minorities were not expecting the reform to be implemented in Autonomous Regions where legislation clearly promotes and protects the teaching of minority languages, along with the bilingual education. Nonetheless, the reform also came into effect in the Xinjiang Uyghur Autonomous Region (XUAR) where the Uyghur language was used as the medium of instruction, but this reform resulted in a dramatic erosion of this language and the bilingual system as already reported by many experts.
15. On June 3, 2020, Mr. Ge Weiwei, Assistant Director of the Department of National Minority Education of the Chinese Ministry of Education, visited several Mongolian schools, including in Tongliao Municipality. In this occasion, Ge Weiwei verbally instructed the teachers to replace Mongolian with Chinese as the main language of instruction for the coming semester¹⁹.
16. Subsequently, on August 17, 18 and 19, 2020, hundreds of Mongolian teachers across eastern Inner Mongolia, particularly in the Tongliao and Ulaanhad municipalities, were called to urgent closed-door meetings at their respective schools. The school authorities notified them of the Chinese Central Government’s decision to use Chinese as the language of instruction in all elementary and middle schools across Inner Mongolia starting September 1, 2020²⁰.
17. The announcement was confirmed by Mr. Ulzeimurun, Assistant Director of the Heshigten Banner Bureau of Education in eastern Inner Mongolia’s Ulaanhad Municipality. Mr. Ulzeimurun stated, in a phone interview published on WeChat, that the new policy is strictly being implemented under the direct instruction of the Chinese Central Government.”²¹. However, the official documents present in IMAR are presented as if issued by the local authorities despite the decision taken entirely at the national level. The absence of directives from the Central Government, and the issuance of the plan through local authorities, suggests efforts to show local ownership and approval of the strategy.
18. In August 2020, a “Notice regarding the establishment of the system for daily report and zero report on the use of the nationally compiled ‘literature’ textbook”²² was issued by the central

19 See SMHRIC article *China's finishing touch on cultural genocide in Southern Mongolia*, 20 August 2020. Available at: https://www.smhric.org/news_671.htm

20 Ibid

21 Ibid; See also Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, “This is not a decision from the Autonomous Region government. It is directly from the Central Government”.

22 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region

Department of Education and released among the Mongolian community. The notice required that schools that use minority language as a medium of instruction in six other provinces and autonomous regions, including Inner Mongolia, Gansu, Jilin, Liaoning, Qinghai and Sichuan, must begin using Chinese language nationally compiled textbooks for the three subjects starting in September 2020²³.

19. Thereafter, on the 26th of August 2020, the Inner Mongolian Bureau of Education announced the implementation of the Nationally Compiled Textbook policy into the IMAR. As a result of this policy change, schools that had been teaching in the Mongolian language would have to use new state-compiled unified textbooks and teach some subjects in the “national common language”, Mandarin Chinese, rather than in Mongolian. In accordance with the policy, beginning 1 September 2020, Mandarin Chinese-language teaching was instituted from grade 1 rather than grade 2 and the existing Chinese-language textbooks were replaced with new nationally unified textbooks that include much more difficult Mandarin Chinese content. Furthermore, nationally unified textbooks in Mandarin Chinese on the subjects of “Morality and Law” and “History” will replace the existing Mongolian and locally-derived ones from grade 3 from 2021 and 2022 respectively²⁴.
20. In addition to removing locally-derived Mongolian language textbooks and forcing the use of centrally-derived Mandarin Chinese language textbooks, the new policy has implemented a process of gradually removing Mongolian teachers from these Mongolian-medium schools. According to the Nationally Compiled Textbook plan, schools should conduct an internal assessment to prioritize teachers who can best guarantee that the nationally compiled Mandarin language textbooks can be taught²⁵. While the plan allows for some element of teacher training in the new curriculum, the plan explicitly states that those teachers who currently do not meet the requirements for effectively teaching the nationally compiled curriculum shall be encouraged to pursue other career opportunities²⁶. Moreover, teacher training will have a greater emphasis on the use of the Mandarin Chinese language texts to “speed up” the process of identifying teachers in Mandarin Chinese²⁷.
21. The reform significantly changes the amount of time that will be spent on regionally-derived curricula and teaching in the Mongolian language. Prior to the reform, the compulsory education phase (elementary and middle school) in Inner Mongolia had no structural division and the majority of the program was taught in Mongolian with the exception of Mandarin Chinese literature and foreign languages. The new reform clarifies that the compulsory phase has to be divided into national curricula and regional curricula courses. The first, which is taught entirely in Mandarin Chinese, amounts to 75-80% of the total class time while the

23 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 1

24 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 1

25 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 5

26 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 6

27 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 8

regional curricula have to occupy only 20-25% of the total time. The weekly total course amounts to 25-33 hours for elementary schools and 32-36 hours for middle schools²⁸.

22. Finally, the policy states that in 2020 both the Central Government and the Inner Mongolian Autonomous Region must prioritize the allocation of funds to cover the expenditure linked to the implementation of the new plan. This requires the shifting of funds previously allocated to the subjects taught in Mongolian to the new Chinese classes²⁹. This transfer of funds will likely result in a breach of Article 37 of the Regional Ethnic Autonomy Law requiring that “Every local government should provide financial support for the production of teaching materials in the minority scripts and for publication and translation work”³⁰.

3.3 Opposition of the Mongolian people to the monolingual policy in the IMAR

23. On September 2, starting in cities in the eastern part of IMAR, a large-scale, nonviolent civil disobedience movement erupted across the entire Region in protest of the Central Government’s plan to replace Mongolian with Chinese as the only language of instruction. Mongolian students started moving to the forefront of the massive school boycott sweeping the region. Other videos went viral showing hundreds of herders and thousands of students in traditional Mongolian clothes taking to the streets of cities and towns as protests spread across Inner Mongolia singing “My Mongolia, Steppe Mongolia” to protest the new language policy³¹. It is estimated that at least 300,000 Mongolian students refused to go to school³². Protesters also used media to show their discontent toward the new policy through Chinese’s social media outlets WeChat³³ and TikTok.
24. In response to the increasingly widespread protest movement and school boycott, the Chinese authorities increased their police presence in Inner Mongolia. A short video taken by a Mongolian resident of Hohhot shows that hundreds of heavily armed riot police were waiting for orders in the city’s main Xina Hua Square³⁴. On those days, several other attempts to silence the freedom of expression of the Mongolian community were witnessed. The police interfered in a protest staged by parents and students in front of the entrance of the Inner Mongolia Normal University Affiliated School in the regional capital, Hohhot, and confiscated their joint appeal³⁵.

28 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 4

29 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 13

30 Ibid

31 Watch the video on the SMHRIC YouTube Channel: Southern Mongolian Language Movement: Singing “I Am Mongolian” (SMHRIC – 20200829). Available at: https://www.fmprc.gov.cn/mfa_eng/xwfw_665399/s2510_665401/t1812001.shtml

32 See SMHRIC article *Wanted posters issued, Mongolian staff of CCP mouthpieces prepare to resign en masse*, 3 September 2020. Available at: https://www.smhric.org/news_677.htm

33 See SMHRIC article *China’s finishing touch on cultural genocide in Southern Mongolia*, 20 August 2020. Available at: https://www.smhric.org/news_671.htm

34 Ibid; Also watch the video on the SMHRIC YouTube Channel: Heavy police presence (SMHRIC-20200901). Available at: <https://www.youtube.com/watch?v=7XmIt-9RUig&feature=youtu.be>

35 See SMHRIC article *Massive civil disobedience breaks out, tension rises*, 29 August 2020. Available at: http://www.smhric.org/news_673.htm

25. The opposition to the reform came from the vast majority of the Mongolian community. Teacher strikes were also widespread. In spite of the school authorities' pressure and threats to terminate employment, all Mongolian teachers in Ereen-hot City in Shiliin-gol League have gone on strike³⁶. Herders, wrestlers, food delivery workers, singers and musicians all showed their support³⁷. Some of the examples include singers and musicians gathered to rally fellow Inner Mongolians to defend their right to a mother tongue³⁸ while food delivery workers in Tongliao and Ulaanhad printed "Save Our Mother Tongue" on the delivery boxes on their bicycles and scooters, showing their support of the region-wide language movement³⁹. Moreover, creative cartoons and short video clips were recorded reminding people of the power of solidarity⁴⁰. Furthermore, some retired teachers and even college students are volunteering to teach all subjects in Mongolian.

26. As a result, on the first day of the new academic year (September 1), Mongolian schools across the region were empty. The following is a partial list of schools that joined the protests:

- Tongliao Mongolian Middle School;
- Gahait Middle School;
- Sheebert Middle School;
- Ulaanhad Mongolian Middle School;
- Daaban Mongolian Elementary School;
- Chavag No.2 Mongolian Middle School;
- Shiliin-gol Mongolian Middle School;
- Shuluun-huh Mongolian Middle School;
- Han-uul Mongolian Elementary School;
- HIngaan-zam Mongolian Elementary School;
- Huhhot Mongolian Middle School;
- Inner Mongolia Normal University Affiliated Mongolian High School;
- Hailaar Mongolian Middle School;
- Ereen-hot Mongolian Elementary School;
- Horchin Mongolian Middle School;
- Hurha Mongolian School;

36 Ibid

37 See SMHRIC article *Social media crackdown intensifies as Southern Mongolian protests escalate*, 24 August 2020. Available at: http://www.smhric.org/news_672.htm; See also SMHRIC article *Massive civil disobedience breaks out, tension rises*, 29 August 2020. Available at: http://www.smhric.org/news_673.htm

38 See image at this link: <http://www.smhric.org/images/Hos-Hel/delivery.JPG>

39 See SMHRIC article *Massive civil disobedience breaks out, tension rises*, 29 August 2020. Available at: http://www.smhric.org/news_673.htm

40 See SMHRIC article *Massive civil disobedience breaks out, tension rises*, 29 August 2020. Available at: http://www.smhric.org/news_673.htm

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3.4 Repression as the only means of implementing monolingual policy in the IMAR

29. The government response to the protests was characterized by a gradual escalation of repressive measures.

3.4.1 Media Censorship

30. On August 23, 2020, information on the implementation of the new Nationally Compiled Textbook directive spread among the Mongolian population. The news gave life to small scale protests. In order to hinder the flow of information related to the new policy and to undermine the coordination of the activities among various peaceful protest initiatives, the government completely shut down Bainuu, the primary Mongolian-language social media application available in China, which hosts about 400,000 Inner Mongolian users. Although the platform was partially restored 72 hours later, it remained mostly inoperative. Specifically, the PRC shut down group messaging and wall posting, leaving only direct one-to-one messaging, making the coordination of protests extremely challenging.
31. At the same time, WeChat (a multi-purpose messaging and social media platform very popular in IMAR) and posts on the new so-called “bilingual education” policy were also being heavily censored. Posts were removed and bloggers questioned and warned of punishment⁴⁹. At least 28 people in WeChat groups, mostly consisting of concerned parents and students, were either summoned or visited by State Security personnel in a single day, a Mongolian named Oyuungerel said in an audio statement posted on WeChat. Others estimated that at least 450 Inner Mongolian WeChat users were warned by local State Security and Public Security authorities either over the phone or in-person not to spread information about the “bilingual education” program online⁵⁰.
32. Mr. Suhee, another Mongolian parent from central Inner Mongolia’s Left Ujumchin Banner, published his conversation with a State Security agent who attempted to stop him from

47 See SMHRIC article *Southern Mongolia turns to police state as full-blown cultural genocide unfolds*, 14 September 2020. Available at: https://www.smhric.org/news_681.htm

48 See SMHRIC article *Wanted posters issued, Mongolian staff of CCP mouthpieces prepare to resign en masse*, 3 September 2020. Available at: https://www.smhric.org/news_677.htm

49 See SMHRIC article *Social media crackdown intensifies as Southern Mongolian protests escalate*, 24 August 2020. Available at: http://www.smhric.org/news_672.htm

50 Ibid

distributing any information about the covert implementation of “bilingual education”. The audio conversation went viral among Inner Mongolians via WeChat.

