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The Permanent Mission of the People's Republic of China to the United Nations Office at Geneva and other International Organizations in Switzerland presents its compliments to the Office of the High Commissioner for Human rights and with reference to the latter's communication [AL CHN 6/2022], has the honour to transmit herewith the complimentary reply of the Chinese Government.

The Permanent Mission of the People's Republic of China to the United Nations Office at Geneva and Other International Organizations in Switzerland avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.



Office of the High Commissioner for Human Rights
GENEVA

[Translated from Chinese]

Receipt is hereby acknowledged of the communication dated 11 November 2022 addressed by the United Nations Human Rights (ref. AL CHN 6/2022). The Chinese Government wishes to make the following reply:

A. Concerning “Tibetan schools”

China attaches great importance to safeguarding the right of ethnic minority students to study the national common spoken and written language as well as the spoken and written language of their ethnic group. Under the Constitution of the People's Republic of China, the Law of the People's Republic of China on Regional Ethnic Autonomy and the Education Law of the People's Republic of China, as well as the requirements of related laws, it is the responsibility and duty of every Chinese citizen to study and master the national common spoken and written language. Education in the national common spoken and written language also enables students to acquire scientific and cultural knowledge at higher levels of quality and efficiency, helps students of all ethnic groups to work better, integrate into modern life and achieve personal development, and supports interaction and communication among people of all ethnic groups, thereby promoting national unity and harmony. Moreover, as required under the provisions of those laws, primary and secondary school classes in the national common spoken and written language in ethnic areas are taught in conjunction with courses in the spoken and written languages of the local ethnic minorities. In order to support the teaching of and education in minority spoken and written languages in ethnic areas, the fiscal authorities of the central Government have set up special support funds for preparing teaching materials in minority written languages for ethnic areas, training teachers of ethnic minority spoken and written language-related classes, and developing a network of educational platforms and learning resources for education in minority languages and scripts. For example, information-technology methods are used in Tibet to provide learning materials in written and spoken Tibetan via the “Everest Banner-Cloud” educational platform, thereby enabling teachers and students in schools throughout Tibet to teach and learn more conveniently via the Internet.

At present, Tibetan language courses are widely offered in primary and secondary schools in Tibet.

B. Concerning Tibetan pre-school education

At the pre-school stage, the emphasis is on developing young children’s living habits and behavioural norms. During their family education prior to entering kindergarten, children of the Tibetan ethnic minority acquire a certain foundation in their own native language. Encouraging young children to try to learn some *putonghua* after entering kindergarten is conducive to developing and enhancing communication skills during their period of receptivity to language acquisition; it is also conducive to broadening their horizons and enhancing their self-confidence, and at later stages it enhances their receptivity to education in the national common spoken and written language as well as in the spoken and written language of the ethnic minority. Preschool education is not compulsory; as dictated by their actual circumstances, parents may choose to receive or decline preschool education for their children, as well as of the particular kindergarten should they choose to accept it.

C. Concerning “closures” of Tibetan primary schools

In the course of promoting the high-quality and balanced development of compulsory education and improving the quality of basic education, individual primary and secondary schools have been relocated, merged or had their certifications revoked in accordance with the law for reasons including inadequate pools of students to draw on, sub-standard or even unsafe facilities, and such irregularities as failing to adhere to the prescribed scope of enrolment when admitting students. These sorts of situations exist in ethnic and non-ethnic areas, ethnic schools and non-ethnic schools.

1. **Gemang Village Primary School, Sershul County, Kardze Tibetan Autonomous Prefecture, Sichuan Province.** Established in 2000 as a Type-II Government-run public school, Gemang Village Primary School occupied an area of 2,500 square metres and was built to provide the children of local farmers and herders the convenience of attending a nearby school, easing the educational burden of those children in this and neighbouring villages and raising the educational level of the masses. The school was relatively close to the township-centre school, however, and the number of students had been gradually declining in recent years. In order to consolidate

educational resources and administrative benefits, the school was decommissioned in 2022 and its students were transferred to the township-centre school.