3.4.2 *Incentivizing compliance*

33. In September 2020, following widespread protests across IMAR, the government put in place a series of actions aimed at bringing students back to school, such as incentivizing parents with gifts and providing students with so called “one-find-one” and “hand-in-hand” initiative which includes a prime package of 2000 yuan for students who would have been back attending classes by September 13, 2020⁵².

3.4.3 *Attempts to break boycotts*

34. On 31 August 2020, around 3:00 AM local time, several hundred high school students who were locked up in the boarding school dormitories of eastern Inner Mongolia’s Ongniud Banner, broke the lockers where their confiscated cellular phones were kept, contacted their parents and emptied the school by 5 AM⁵³. Simultaneously, hundreds of angry parents gathered in front of the Gahait Mongolian School of Zaruud Banner, demanding the immediate discharge of their children, who had been confined to their dormitories after their parents sent them to the school the day before without the knowledge of the policy change. Tactical police teams and hundreds of riot police poured onto the scene, preventing the parents from accessing the school dormitories. Following hours of standoff, parents finally broke through the police barricade and proceeded to pick up their children⁵⁴.
35. On 8 September 2020, 30 Mongolian second and third graders escaped from Shuluun-Huh Middle School in central Inner Mongolia’s Shiliin-gol League. Most of these Mongolian students are children of government officials, Chinese Communist Party members and teachers and were taken to school by force. After an hour of sweeping search by the local police, school authorities and parents, they were found in a mountain near the Banner capital and returned to school⁵⁵.
36. In addition, the authorities published a number of notices regarding the “work of returning students to school”. According to those notices, students who were not returning to schools will face a suspension of all of their financial assistance and the prohibition of enrolling in classes in the future⁵⁶.

52 See Annex B Chinese Communist Youth League Ongniud Banner Committee Notice Regarding the Launching of the Initiative to Return to School with “One-find-one” and “hand-in-hand”

53 See SMHRIC article *Students take to the streets, curfews are imposed, and the former President of Mongolia shows strong support*, 31 August 2020. Available at: https://www.smhric.org/news_675.htm

54 See Southern Mongolian Human Rights Information Center, article *Massive civil disobedience breaks out, tension rises*, 29 August 2020. Available at: http://www.smhric.org/news_673.htm

55 See SMHRIC article *Students escape from locked-down school as resistance continues*, 9 September 2020. Available at: https://smhric.org/news_680.htm

56 See Annexes C1 Document of Bairin Right Banner Daban Mongolian middle school notice regarding the work of returning students to school and C2 Ar-Horchin Banner Chavag No.2 middle school notice on students to be considered dropping school if not attending classes

3.4.4 Repression

37. Eventually, as other measures proved to be ineffective, the Chinese authorities took punitive measures to put down the resistance including mass arrests, arbitrary detention, enforced disappearances, imprisonment, house arrests, termination of employment, removal from official positions, blacklisting and expulsion of students, suspension of social benefits, confiscation of properties and denial of access to financial resources including bank loans.
38. It is estimated that, since the beginning of the civil disobedience, between 8,000 to 10,000 people, mostly parents and supporters, have been placed under some form of police custody. More specifically, according to the information shared among the Mongolian community on the ground, between 2,000 and 5,000 people have been detained in prison, while between 4,000 and 4,500 have been placed under house arrest. Moreover, an additional 2,500 people disappeared and are believed to have been detained following their participation in demonstrations.
39. Starting from September 2, 2020, the second day of the school strike, Chinese authorities issued multiple wanted posters for the Mongolian protesters who took part in protests in the Tongliao Municipality and the Hinggan League⁵⁷. Similar official documents in various formats flooded the region, issued by the Public Security authorities, party committees, educational bureaus, departments of discipline and inspection, courts, protectorates and schools. The entire Mongolian population has been notified of the arrests and detention of disobedient individuals, removal from their positions, and termination of employment for those who refused to execute the orders.
40. Moreover, it is reported that more than a hundred individuals have been listed as wanted on the Weixin site of the Public Security Bureau Horchin District Branch in Tongliao Municipality alone. Similar wanted posters with each individual's photo and a description of their physical appearance have also been issued by the Public Security authorities of Horchin District, Zaruud Banner, Naiman Banner, Tongliao Development Zone, Horchin Left Wing Middle Banner and Horchin Left Wing Rear Banner. The posters denounce the "suspects" as "picking quarrels and provoking trouble" and offer a 1,000 Yuan bounty for information leading to the apprehension of any "suspect"⁵⁷. In one of these notices, the Public Security Bureau of Naiman Banner and Horchin Left Wind Middle Banner states that "17 people have been arrested in accordance with the law." The notice says, "Some individuals spread false and harmful information on the Internet" and "viciously disrupted students' normal schooling and created an adverse social impact".
41. Simultaneously, government officials and Communist Party members of Mongolian ethnicity living all over IMAR were ordered by the authorities to send their children to school by September 13, or else they will be fired or expelled from the party⁵⁹. Soon after, the authorities notified of arrests and detention, removal from their positions, and termination of employment for those who refused to execute orders⁶⁰. The warrants also include fines that range from 500 Yuan and 5000 Yuan. According to a notice issued by the Shuluun-tsagaan Banner Organization

57 See wanted posters at this link: https://mp.weixin.qq.com/s/nJnizdFmoTn_tlYzCxTYSw

57 See additional wanted posters at this link: <https://mp.weixin.qq.com/s/g4KgcUYU3EWiJvuCuTaN1A>

59 See Annex C1 Document of Bairin Right Banner Daban Mongolian middle school notice regarding the work of returning students to school

60 See Annexes D Notices regarding people who lose their job for refusing to send their children to school

Department to the Bureau of Education, “21 comrades, including Munkhbayar, Gansuh, Sarangowaa (from Mongolian Kindergarten), Nasangerel, Uurtsaih, Altanshaa, Haschimeg, Madlaa, Sarangowaa (from Mongolian Middle School), Jirgal, Yungliang, Naras, Sechengel, Urnaa, Narangowaa, Tanaa, Sarnaa, Unirtsetseg, Haschimeg, Altanhuaar and Saruul have been terminated from employment and put under investigation for their refusal to execute the party and national key strategic deployment in the implementation of the use of national common textbooks, and for their refusal to send their children to school.” The notice adds, “their salaries and all benefits are revoked”. In many cities, including Ezen-horoo, Shulun-tsagaan, Bayantal Sum, Shuluun-Huh, the authorities publicizing the names and titles of those Mongolian officials, public servants and teachers who have been fired for their refusal to send their children back to school. A similar notice from the Abag Banner Committee of Discipline and Inspection states that five Mongolian officials and teachers have been fired from their jobs⁶¹.

42. In protest, more than 300 Mongolian employees of Inner Mongolia Radio Station and Inner Mongolia TV Station, two official mouthpieces of the Chinese Communist Party, gathered to sign a joint statement to reject the new policy of “bilingual education⁶². According to audio statements published by some of these employees, the entire group is prepared to resign en masse if any of their coworkers who have been ordered to send their children to elementary or middle school lose their jobs for refusing to follow the order⁶³.
43. Government officials, educational bureau workers, and even some police of Mongolian ethnicity refused to execute orders from the Central Government. Reports from Bairin Right Banner confirmed that almost half of the police force of the Banner who are Mongolians refused to arrest protestors and take part in any official propaganda activities⁶⁴. Nonetheless, there are numerous cases of arrests and detentions related to the protests. These include:
 - Ms. Ulaantuyaa, a teacher from Zaruud Banner, and Mr. Nasanbayar, who rallied the people publicly to protest the new language policy, were taken away by police;
 - Herder’s leaders Ms. Bao Guniang and Ms. Yanjindulam were given orders not leave their residences;
 - Mr. Hada, a leading political prisoner who served 15 years in jail on charges of “splitting the country and engaging in espionage” and an additional 4 years of extrajudicial detention without any charge, is still under house arrest in the regional capital Hohhot. His rights to mobility and communication have been completely denied. The whereabouts of his wife Ms. Xinna and son Uiles are unknown;
 - Mr. Lhamjab Borjigin, author of “China’s Cultural Revolution,” and dissident writer Mr. Sechenbaater have been confined to their homes and denied the right to access the Internet and social media since the protest started;

61 See Annexes D Notices regarding people who lose their job for refusing to send their children to school

62 See additional wanted posters at this link: <https://mp.weixin.qq.com/s/g4KgcUYU3EWiJvuCuTaN1A>

63 Watch the video on the SMHRIC YouTube Channel: Mongolian employees of Radio/TV stations protest (SMHRIC-20200902). Available at: <https://youtu.be/aOYhnAQG7vQ>

64 See SMHRIC article *Middle-schooler jumps to death from school building amid escalating protests*, 30 August 2020. Available at: https://www.smhric.org/news_674.htm

- Mr. Nasanulzei Hangin, a writer and poet from Shuluun-tsagaan Banner, is still under detention pending a possible long-term imprisonment after rallying Mongolians to stage a 500-person demonstration in the banner capital in protest of the Chinese authorities' new language policy. Family members are extremely concerned about his poor health, which includes hepatitis B, hypertension and coronary heart disease;
- Mr. Ashidaa, a musician and composer from the Ordos region, is under detention pending a possible 5 years of imprisonment for his active participation in the protest. Family members have been denied the right to visit him in the local detention center.
- Prominent lawyer Mr. Huhbulag is still under detention for helping the activists and protestors defend their legal rights. No official charges have been brought against him yet;
- The whereabouts of herders' leaders including Ms. Yanjindulam, Ms. Bao Guuniang, Ms. Manliang, Ms. Yingeer, Ms. Urgumal, Mr. Davharbayar and Mr. Zhao Baahuu remain unknown. The SMHRIC is unable to reach them by phone or any social media.

3.4.5 "Concentrated Trainings"

44. Among hundreds of warnings issued by multiple authorities, a public notice was issued by the office of the Bairin Right Banner Party Committee on the threat that parents or guardians of children who failed to send them to school would be forced to undergo "concentrated trainings" language reminiscent of that used to justify the unlawful detention of million of Uyghurs in the Xinjiang Uyghur Autonomous Region and Tibetans in the Tibet Autonomous Region⁶⁴.
45. Notices regarding those facilities have been released in the administrative divisions (banner) of Bairin Right, Ar-Horchin, Sunid Left, Heshigten⁶⁶. Another notice was jointly released with red stamps by the Ar-Horchin Banner People's Court, People's Procuratorate, Public Security Bureau, Educational Bureau, and Justice Bureau, stating that "the government will place those parents and guardians of children under legal education training, and those who still refuse to send their children to school after the training will be given a fine with an amount ranging from 500 to 5000 Yuan and pursue legal responsibilities"⁶⁷.
46. A number of Inner Mongolians have already experienced these "concentrated trainings".

4 Language education policy in IMAR as further evidence of anti-minority policy in the PRC.

47. Several UN treaty bodies have expressed their concerns over the language rights of minorities in the PRC, including the Committee on Economic, Social and Cultural Rights⁶⁸, the Committee

⁶⁴ See Annex E1 Office of the Bairin Right Banner Party Committee written warning on the imposition to attend concentrated trainings to parents or guardians of children who failed to send those to school

⁶⁶ See Annexes E Written warnings to attend legal education and concentrated trainings for parents who failed to send their children to school

⁶⁷ See Annex E3 Ar-Horchin Banner Public Notice regarding the punishment of individuals who violate the new compulsory Education Law. The warning inform about the imposition to attend legal education and training for parents or guardians of children who fail to send those to school

⁶⁸ See Committee on Economic, Social and Cultural Rights, Concluding observations on the second periodic report of China, E/C.12/CHN/CO/2, 13 June 2014, parag. 36: "The Committee is concerned that ethnic minorities continue to face severe restrictions in the realization of their right to take part in cultural life, including the right to use and

on the Elimination of Racial Discrimination⁶⁹ and the Committee on the Rights of the Child⁷⁰. In the 2013 Report of the Human Rights Council, China claimed that “[m]inority ethnic groups enjoy extensive human rights. Their [...] right to use and develop their spoken and written languages are respected and guaranteed”⁷¹.

48. The government has argued that that “all curricula, textbooks, language of instruction, Mongolian and Korean literatures, and the existing bilingual education system will not change, except for literature, politics and history that will gradually be taught with the national common language textbooks”. Nonetheless, it has been reported by the Mongolians in IMAR that this is simply a statement not grounded in reality. Indeed, this statement has already been contradicted by what happened with the introduction of the policy in the Xinjiang Uyghur Autonomous Region⁷².
49. While seemingly technical in nature, this implementation effectively sounds the death knell for the already heavily constrained use of Mongolian language in education, relegating it, at best, to a second language of instruction for ethnic Mongolians. Understood in the context of broader programmes of population transfer of the Mongolian population, discrimination against Mongolian-language speakers in employment, and similar Sinicization programmes being carried out forcibly in the “Tibet Autonomous Region” (TAR) and “Xinjiang Uyghur Autonomous Region” (XUAR), this latest reform serves as further evidence of a well-planned campaign towards the eradication of ethnic and linguistic diversity in the PRC in favor of a majoritarian ethnic ideal.

4.1 Disregard for the basic rights of Mongolian children

50. Moreover, the PRC is implementing this policy of an enforced national language and identity in contravention of its international obligations towards children.
51. Not only does the policy manifestly fail to respect the Mongolian children’s parents, their cultural identity, and their language, through it’s suppression of use in schools, the policy also violates the national values of the country, in which the right of bilingualism are protected by the Chinese Constitution and by Regional Ethnic Autonomy Law.

teach minority languages [...]”. Available at: https://www.youtube.com/watch?v=EzXg2_uIZb0

- 69 See Concluding Observations of the Committee on the Elimination of Racial Discrimination Committee on the “Elimination of Racial Discrimination on China, CERD/C/CHN/CO/10-13”, 15 September 2009, para. 22: “The Committee has taken note of the policy of bilingual education for ethnic minorities of the State party [...]. It is however concerned at reports that in practice Mandarin is the sole language of instruction in many schools in the autonomous minority provinces, especially at secondary and higher levels of education.”. Available at: <http://www2.ohchr.org/english/bodies/cerd/docs/co/CERD.C.CHN.13.CO.1013.doc>
- 70 See Committee on the Rights of the Child, Concluding observations on the combined third and fourth periodic reports of China, CRC/C/CHN/CO/3-4, 29 October 2013, p. 17, mentioning “[t]he lack of measures to promote the use and learning of mother-tongue and minority languages in the context of the bilingual education policy”. Available at: http://www2.ohchr.org/english/bodies/crc/docs/co/CRC_C_CHN_CO_3-4.doc
- 71 See Human Rights Council, Report of the Working Group on the Universal Periodic Review (China), A/HRC/25/5, 4 December 2013. Available at: https://www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session25/Documents/A-HRC-25-5_en.doc
- 72 See Communication signed by the United Nations Special Rapporteur on minority issues, the Special Rapporteur in the field of cultural rights, the Special Rapporteur on the right to education and the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, 12 January 2018. Available at: <https://spcommreports.ohchr.org/TMResultsBase/DownloadPublicCommunicationFile?gId=23557>

52. The Policy's emphasis on Chinese as the main language of instruction, at a significant detriment to Mongolian, therefore amounts to a clear violation of the rights to a quality education as established in the Convention on the Rights of the Child (CRC).
53. The Convention on the Rights of the Child establishes that indigenous children must "not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language". As a member of an indigenous minority group, Mongolian children enjoy a right to share their culture and language with other's of the same group. The dismantling of Mongolian as the main language of instruction clearly undermines the ability of Mongolian children to enjoy their cultural and linguistic traditions in an environment which constitutes many children's primary form of socialization.
54. Systemic violations of the CRC can also be witnessed within the government's population-transfer programs. Under such programs, mainly Mongolian herders are removed from the IMAR region and resettled on the outskirts of predominantly Chinese cities where only Chinese-language schools are accessible⁷³. The program hence removes Mongolian children from their communities where they are able to enjoy their language and culture with others of the same heritage, and forces them to assimilate to the language and culture of the dominant Hans group. The scale of the population transfer programs has additionally led to the elimination of many Mongolian-language elementary and middle schools, which have consequently been merged into Hans schools.
55. The Nationally Compiled Textbook Reform will have significant consequences for the continued survival of the Mongolian language. With an observable decline of the language, owing to the social, economic and political domination of the Chinese language in the Region, the policy produces damaging implications for Mongolian children of the future to enjoy their cultural and linguistic traditions.
56. The rights of Mongolian children to receive an education has been severely impacted by the PRC's assimilation attempts. As a result of the decision to implement the Nationally Compiled Textbook Reform, the IMAR region has seen a wide-scale boycotting of schools by students. It is estimated that at least 30,000 Mongolian students have refused to go to school⁷⁴. Many of those who entered schools prior to their knowledge of the reform have since escaped after forcibly being kept within school's boarding facilities.
57. With thousands of Mongolian children (and with the support of their parents) actively demonstrating their will against the reforms which fail to respect their linguistic and cultural rights, serious concern regarding the children's right to education must be raised.

4.2 The lie of "Autonomous" regions in the PRC

58. Devolution and local autonomy are widely accepted means through which governments can guarantee the rights of indigenous populations, such as, in the context of the PRC, the

⁷³ See Minority Rights Group International report *World Directory of Minorities and Indigenous Peoples - China: Mongols*, November 2017. Available at: <https://www.refworld.org/docid/49749d3d3c.html>

⁷⁴ See SMHRIC article *Wanted posters issued, Mongolian staff of CCP mouthpieces prepare to resign en masse*, 3 September 2020. Available at: https://www.smhric.org/news_677.htm

Mongolian, Tibetan and Uyghur people. Such systems of governance are critical guarantees of equal rights to self-determination of all peoples within multi-ethnic states and in many circumstances can be considered a positive obligation of government⁷⁵. The manner in which the “Nationally Compiled Textbook” policy was implemented, however, is further evidence of the lie behind the name of the PRC’s supposedly “Autonomous” regions.

59. Formally, the reform was issued in the IMAR by the Regional Department of Education and the central government claimed simply to have approved it⁷⁶. However, the Assistant Director of the Heshigten Banner Bureau of Education in eastern Inner Mongolia’s Ulaanhad Municipality confirmed that the new policy is strictly being implemented under the direct instruction of the Chinese Central Government⁷⁷. The issuance of the reform by the regional authority was done merely to justify the claim that the reform was intended to benefit the Mongolian people and to make it appear to comply with the legislation in effect in the PRC guaranteeing regional autonomy and minority protections⁷⁸.
60. The central government has claimed that the reform comes as a result of a “practical demand by the masses and the students of minority areas”. Mongolians, however, have never expressed such a will and were not consulted regarding the decision to replace their mother-tongue with Mandarin Chinese as the primary language of instruction. This is further evidenced by the mass boycott throughout the whole region and the firm reluctance of the local authorities to force children to return to school.
61. In a further attempt to justify the reform, the central government stated that “an aggressive promotion of national standard language education and textbook development [which] is beneficial to the masses of all ethnic groups in minority areas to enjoy a more fair and higher quality education.”⁷⁹ It has further stated that “[l]earning the national common language will be beneficial for minority students to have better employment opportunities, to learn modern science, culture and knowledge, and to integrate into society”⁸⁰. In doing so, the central

75 See Committee on the Elimination of Racial Discrimination, General Recommendation 21, The right to self-determination (Forty-eighth session, 1996), U.N. Doc. A/51/18, annex VIII at 125 (1996). Available at <http://hrlibrary.umn.edu/gencomm/genrexxi.htm>; See also Articles 1-2 of the Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities (“States shall protect the existence and the national or ethnic, cultural, religious and linguistic identity of minorities within their respective territories and shall encourage the promotion of that identity”; Article 2 provides that, “Persons belonging to national or ethnic, religious and linguistic minorities have the right to enjoy their own culture, to process and practice their own religion, and to use their own language, in private and in public, freely and without interference or any form of discrimination”).

76 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 1

77 See SMHRIC article *China's finishing touch on cultural genocide in Southern Mongolia*, 20 August 2020. Available at: https://www.smhric.org/news_671.htm

78 See article 36 of the Regional Ethnic Autonomy Law: “In accordance with state guidelines on education and in accordance with the law, autonomous agencies in ethnic autonomous areas decide on educational plans in these areas, on the establishment of various kinds of schools at different levels, and on their educational system, forms, curricula, the language used in instruction and enrollment procedures.” Available at: <https://www.cecc.gov/resources/legal-provisions/regional-ethnic-autonomy-law-of-the-peoples-republic-of-china-amended>

79 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 1

80 See Annex A Interpretation of Implementation of nationally compiled literature” textbook in schools that use Minority languages as medium of instruction across the region, point 3

government has made it abundantly clear that it intends to implement this policy nationwide without regard for supposed guarantees contained in the constitution and law. As such, the government has made it clear that the policy's implementation is designed to abrogate regional governance and further foster centralized "unity" in the PRC.

4.3 No rule of law for minorities in the PRC

62. At its heart, this latest development, in both its manner of implementation and its substance, highlights that principles of the rule of law, to the extent that they apply in the PRC, are disregarded when it comes to minorities, such as ethnic Mongols. The manner in which the Nationally Compiled Textbook plan has been implemented in the IMAR violates the express law of the PRC and yet it has been pushed forward apace with no effective mechanism of accountability for these violations.
63. The Article 4 of the Constitution of the PRC establishes that "[a]ll nationalities have the freedom to use and develop their own spoken and written languages and to preserve or reform their own folkways and customs"⁸¹. Furthermore, it provides that "[t]he State assists areas inhabited by minority nationalities in accelerating their economic and cultural development according to the characteristics and needs of the various minority nationalities"⁸².
64. At the level of legislation, the "Law on Regional Ethnic Autonomy" states that "[s]chools and other educational organizations recruiting mostly ethnic minority students should, whenever possible, use textbooks in their own languages and use these languages as the medium of instruction. Beginning in the lower or senior grades of primary school, Chinese language and literature courses should be taught to popularize the common language used throughout the country and the use of Chinese characters". In other words, the law guarantees minority language education as the primary language of instruction, teaching the majority language as a second language.
65. In this regard, up to July 2020, in Inner Mongolia, Chinese language and Chinese literature were already being taught in elementary middle schools, while Mongolian was used as the main medium of instruction for all other classes. Despite raising concerns over compliance with bilingual language requirements, this system allowed for the ongoing use of the minority language and protection of the bilingual system as guaranteed by the relevant legislation. The implementation of the Nationally Compiled Textbook plan in the IMAR reverses that approach, relegating Mongolian language to, at best, being taught as a second language to ethnic Mongols. This violates the express provisions of the Constitution of the PRC and the Law on Regional Ethnic Autonomy.
66. Furthermore, in attempting to implement a clearly illegal policy, Mongolians have faced further arbitrary treatment while attempting to oppose these reforms. Mongolian government officials and Communist Party members were ordered to send their children to school under threat of being dismissed from their jobs or expelled from the party. Dissidents and human rights defenders have faced arbitrary arrest and detention or are placed under house arrest with an

81 See Constitution of the People's Republic of China, Article 4. Available at: http://www.npc.gov.cn/zgrdw/englishnpc/Constitution/node_2825.htm

82 Ibid

estimated 8,000 Mongolians placed under some form of police custody. In refusing to comply with the new measures, Mongolians in the IMAR region now face the possibility of being forced to undergo “concentrated training”: a threat with clear echoes of the ongoing internment of the Uyghur minorities in Xinjiang.

67. The willingness with which the central government has implemented this policy in the IMAR and the repressive measures that it used to ensure its implementation further indicate that, at least where minorities and indigenous communities are concerned, the rule of law does not effectively exist in the PRC.

5 Recommendations

68. On the basis of the available evidence, the severe and ongoing gross human rights violations and the urgency of the situation, we kindly ask the following actions, or any combination of them, be taken:

- A site visit by the Special Rapporteur on minority issues to the IMAR to assess the threats posed to Mongolian language, culture and identity;
- A report investigating the harms alleged in this submission;
- A communication to the government of the PRC or an international body that focuses on or includes coverage of the human rights violations suffered by the Mongolian people in the PRC;
- A public statement about the unlawfulness of the policies to eradicate the use of Mongolian language in the IMAR;
- Recommendations to international bodies regarding actions that could be taken to assist the Mongolian people in the IMAR in their efforts to freely use their language; and
- Any other actions that the Special Rapporteur on minority issues may consider appropriate in light of this submission.

69. The authors of this submission remain at the Special Rapporteur’s disposal to provide further information about the facts discussed in this submission and/or to provide a longer international legal analysis of the issuing impacting the Mongolian people in the PRC, or other minority communities such as the Tibetan and Uyghur people, under international law, though we are well aware of the expertise of the Special Rapporteur in the field. The authors are in possession of additional untranslated documentation concerning the issues raised above, as well as a detailed timeline, all which can be provided should they be deemed useful.

70. We hope this submission will result in greater international awareness of the plight of the Mongolian people in the PRC, whose self-determination has been too long denied and whose language and culture is under threat. This threat is an affront not only to them, but to the whole of the international community.

Annexes – Official notices and documents with translations

Annex A – Implementation of “Nationally Compiled Textbook” policy in the IMAR.

全区民族语言授课学校小学一年级 和初中一年级使用国家统编《语文》教材 实施方案政策解读

1. 使用统编教材是党和政府的重大决策

习近平总书记指出，教育是国之大计、党之大计。教材建设是国家事权。党中央、国务院高度重视教材工作，把教材建设作为国家基础性战略性工程，2017年7月成立了国家教材委员会，进一步强化大中小学教材建设管理和使用国家事权，加强战略谋划和统筹指导，服务国家战略。按照党中央部署，国家教材委员会组织专门力量统一编写中小学语文、政治（道德与法治）、历史三科国家统编教材，于2017年9月在全国所有中小学校统一使用，我区汉语授课中小学也同步使用。

统编教材是国家级、高水平、权威性的教材。有民族语言授课的新疆于2017年起，义务教育阶段起始年级开始使用三科统编教材，并使用国家通用语言文字教学；西藏于2018年起，义务教育阶段起始年级开始使用三科统编教材，并使用国家通用语言文字教学。

按照中央统一部署，内蒙古、甘肃、吉林、辽宁、青海、四川等6省区民族语言授课学校，将于今年秋季开始使用三科统编教材。内蒙古作为模范自治区，根据国家教材委员会工作部署，自治区政府本着对办好公平而有质量的民族教育高度负责的精神，充分考虑当前国家通用语言文字教育水平和民族语言授课学校实际，提出我区语文、政治、历史三科统编教材分三年逐步实施、稳步推进的工作建议，并经国家教育部同意。今年秋季起，小学一年级和初中一年级先使用统编《语文》教材，2021年小学一年级和初中一年级使用统编《道德与法治》（政治）教材，2022年初中一年级使用统编《历史》教材，并使用国家通用语言文字授课，从而实现义务教育阶段三科统编教材全覆盖。这项决策考虑到了自治区工作实际，充分体现了党和国家对我区的关心关怀。据此，自治区政府批准教育厅制定印发了《全区民族语言授课学校小学一年级和初中一年级使用国家统编〈语文〉教材实施方案》。这项工作是国家 and 自治区关于教育工作的重要部署。

教材体现党和国家意志，反映人民重大关切，传承中华优秀传统文化和人类文明先进成果，是解决培养什么人、怎样培养人、为谁培养人这一根本问题的重要载体，直接关

系党的教育方针落实和教育目标实现。民族语言授课中小学使用统编《语文》教材，是党中央做出的关于加强民族地区国家通用语言文字教育的重大决策部署，是国家教材使用管理的重大改革举措，是不断提升民族学校国家通用语言文字应用水平、促进民族教育高质量发展的制度安排，是民族地区广大群众和学生的现实要求。大力推进国家通用语言文字教育和教材建设，有利于让民族地区各民族群众享受更加公平、更加有质量的教育，具有重大战略意义和深远历史意义。

2. 我区现有双语教学体系是否改变？是否取消蒙古语文课程？

2020年秋季学期起，全区民族语言授课学校小学一年级和初中一年级开始使用国家统编《语文》教材，并使用国家通用语言文字授课。与往年相比，将原来小学二年级起开设的《汉语》课程改为从小学一年级起开设国家统编《语文》课程，初中一年级将原来的《汉语》课程改为国家统编《语文》课程。其他学科和其他年级课程设置不变，使用教材不变，授课语言文字不变，蒙古语文、朝鲜语文课时不变。三科统编教材全面推开后，民族语言授课中小学其他学科课程设置不变，使用教材不变，授课语言

文字不变，蒙古语文、朝鲜语文课时不变。因此，现有双语教育体系并没有改变。

3. 使用统编《语文》教材对学生有好处吗？

习近平总书记强调，语言相通是人与人相通的重要环节，语言不通就难以沟通，不沟通就难以达成理解，就难以形成认同。少数民族学生学好国家通用语言，对就业、接受现代科学文化知识、融入社会都有利。国家统编《语文》教材总结并吸纳了语文课程改革的优秀成果，沉淀课程改革的先进理念和成功经验，注重培养学生的创新精神和实践能力，倡导自主、合作、探究的学习方式，更加强化语言文字的运用，强化语文和生活的联系，致力于全面提高学生的语文素养。使用国家统编教材，有利于促进民族语言授课学生与其他各民族学生交流交往交融，为今后个体发展和升学就业拓宽了渠道。

4. 使用国家统编《语文》教材是否增加了学生的课业负担？

按国家统一要求，在义务教育阶段实行国家课程、地方课程和学校课程三级管理。国家《义务教育课程设置方案》中明确，义务教育实行九年一贯整体、均衡设置课程，按比例安排课时。

目前，我区义务教育阶段国家课程课时占比为75-80%，地方课程与学校课程的课时占比为20-25%。每周总课时的安排为：小学25-33课时，初中32-36课时。

今年秋季我们对民族语言文字授课的小学和初中一年级课时进行了调整，适度调减了地方课程和学校课程的课时。按每天1课时安排国家统编《语文》课程，充分考虑了学生身心发展规律和学科知识的内在逻辑，体现了由低年级到高年级逐渐增加的基本要求。调整后，各学科课时的比例符合国家课程设置方案要求，学年课时总数和周课时数控制在国家规定的范围内。同时，在具体执行的过程中，各地区还可以依照课程标准的基本要求和自治区制定的教学建议，结合学校实际进行适度调整。

5. 如何解决统编《语文》学科教师短缺问题？

总体来看，小学一年级和初中一年级语文教师缺口不大，主要采取三方面措施来配备：一是教育行政部门指导本地区民族语言授课中小学校通过内部调剂，优先保证国家统编《语文》学科教师配置；二是对确有困难的学校，通过县域内校际交流解决；三是对缺口特别大的地区，以盟市为单位面向本地区招募在职或近五年退休的教师、教研员及胜任教学要求的其他教育工作者到民族学校返聘

支教。

6. 暂不胜任教学要求的教师，待遇是否会受影响？

教育厅印发的《实施方案》明确规定，对暂不胜任统编《语文》教学要求的教师，尊重本人意愿，选择分流或跟岗培训，确保教师人事身份、职务职称、工资待遇“三不变”，切实保障民族语言授课教师合法权益。

7. 开学在即，统编《语文》教材能否确保课前到书？

按照《内蒙古自治区民族语言授课中小学教学用书目录》，各盟市、旗县教育行政部门已经认真核对辖区内中小学统编《语文》学科用书数量，做好教学用书订购工作。小学一年级、初中一年级使用的国家统编《语文》教材已于8月15日全部交付发行机构，可以确保课前到书，人手一册。

8. 如何做好统编《语文》教师动态补充工作？

实施公费师资培养计划。自2021年起，组织实施自治区公费师资培养计划，专项安排语文学科公费“双语”师资招生计划。争取国家教育部支持，增加部属师范大学语文学科“双语”师范生招生计划，加快培养语文学科“双语”教师。根据民族语言授课中小学校国家统编《语文》教材使用工作推进时间表，各级编制部门合理调配教师编

制，人社部门优先保证民族语言授课中小学校语文学科“双语”教师招聘补充工作，确保语文教师及时足额配置。

9. 如何保障统编《语文》支教教师相关待遇？

切实保障招募的“支教”教师工作经费和生活待遇高于国家“银龄讲学计划”规定标准，受援学校要对有住宿需求的讲学教师提供周转宿舍，配备必要的生活设施。

10. 使用统编《语文》教材后，这一届学生的毕业升学政策会受影响吗？

使用统编《语文》教材后，确保目前的幼升小、小升初、初升高、中高考政策保持稳定，维护学生切身利益。积极争取国家政策扶持，继续实施面向农村牧区和贫困地区专项招生计划，并向民族语言授课学生倾斜。

11. 如何保证统编教材使用的教育教学质量？

主要围绕教师教好和学生学好做好四方面的工作：一是强化师资培训。在开学前，由各盟市牵头组织课程标准和教材培训工作，促进教师深研课程标准，熟知教材编写理念、编写体例、具体内容和要求。同时，通过线下集中培训、在线培训、校本研修、送教下乡及“一对一”跟岗培训等形式，开展教师专项培训。专项培训完成后，科学研判教师教学能力和培训需求，后续培训统一纳入自治区

中小学教师培训整体规划，统筹组织实施。二是建设“同步课堂”。组织名优骨干教师利用自治区教育云平台、蒙古文资源网和内蒙古有线电视，播出“同步课堂”，作为“兜底”性教学资源，供学生自主学习和教师培训使用，努力实现地区、学校、学段全覆盖。三是加强教研指导。自治区层面，组织专家队伍做好国家统编语文教材的分析工作，并根据教材编写体系和结构内容，分单元制定教学指导意见。同时指导各地教研部门认真开展学情分析，适时开展课堂教学评估，科学调整教学进度，确保教学质量。四是调整评价标准。根据学生认知水平和课时结构，科学确定教学目标，灵活设置课型，并对考试评价标准进行适度调整。

12. 统编《语文》课程教育资源如何有效提供？

自治区教研室、信息中心正在开展《语文》同步课堂录制工作，确保学校开学前能通过教育云平台、蒙古文资源网和内蒙古有线电视“同步课堂”开通上线，实现地区、学校、学段全覆盖。

13. 统编《语文》教师培训及教育资源开发经费如何保障？

各级财政部门列支专项经费，优先保证使用国家通用

Translation Annex A

Interpretation of Implementation of Nationally Compiled “Literature” Textbook in Schools that Use Minority Languages as Medium of Instruction Across the Region

Inner Mongolia Autonomous Region Department of Education

1. Using Nationally Compiled Textbook is a Major Policy Decision by the Party and the Government

General Secretary Xi Jinping pointed out that education is a major program of fundamental importance of the state and the party. Textbook development is a state authority. The Party Central Committee and the State Council attach a great importance to textbook work, treating textbook development as the national fundamental and strategic project, establishing the National Textbook Committee in July 2017, further strengthening college, middle and elementary school textbook development administration and use of state authority, improving strategic planning and comprehensive guidance to serve the national strategy. In accordance with the Party Central Committee deployment, the National Textbook Committee mobilized special forces to uniformly recompile middle and elementary school’s three subjects including literature, politics (morality and law), and history to use nationally compiled textbooks. Starting September 2017, all middle and elementary schools across the nation including middle and elementary schools that use Chinese as medium of instruction in our region synchronously used the nationally compiled textbooks.

The nationally compiled textbooks are national level, high standard and authoritative textbooks. Starting 2017, Xinjiang where minority languages were used as medium of instruction has already started using nationally compiled textbooks for the three subjects for first-graders in compulsory education and started the national standard language and literature education; In 2018, has already started using nationally compiled textbooks for the three subjects for first-graders in compulsory education and started the national standard language and literature education.

In accordance with the Central Government’s unified deployment, schools that use minority language as medium of instruction in six provinces and autonomous regions including Inner Mongolia, Gansu, Jilin, Liaoning, Qinghai and Sichuan will start using the nationally compiled textbooks for the three subjects starting this fall. As the model autonomous region, Inner Mongolia, in accordance with the National Textbook Committee’s work deployment, with the spirit of fair, quality and responsible minority education, the Autonomous Region government taking the current national standard language and literature education level and the actuality of schools that use minority language as medium of instruction into full consideration, made the work request that our region will gradually and steadily implement the nationally compiled textbook plan for the three subjects including literature, politics and history in the next three years, and obtained the Ministry of Education’s approval. Starting this fall, elementary school first grade and middle school first grade begin to use the nationally compiled “literature” textbook, and from 2021, elementary school first grade and middle school first grade begin to use the nationally compiled “morality and law” (politics) textbooks, and from 2022, middle school first grade uses the nationally compiled “history” textbook, and use the national standard language as the medium of instruction to achieve the full coverage of compulsory education three subjects nationally compiled textbook. This decision took into consideration the actuality of the work of the Autonomous Region and fully manifested the love and care of the party and the government toward our region. For this, the Autonomous Region Government approved the “Proposal for Implementing the Nationally compiled ‘Literature’ Textbook in the First Grades of Elementary Schools and Middle Schools That

Use Minority Language as Medium of Instruction Across the Region” drafted by the Department of Education. This undertaking is a critical deployment of the country and the autonomous to the educational work.

The textbook embodies the determination of the party and the country, reflects the deep care for the people, inherits the Chinese superior culture and advanced achievement of human civilization. It is the key answer to the question of what kind of people to train, how to train and to whom the people to be trained for, and is directly connected to the party’s guiding principle of education and the realization of educational goal. The nationally compiled “literature” textbook for elementary and middle schools that use minority language as the medium of instruction is the Party Central Committee’s important policy deployment to enhance the national standard language education in minority areas. It is a major reform to the national textbook usage and administration, and is a institutional adjustment intended to continually advance the national standard language application in minority language schools to improve the minority education to a high quality development. It is a practical demand by the masses and the students of minority areas. An aggressive promotion of national standard language education and textbook development are beneficial to the masses of all ethnic groups in minority areas to enjoy a more fair and higher quality education. it has an important strategic and profound historical meaning.

2. Will the existing bilingual education system of our region change? Will the Mongolian literature course be eliminated?

Starting the fall semester of 2020, first grades of elementary and middle schools across the region where minority language is used as the medium of instruction will start using the nationally compiled “literature” textbook and use the national common language as the medium of instruction. Comparing to last year, former elementary school second grade “Chinese literature” course will be changed to elementary school first grade nationally compiled “literature” course, and middle school first grade “Chinese literature” will be changed to the nationally compiled “literature” course. Other subjects and other grades course settings will not change; textbooks will not change; medium of instruction will not change; Mongolian literature and Korean literature course hours will not change. Once the three subjects nationally compiled textbooks are fully enforced, other subjects course settings in the elementary and middle school where a minority language was used as the medium of instruction will not change; textbooks will not change; medium of instruction will not change; Mongolian literature and Korean literature course hours will not change. Therefore, the existing bilingual education system has not changed.

3. Is the nationally compiled “literature” textbook beneficial to students?

The General Secretary Xi Jinping stressed that a smooth communication of language is the key to a smooth communication between human and human. If the language is unintelligible, communication will be difficult. If the communication is difficult, mutual understanding is hardly achieved. Naturally the formation of self-identification will be difficult. Learning national common language will be beneficial for minority students to have better employment opportunity, beneficial to receive modern science, culture and knowledge, and beneficial to integrate into the society. The nationally compiled “literature” textbook summarized and absorbed literature textbook reform’s excellent achievement, crystallized course reform’s advanced ideology and successful experience, focused on fostering the spirit of creativity and practical ability, advocating independent, collaborative and explorative learning method, further enhancing language application, strengthening the relationship between literature and livelihood, and devoting to the comprehensive improvement of the students’ literary attainment. Using the nationally compiled textbook is

beneficial to the mutual communication and mutual integration of minority students and other students of all ethnicities, widening the path of future individual development, school enrollment and employment.

4. Will using the nationally compiled “literature” textbook increase the students’ burden

In accordance with the unified requirement from the state, the three-level administration of national curriculum, regional curriculum and school curriculum must be implemented at the compulsory education phase. The national “Compulsory Education Course Setting Plan” clearly states that compulsory education must implement 9-year wholistic approach to evenly and set up courses and course hours based on proportion.

Currently, our region’s compulsory education phase national curriculum course hour is 75-80% whereas regional and school curriculum occupy 20-25%. Weekly total course hour is: 25-33 hours for elementary schools and 32-36 hours for middle schools.

This fall we have made a certain adjustment to elementary and middle schools where minority language is used as the medium of instruction, and appropriately reduced the course hours of regional curriculum courses. The nationally compiled “literature” course will have one class per day, taking into a full consideration of the internal logic of student’s physical and mental development pattern and the subject coverage, meeting the fundamental requirement of gradual enhancement from lower grades to higher grades. After the adjustment, all subjects’ course hours proportion has met the national course setting plan requirement, controlling the academic year total course hours and weekly course hours well within the nationally regulated scope. Meanwhile, during the actually implementation, all areas can also make a certain adjustment in combination of school actuality in accordance with the basic requirement of curriculum standard and the recommendation made by the Autonomous Region.

5. How to address the shortage of teachers for the nationally compiled “literature” subject?

Generally speaking, the shortage of teachers for elementary school and middle school first grades is not significant. The following three measures can be taken to mitigate this: first, educational administration branches guide the local elementary and middle schools where minority language is used as medium of instruction to conduct an internal arrangement to prioritize and guarantee the nationally compiled “literature” subject teachers’ deployment; second, those schools having genuine difficulty shall address this through inter-school communication within their respective localities; third, for those areas where the shortage is particularly significant, at the league level, already hired and former teachers, educational researchers and other qualified educational sector workers who retired less than five years ago must be re-employed within the local areas concerned to fill the vacancies in minority schools.

6. Will the benefits for those teachers who currently do not meet the new requirement be impacted?

The “Implementation Plan” issued by the Department of Education clearly states that those teachers who currently do meet the requirement for teaching the nationally compiled “literature” shall, at their will, be allowed to pursue other career opportunities or given in-position training. The “three do not change” including “teachers’ human resource identification, position and title and salary and benefit will not change” will be guaranteed to practically safeguard the legal rights of the minority teachers.

7. School is starting. Can the nationally compiled “literature” text book can be guaranteed to arrive before the first day of school?

According to the “Inner Mongolia Autonomous Region Textbook List for Elementary and Middle Schools where Minority Language is Used as Medium of Instruction”, educational administration branches of all leagues, municipalities, banner and counties have already carefully verified the number of textbooks needed for their respective jurisdiction and completed ordering the textbooks. The nationally compiled elementary school first grade and middle school first grade “literature” textbook was already submitted on August 15 for distribution. It is guaranteed that the textbook, a copy for each student, will arrive before the school starts.

8. How to work out the nationally compiled “literature” teachers re-arrangement?

A government-sponsored teachers resource training plan will be implemented. Starting 2021, a government-sponsored teachers resource training plan will be implemented to arrange a special student enrollment for government-sponsored teachers resource for literature subject “bilingual” education. Obtaining the support from the Ministry of Education, [we] will plan to increase the number of the Normal University literature related “bilingual” education student enrollment to speed up the literature subject “bilingual” teachers training. In accordance with the minority language elementary and middle school nationally compiled “literature” textbook implementation work progress timetable, all level government employment branches must rationally arrange teacher’s employment quota. Human resource and social welfare branches must prioritize the employment of literature subject “bilingual” teachers for elementary and middle schools where minority language is used as the medium of instruction to guarantee the immediate and full occupation of literature teacher quota.

9. How to guarantee the relevant benefits of nationally compiled “literature” voluntary teachers?

Work expenses and material amenities of the “voluntary teachers” must be guaranteed higher than the national “silver age lecturer plan” standard. Accepted schools must provide dormitories to those teachers upon request, and allocate necessary facilities.

10. After the use of nationally compiled “literature” textbook, will the enrollment policy be impacted when the students of this year graduate?

After the nationally compiled “literature” textbook is used, the current policies of enrollment from kindergarten to elementary school, from elementary school to middle school, from middle school to high school, from high school to college will remain stable to protect students’ immediate interest. Actively striving to obtain the policy assistance from the state, [we] will continue to implement the special enrollment plan directed toward rural farming and poverty stricken areas and will lean toward students who are educated in minority language.

11. How to guarantee the educational quality of the nationally compiled textbook usage?

As to how to have the teachers teach well and how to have the students learn well, four types of work need to be done: first, is to strengthen the training of teachers. Before the school starts, all leagues and municipalities must take the lead to organize the work of standardization of curriculum and textbook related trainings to improve the teachers’ in-depth understanding of curriculum

standardization, and acclimate textbook compiling ideology and style as well as the specific contents and requirements. Meanwhile, through concentrated on-site training, online training, campus based training, field training and “one to one” off-the-job training, [we] launch special trainings to teachers. Once the special trainings are done, based on the scientific assessment of the teacher’s teaching ability and training requirement, the continuing training will be integrated into the Autonomous Region elementary and middle school teachers training plan and implemented in a unified and organized manner. Second, is to develop “virtual classrooms”. [We] organize top and key teachers to utilize the Autonomous Region educational cloud platform, Mongolian language resource websites, and the Inner Mongolia Cable TV to broadcast “virtual classrooms”, treating them a holistic educational available for students to have self-learning and teacher to have training to strive to realize the full coverage for region, school and academic phase. Third, is to strengthen the educational research guidance. The Autonomous Region relevant authorities must organize experts taskforces to complete the research and analysis to the nationally compiled literature textbook to make the educational guidance recommendation at unit level based on the textbook compiling system and structural contents. In the same time, regional educational research branches must launch a careful analysis to educational status, carry out a classroom teacher assessment from time to time, scientifically adjust teaching progress to guarantee the teacher’s quality. Fourth, is to adjust the assessment criteria. Based on the student’s learning ability and course hour structure, teaching goal must be scientifically set, course mode must be flexibly configured, and the test assessment criteria must be properly adjusted.

12. How can effectively provide resources to the nationally compiled “literature” courses?

The Autonomous Region Educational Research Office and the Information Center is currently starting the “literature” virtual classroom production to ensure that the “virtual classroom” will be available online before the school starts through the educational cloud platform, Mongolian language resource websites and the Inner Mongolia Cable TV to realize the full coverage at regional, school and academic phase levels.

13. How to cover the expenses for the nationally compiled “literature” teachers training and educational resource development?

Department of finances at all level must earmark special funds to prioritize the teachers training, teachers resource development related to the nationally compiled “literature” textbook using the national common language to practically cover all eligible expenses. This year, the special funds earmarked from the Central Government minority education to the Autonomous Region must prioritize to cover the expenditure for the work of nationally compiled “literature” textbook.

Annex B – Notice regarding the launch of the return to school incentive programmes.



Translation Annex B

Chinese Communist Youth League Ongniud Banner Committee

Notice Regarding the Launching of the Initiative to Return to School with “One-find-one” and “hand-in-hand”

To Udan Mongolian Middle School, Hailas Mongolian Middle School, Udan Mongolian Elementary School, Ashkhan Central Elementary School, Gerseng Central Middle School, Shinsum Central Elementary School, Buliyen Mongolian Elementary School and Gorhon Mongolian Elementary School,

In order to increase the students' school returning rate in these 8 schools ranging from elementary schools to high schools, the Chinese Communist Youth League Ongniud Banner Committee decided to launch an initiative to return to school with "one-find-one" and "hand-in-hand".

1. **With a class as unit, students who were returned to school is encouraged to call those who did not return to school. Whoever brings one student back to school will be given a large gift package worth of 200 Yuan. A student can be given multiple packages multiple times.** The more students brought to school the more packages one will get. No upper limit is set to the accumulation of gift packages. The gift package value can be credited to phone bill or daily expense depending on the claimer's preference.
2. Those classes that reach the 95% student returning rate will be given a certificate of honor "Class of Excellency" issued by the Banner Communist Youth League and the Banner Bureau of Education.
3. The initiative deadline is 3:00 PM, September 14.

Chinese Communist Youth League Ongniud Banner Committee

September 13, 2020

Annex C – Examples of notices regarding compulsory return to school

C1 – Document of Bairin Right Banner Daban Mongolian middle school notice regarding the work of returning students to school



Translation Annex C1

Document of Bairin Right Banner Daban Mongolian Middle School
You Meng Zhong Zi (2020) No.50

Notice Regarding the Work of Returning Students to School

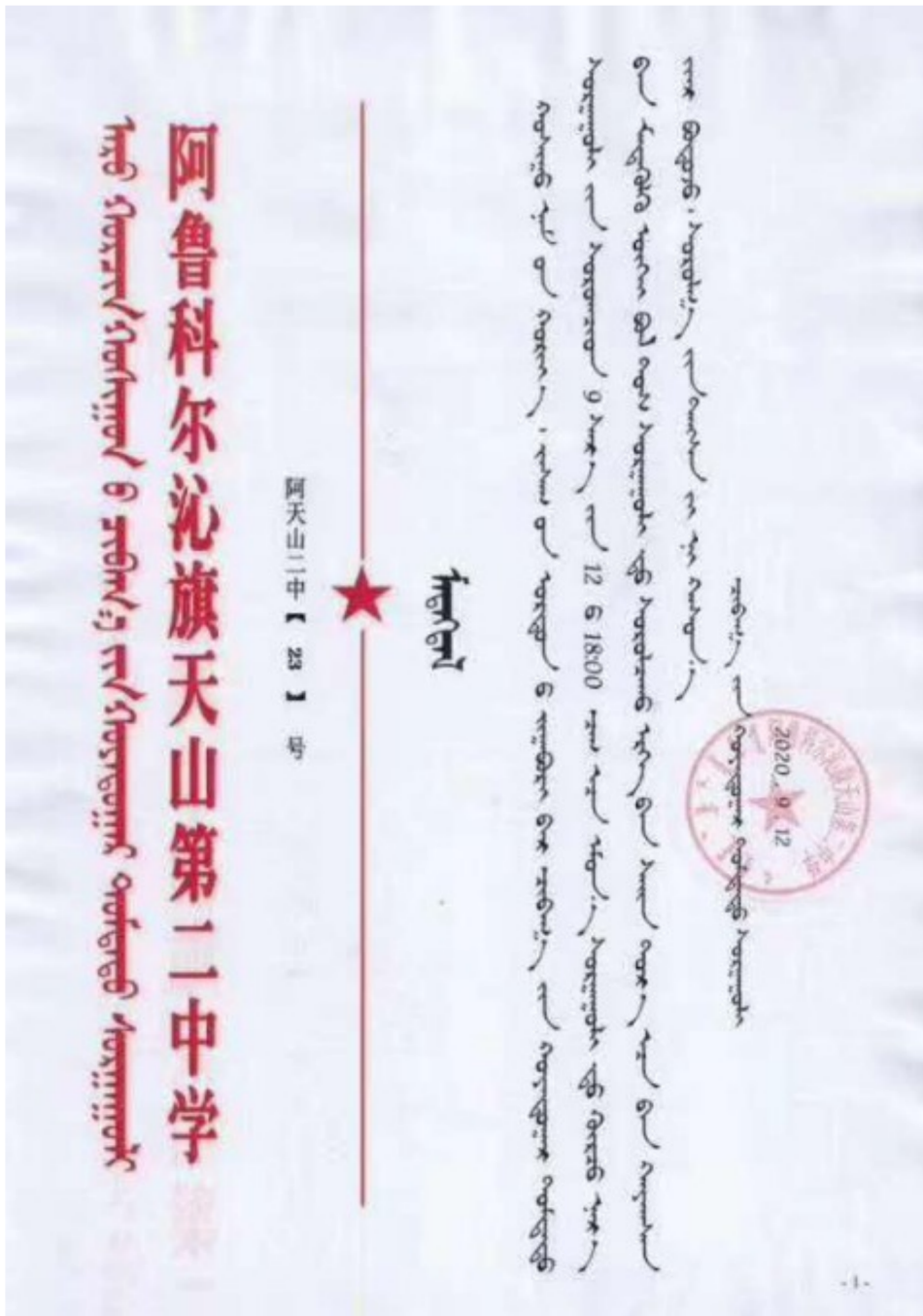
Following the upper authorities' request, in order to practically enhance the work to return students back to school and restore the normal school order within the time limit, the following matters are notified:

1. Students of our school must register before 9:00 AM of September 13. The first 100 students of the same grades who registered before the deadline can break their class boundary to select a new class. The rest of the students will assigned to their classes by the school.
2. Students who fail to register before 9:00 AM of September 13 **will be suspended of their all financial assistance outside the compulsory education period regulation.**
3. The school has already started as planned. **Those students who failed to return to school on time will be denied to right to make-up classes.**

Bairin Right Banner Daban Mongolian Middle School

September 11, 2020

C2 Ar-Horchin Banner Chavag No.2 middle school notice on students to be considered dropping school if not attending classes



Translation Annex C2

Ar-Horchin Banner Chavag No.2 Middle School Document

A Tian Shan Er Zhong [23]

NOTICE

Following the Banner Party Committee and the Government instructions, those students of the Chavag No.2 Middle School who fail to register to return to school by 18:00 of September 12 will automatically be considered dropping off the school and their student accounts will be expunged.

Chavag No.2 Middle School

September 12, 2020

C3 – Darhan Muu-mingan Joint Banner Mongolian school decision regarding the punishment of the students who violated the school regulations

ᠳᠠᠮᠠᠭᠤᠯᠠᠨᠮᠤᠮᠤᠮᠢᠩᠵᠢᠨᠮᠣᠩᠭᠣᠯᠠᠯᠠᠳᠤᠰᠤᠯᠠᠭᠤᠨ
达茂联合旗蒙古族学校

**达茂联合旗蒙古族学校
关于对违反学校规定学生的处罚决定**

经达茂联合旗蒙古族学校支委会、校委会会议研究决定，对此次统编教材推行工作中，经过多方多次宣传劝导，截止2020年9月12日9:00未到校上课的学生予以以下处罚：

- 一、不得享受通过学校获得的任何奖项。
- 二、不得享受学校的各项资助资金。
- 三、学籍档案中记过，保留至初中毕业，表现优异者可提前取消。
- 四、在此学段内不得竞聘学生干部。

达茂联合旗蒙古族学校
2020年9月11日



Translation Annex C3

Darhan Muu-mingan Joint Banner Mongolian School Decision Regarding the Punishment of the Students Who Violated the School Regulations

After a careful consideration, the Darhan Muu-mingan Joint Banner Mongolian School Party Committee Branch and the School Committee decided to give the following punishments to those students who failed to return to school before 9:00 AM of September 2020 during the enforcement of the nationally compiled textbook even after multiple propagations and multiple persuasions from multiple authorities:

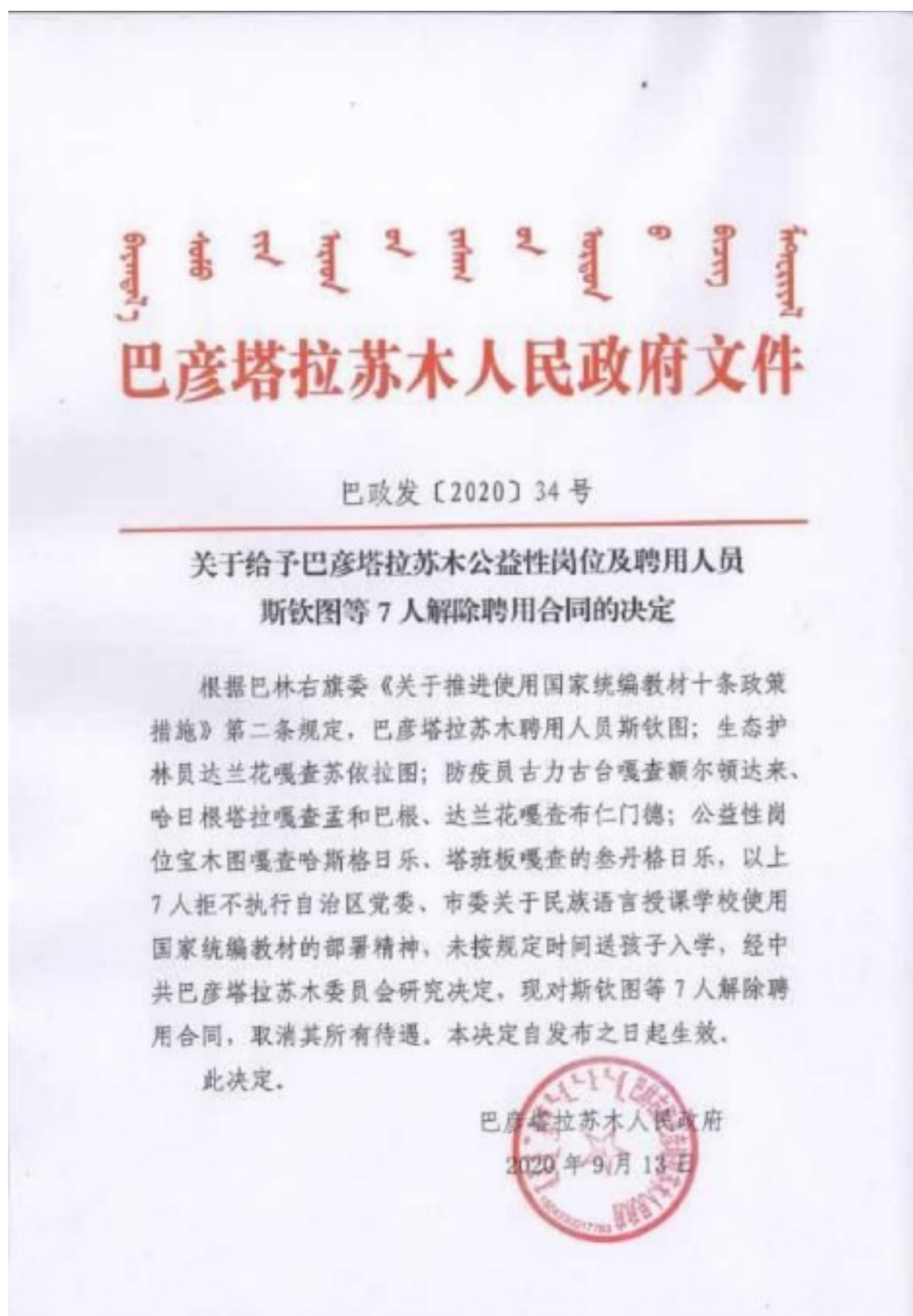
1. Shall not be eligible for any award and prize from or through the school;
2. Shall not be eligible for any financial assistance from or through the school;
3. A demerit shall be left in the student record and shall be kept until the graduation of middle school. But the record might be removed in advance upon the exhibition of merit;
4. Shall not be eligible for running for office of student union during the academic period.

Darhan Muun-mingan Joint Banner Mongolian School

September 11, 2020

Annex D – Notices of termination of employment of parents boycotting schools

D1 – Bayantal Sum People’s Government decision regarding the termination of employment of 7 employees of Bayantal Sum including Sechent



Translation Annex D1

Bayantal Sum People’s Government Document

Ba Zheng Fa [2020] No.34

Decision Regarding the Termination of Employment of 7 Employees of

Bayantal Sum Including Sechent

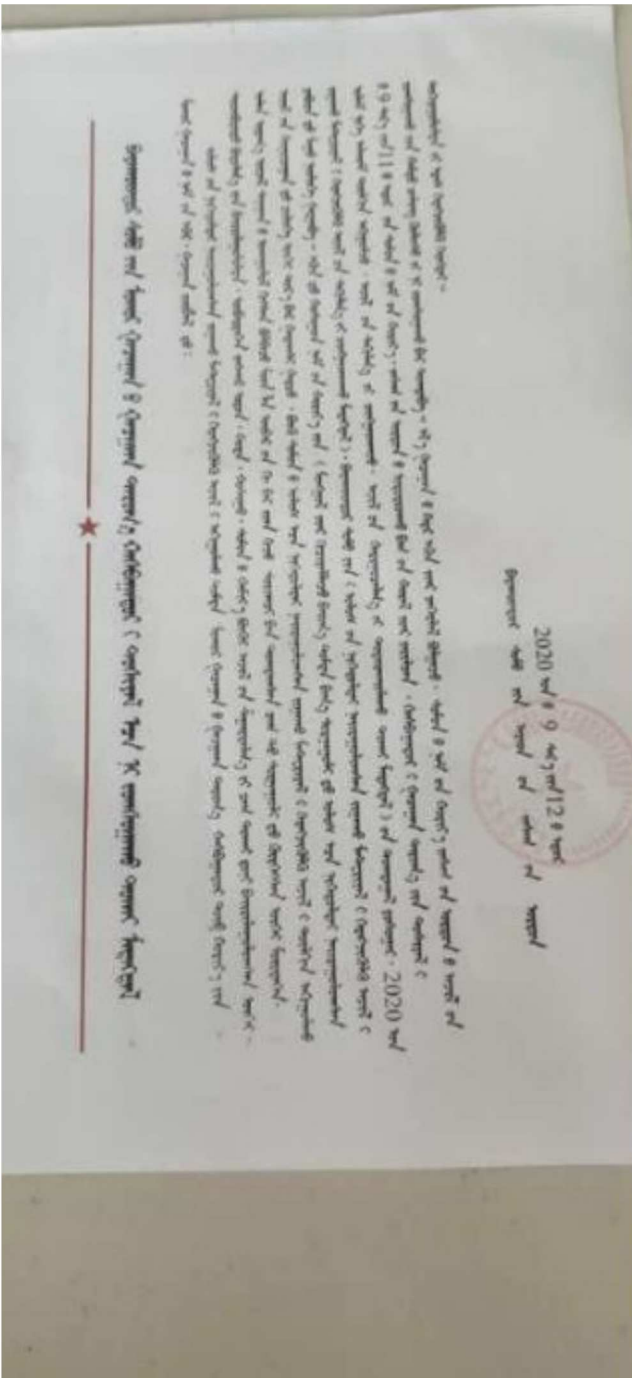
In accordance with the Bairin Right Banner Party Committee “Ten Policy Measures Regarding the Enforcement of Nationally Compiled Textbook” Article Two, 7 individuals including Bayantal Sum employee Sechent, environmental protection worker Soyolt from Dalan-hua Gachaa, disease prevention worker Erdendalai from Gurguultai Gachaa, Munkbagan from Hargantal Gachaa, Burenmend from Dalan-hua Gachaa, public welfare worker Hasgerel from Bomot Gachaa, and Zandangerel from Tavan-ban Gachaa refused to comply with the spirit of the Autonomous Region Party Committee and the Municipal Party Committee regarding the deployment of the nationally compiled textbook usage in schools of minority language medium of instruction, failed to send their children back to school on time. After a careful consideration, the Bayantal Sum Party Committee decided to terminate the employment of the 7 individuals (Sechent, et el) and suspend all of their benefits. The decision is immediately effective from the date of issuance.

Hereby decided by

Bayantal Sum People’s Government

September 13, 2020

D2 – Notice Regarding the Removal of Hasbaatar, head of Mohor Gachaa of Bayan-undur Sum, from post



Translation Annex D2

Notice Regarding the Removal of Hasbaatar, head of Mohor Gachaa of Bayan-undur Sum, from Post

To Mohor Gachaa Party Branch and the Gachaa Committee,

During the enforcement of the nationally compiled textbook, **the Gachaa head Hasbaatar refused to obey the Party Central Committee’s strategic deployment** and the relevant demands from the municipal, banner and sum governments. **Ignoring the multiple propagation and persuasion**, not only does he remain disobedient, but also he called out from work multiple times to travel elsewhere and brought a **negative impact to the implementation of the nationally compiled textbook work**. In accordance with the Banner Party Committee’s “Notice Regarding the Enhancement of Discipline in the Implementation of Nationally Compiled Textbook” and the Bayan-undur Sum “Notice to Enhance the Discipline and Accountability during the Implementation of Nationally Compiled Textbook”, on September 11, 2020, after a careful consideration, **the Sum Party Committee and Government leadership team decided to remove Hasbaatar from the Gachaa head post and suspend his salary**. All cadres of other Gachaas must take this as a warning to faithfully execute the order from the Sum Party Committee and the Government.

Bayan-undur Sum People’s Government

September 12, 2020

D3 – Shuluun-Huh Banner Bureau of Education Decision Regarding the Punishment of Principals and Teachers Who Failed to Apply Their Full Strength in the Work of Enforcing the Nationally Compiled Textbook Usage

正蓝旗教育局文件

蓝教字〔2020〕131号

签发人：那仁朝克图

**正蓝旗教育局
关于对推行国家统编教材使用工作不力的
校长及教师作出处分的决定**

经教育局研究决定，对在推行国家通用统编教材使用工作中表现不力、责任落实不到位的校长及教师，作出如下处理：

一、旗蒙古族高级中学书记、副校长布仁朝克图，蒙古族高级中学校长特木尔；蒙古族中学书记、校长德格吉勒图；蒙古族小学书记、校长宝力达；桑根达来蒙古族学校书记、校长斯日古楞组织开展相关工作不力、压紧压实工作责任意识不强，落实教职工管理主体责任不严格，现给予全旗严厉通报批评。

二、旗蒙古族高级中学高一年级122班班主任阿丽玛、

高二年级 115 班班主任朝克巴达日呼、116 班班主任斯琴其木格、117 班班主任宝音萨和亚；蒙古族中学初二年级 177 班班主任朝鲁孟其其格、初三年级 168 班班主任宝·温都日呼、170 班班主任达·温都日呼；蒙古族小学二年级 3 班班主任小朝鲁孟其其格、四年级 5 班班主任娜仁高娃；桑根达来蒙古族学校一年级 89 班班主任珠娜、90 班班主任格日勒图雅，二年级 87 班班主任斯日古楞、88 班班主任乌兰图雅，三年级 85 班班主任萨仁高娃，四年级 84 班班主任满都拉图、五年级 81 班班主任乌尼尔其其格、82 班班主任宝力达斯琴，六年级 79 班班主任呼和、80 班班主任特日贡巴雅尔开展本班学生劝返工作不力，学生未能如期返校报到，现给予全旗严厉通报批评。

希望全旗广大教职工特别是党员教师引以为戒，切实提高认识，在思想上行动上始终与党中央保持高度一致，旗帜鲜明坚定坚决的落实好党和国家各项决策部署，全力以赴做好推行统编教材使用工作，有效开展学生劝返工作，尽早恢复正常教育教学秩序。对未能按期完成相关工作的校长及教师将按照相关规定给予严肃处理。



Translation Annex D3

Shuluun-Huh Banner Bureau of Education Document
Lan Jiao Zi [2020] No.131 Issuer: Narantsogt

Shuluun-Huh Banner Bureau of Education Decision Regarding the Punishment of Principals and Teachers Who Failed to Apply Their Full Strength in the Work of Enforcing the Nationally Compiled Textbook Usage

After a careful consideration, the Bureau of Education decided to punish those principals and teachers who failed to apply their full strength in the work of enforcing the nationally compiled textbook usage as follows:

1. The Banner Mongolian High School Party Secretary and the Assistant Principal Burentsogt, the Mongoliana High School Principal Tumur, the Mongolian Middle School Party Secretary and Principal Degjirelt, the Mongolian Elementary School Party Secretary and Principal Boldoo, Sangiin-dalai Mongolian School Party Secretary and Principal Serguulen failed to mobilize their full strength in the relevant work, lacking the sense of work responsibility, ineffective in delegating responsibilities to the teachers. Here, they are given the public notice of criticism.
2. Alimaa, homeroom teacher of the Mongolian High School first grade class 122; Badarah, homeroom teacher of the Mongoliana High School second grade class 115; Tsetsenchimeg, homeroom teacher of class 116; Buyansahiyaa, homeroom teacher of class 117; Tsolmontsetseg, homeroom teacher of class 177 of Mongolian Middle School second grade; Bao Undurah, homeroom teacher of the class 168 of the Middle School third grade; Da Undurah, homeroom teacher of the class 170; Little Tsolmontsetseg, second grade class 3 of Mongolian Elementary School; Narangowaa, homeroom teacher of the class 5 of fourth grade; Zunaa, homeroom teacher of the class 89 of the first grade of Sangiin-dalai Mongolian School; Gereltuyaa, homeroom teacher of class 90; Serguulen, homeroom teacher of second grade class 87; Ulaantuyaa, homeroom teacher of class 88; Sarangowaa, homeroom teacher of third grade class 85; Mandalt, homeroom teacher of fourth grade class 84; Unirtsetseg, homeroom teacher of third grade class 81; Bolodtsetsen, homeroom teacher of fourth grade class 84; Huhee, sixth grade class 79 and Terguunbayar, homeroom teacher of class 80, failed to apply their full strength. Their students did not return to school as requested. Therefore, they are given a public notice of criticism.

We hope all teachers and other employees will learn the lesson to practically improve their understanding to keep their word and deed consistent with the Party Central Committee, firmly implement all strategic deployment of the party and the state, fully heartedly complete the nationally compiled textbook usage, effectively bring back students to school to restore the normal educational order as soon as possible. Those principals and teachers who fail to complete the relevant work will be given a severe punishment according to the regulations.

Shuluun-Huh Banner Bureau of Education

September 16, 2020

Annex E – Warnings of “legal education” and “concentrated trainings” for boycotting parents.

E1 – Office of the Bairin Right Banner Party Committee written warning on the imposition to attend concentrated school trainings to parents or guardians of children who failed to send those to school

中共巴林右旗委办公室

关于全旗公职人员蒙授学校就读子女上学提醒函

各苏木镇党委、政府，街道党工委、管理办公室，旗直各部委办局，各人民团体、企事业单位：

根据旗委要求，全旗各苏木镇、街道，旗直各部委办局，各人民团体、企事业单位所有公职人员（含国有企业聘用人员和政府聘用人员），家中有应在民族语言授课学校读书的子女，2020年9月7日必须将子女送到所在学校报到上学，如不按时送子女报到上课，9月8日起停职停薪、调出组织人事关系，待分配，同时进行集中培训。拒不参加培训或培训后仍不送子女报到入学的，将启动开除程序。

对嘎查村“两委”班子成员、所有党员拒不执行政策的，参照上述追究问责。



- 1 -

Translation Annex E1

Chinese Communist Party Bairin Right Banner committee office warning regarding returning children of public servants taught in Mongolian to school

All Sum Party committees, governments, district party committee and unions, administrative offices, Banner offices and bureaus, all civil societies and corporations

At the request from the Banner Party Committee, all Sum Party committees, governments, district party committee and unions, administrative offices, Banner offices and bureaus, all civil societies

and corporations employees (including state-run business employees and government employees) must return their children back to school by September 7, 2020, if they have any children of school age in schools where minority language is used as the medium of instruction. **Those who fail to bring their children to register will be fired from work and suspended of their salaries, terminated their employment by the human resources authorities, and given a concentrated training. Those who refuse to receive training and those who refuse to send their children back to school even after the training will be expelled.**

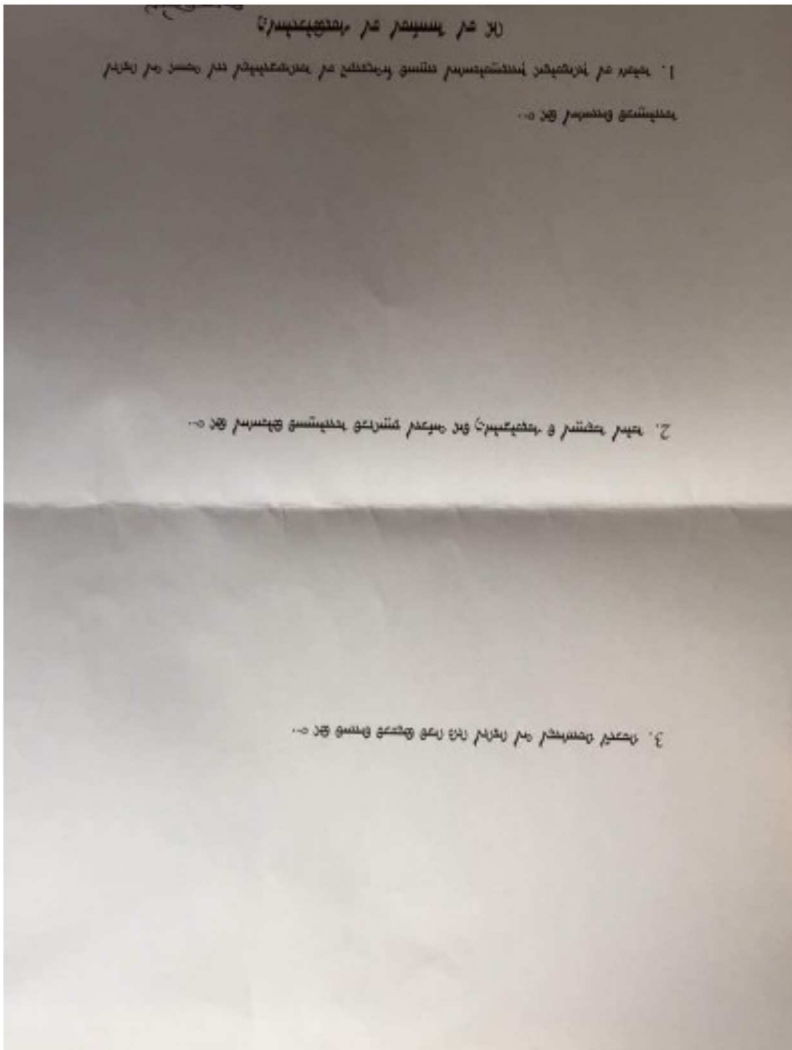
Gachaa and village committee members will also be held accountable if he or she refuse to execute the policy.

Bairin Right Banner Party Committee Office

Bariin Right Banner People's Government Office

September 6, 2020

E2 Questionnaire following the legal education and training



1. How was your understanding about the nationally compiled textbook reform?
2. After the multiple trainings, how is your understanding now?
3. What do you think you will do in the future?

E3 – Ar-Horchin Banner Public Notice regarding the punishment of individuals who violate the new compulsory Education Law. The warning inform about the imposition to attend legal education and concentrated training for parents or guardians of children who fail to send those to school

阿鲁科尔沁旗人民法院
阿鲁科尔沁旗人民检察院
阿鲁科尔沁旗公安局
阿鲁科尔沁旗教育局
阿鲁科尔沁旗司法局

文件

关于对违反义务教育法人员处置的公告

根据《中华人民共和国义务教育法》和《中华人民共和国未成年人保护法》，适龄儿童、少年的父母或者其他监护人未按规定送子女或者其他被监护人就学接受义务教育的，旗人民政府将对家长及其其他监护人进行法制教育培训。经教育仍拒不送其子女或者其他被监护人就学的，将处以 500 元以上、5000 元以下罚款，并依法追究有关责任。

阿鲁科尔沁旗人民法院

阿鲁科尔沁旗人民检察院

阿鲁科尔沁旗公安局

阿鲁科尔沁旗教育局

阿鲁科尔沁旗司法局

2020年9月13日

Translation Annex E3

Document of
Ar-Horchin Banner People's Court
Ar-Horchin Banner People's Procuratorates
Ar-Horchin Banner Public Security Bureau

Ar-Horchin Banner Educational Bureau
Ar-Horchin Banner Judicial Bureau

Public Notice Regarding the Punishment of Individuals
Who Violate Compulsory Education Law

In accordance with the “People’s Republic of China Compulsory Education Law” and “People’s Republic of China Law of Protection of Minors”, **the banner government shall impose a legal education and training to the parents or guardians of children** of school age who failed to send their children or other persons under guardianship back to school to receive compulsory education following the regulation. Those who still refuse to send their children or persons under guardianship back to school after the education shall be punished with a fine ranging between 500 Yuan and 5000 Yuan, and shall be pursued legal responsibility.

Ar-Horchin Banner People’s Court
Ar-Horchin Banner People’s Procuratorates
Ar-Horchin Banner Public Security Bureau
Ar-Horchin Banner Educational Bureau
Ar-Horchin Banner Judicial Bureau

September 13, 2020

E4 Bairin Right Banner Public Notice regarding the punishment of individuals who violate the new compulsory Education Law. The warning inform about the imposition to attend legal education and training for parents or guardians of children who fail to send those to school

巴林右旗人民法院
巴林右旗人民检察院
巴林右旗公安局
巴林右旗教育局
巴林右旗司法局

文件

关于对违反义务教育法人员处置的公告

根据《中华人民共和国义务教育法》和《中华人民共和国未成年人保护法》，适龄儿童、少年的父母或者其他监护人未按规定送子女或者其他被监护人就学接受义务教育的，旗人民政府将对家长及其他监护人进行法治教育培训，经教育仍拒不送其子女或者其他被监护人就学的，将处以500元以上、5000元以下罚款，并依法追究有关责任。



Translation Annex E4

Document of
Bairin Right Banner People's Court
Bairin Right Banner People's Procuratorates
Bairin Right Banner Public Security Bureau
Bairin Right Banner Educational Bureau
Bairin Right Banner Judicial Bureau

Public Notice Regarding the Punishment of Individuals
Who Violate Compulsory Education Law

In accordance with the "People's Republic of China Compulsory Education Law" and "People's Republic of China Law of Protection of Minors", the banner government shall impose a **legal**

education and training to the parents or guardians of children of school age who failed to send their children or other persons under guardianship back to school to receive compulsory education following the regulation. Those who still refuse to send their children or persons under guardianship back to school after the education shall be punished with a fine ranging between 500 Yuan and 5000 Yuan, and shall be pursued legal responsibility.

Bairin Right Banner People's Court
Bairin Right Banner People's Procuratorates
Bairin Right Banner Public Security Bureau
Bairin Right Banner Educational Bureau
Bairin Right Banner Judicial Bureau

September 13, 2020

E5 – Sunid Left Banner Public Notice regarding the punishment of individuals who violate the new compulsory Education Law. The warning inform about the imposition to attend legal education and training for parents or guardians of children who fail to send those to school

**苏尼特左旗人民法院
苏尼特左旗人民检察院
苏尼特左旗公安局
苏尼特左旗教育局
苏尼特左旗司法局** **文件**

关于对违反义务教育法人员处置的公告

根据《中华人民共和国义务教育法》和《中华人民共和国未成年人保护法》，适龄儿童，少年的父母或者其他监护人未按规定送子女或者其他被监护人就学接受义务教育的，旗人民政府将对家长及其他监护人进行法制教育培训，经教育仍拒不送其子女或者其他被监护人就学的，将处以 500 元以上、5000 元以下罚款，并依法追究有关责任。



Translation Annex E5

Document of
Sunid Left Banner Banner People's Court
Sunid Left Banner Banner People's Procuratorates
Sunid Left Banner Banner Public Security Bureau
Sunid Left Banner Banner Educational Bureau
Sunid Left Banner Banner Judicial Bureau

Public Notice Regarding the Punishment of Individuals
Who Violate Compulsory Education Law

In accordance with the “People’s Republic of China Compulsory Education Law” and “People’s Republic of China Law of Protection of Minors”, the banner government **shall impose a legal education and training to the parents or guardians of children of school age who failed to send their children or other persons under guardianship back to school to receive compulsory education following the regulation.** Those who still refuse to send their children or persons under guardianship back to school after the education shall be punished with a fine ranging between 500 Yuan and 5000 Yuan, and shall be pursued legal responsibility.

Sunid Left Banner Banner People’s Court
Sunid Left Banner Banner People’s Procuratorates
Sunid Left Banner Banner Public Security Bureau
Sunid Left Banner Banner Educational Bureau
Sunid Left Banner Banner Judicial Bureau

September 13, 2020

E6 – Heshigten Banner Public Notice regarding the punishment of individuals who violate compulsory Education Law. The warning inform about the imposition to attend legal education and training for parents or guardians of children who fail to send those to school

克什克腾旗人民法院
克什克腾旗人民检察院
克什克腾旗公安局
克什克腾旗教育局
克什克腾旗司法局

文件

关于对违反义务教育法人员处置的公告

根据《中华人民共和国义务教育法》和《中华人民共和国未成年人保护法》，适龄儿童、少年的父母或者其他监护人未按规定送子女或者其他被监护人就学接受义务教育的，旗人民政府将对家长及其他监护人进行法制教育培训，经教育仍拒不送其子女或者其他被监护人就学的，将处以500元以上、5000元以下罚款，并依法追究有关责任。



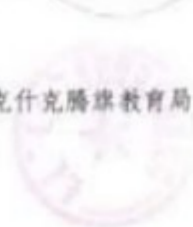
克什克腾旗人民法院



克什克腾旗人民检察院



克什克腾旗公安局



克什克腾旗教育局



克什克腾旗司法局

2020年9月13日

Translation Annex E6

Document of
Heshigten Banner Banner People's Court
Heshigten Banner Banner People's Procuratorates
Heshigten Banner Banner Public Security Bureau
Heshigten Banner Banner Educational Bureau

Heshigten Banner Banner Judicial Bureau

Public Notice Regarding the Punishment of Individuals Who Violate Compulsory Education Law

In accordance with the “People’s Republic of China Compulsory Education Law” and “People’s Republic of China Law of Protection of Minors”, the banner government shall impose a legal education and training to the parents or guardians of children of school age who failed to send their children or other persons under **guardianship back to school to receive compulsory education following the regulation**. Those who still refuse to send their children or persons under guardianship **back to school after the education shall be punished with a fine ranging between 500 Yuan and 5000 Yuan**, and shall be pursued legal responsibility.

Heshigten Banner Banner People’s Court
Heshigten Banner Banner People’s Procuratorates
Heshigten Banner Banner Public Security Bureau
Heshigten Banner Banner Educational Bureau
Heshigten Banner Banner Judicial Bureau

September 13, 2020