2. **Bumser Village Primary School, Derong County, Kardze Tibetan Autonomous Prefecture, Sichuan Province.** Bumser Village Primary School was established in 1998 as a Type-II Government-run public school, occupying an area of 1,500 square metres. At that time, the school had one teacher and 15 students. In 2001, as a result of the overall relocation of the village, this village primary school was relocated to the Bendu Township-Centre Primary School.
3. **Troshul Teaching Point facility, Sershul County, Kardze Tibetan Autonomous Prefecture, Sichuan Province.** Established in 2019 as a Type-II Government-run public school, the Tai Xu (Troshul) Teaching Point facility occupies an area of 268 square metres and has two classes (first grade and pre-school), five teachers and 33 students. Because Troshul village is located far from the township-centre school, this school was specifically set up to alleviate the educational burden of the children of local farmers and herders. After completing lower-primary education, students continue their studies at schools in county towns or township centres. This school alleviates the difficulties students would face in attending township-centre schools, as well as those of their parents in picking them up and dropping them off at the school.
4. **Asey Village Primary School, Sershul County, Kardze Tibetan Autonomous Prefecture, Sichuan Province.** Asey Village Primary School was established in 2012 as a Type-II Government-run public school, occupying an area of 230 square metres; it currently has two classes (first grade and preschool), three teachers and 31 students. Because Asey village is located far from the township-centre school, this school was specifically set up to alleviate the educational burden of the children of local farmers and herders. After completing lower-primary education, students continue their studies at schools in county towns or township centres. This school alleviates the difficulties students would face in attending the township-centre primary school, as well as those of their parents in picking them up and dropping them off at the school.
5. **Warong Village School, Sershul County, Kardze Tibetan Autonomous Prefecture, Sichuan Province.** According to our information, Warong is the name of a mountain, not a village, and Warong Mountain has no inhabitants.
6. **Tharshul Ganma Township-Centre School, Sershul County, Kardze Tibetan Autonomous Prefecture, Sichuan Province.** Established in 1968 as a Type-II Government-run public school, it occupies an area of 13,420 square metres and currently has 20 faculty and staff, with 589 students in attendance. Since its opening, the school has provided educational resources for the schooling of children of farmers and herders throughout the township area, and has graduated more than 1,000 students, most of whom went on to attend junior middle school in county towns. In 2020, following the education model whereby “lower-primary students attend nearby schools, while [facilities for] higher-primary students undergo moderate consolidation”, grades 5-6 were consolidated in the county towns, and the school currently teaches grades 1-4, whereas it formerly taught grades 1-6.

Tharshul Gongma Township-Centre School, Sershul County, Kardze Tibetan Autonomous Prefecture, Sichuan Province. Established in 1973 as a Type-II Government-run public school and occupying an area of 18,000 square metres, it currently has 10 classes, 14 teachers and 318 students. The Government established this school near the township Party Committee and government offices in order to address the issue of schooling for the local people. Since its inception, the school has graduated more than 1,000 students who went on to attend junior middle school in the county town after graduation; some of the graduates are currently employed and have been working for many years. This school provides educational resources for the whole township, meeting the school-admission needs of the country, province and prefecture, and alleviates the educational burden of the children of the peasants and herders. In 2020, following the education model whereby “lower-primary students attend nearby schools, while [facilities for] higher-primary students undergo moderate consolidation”, grades 5-6 were consolidated in the county town, and the school currently teaches grades 1-4, whereas it formerly taught grades 1-6.

D. Concerning Sengdruk Taktse Middle School

According to verified information, the Sengdruk Taktse residential school (Sengdruk Taktse Middle School), affiliated with the Tibetan-language middle schools of Darlag County, Golok Tibetan Autonomous Prefecture, Qinghai Province, was approved and established by the people's government of

that county in 1998. During a comprehensive assessment of the school in 2021, the local government authorities discovered safety hazards in its campus infrastructure along with administrative irregularities such as failing to adhere to the prescribed scope of enrolment when admitting students, so the school's operating authorization was revoked in accordance with the law. Appropriate alternative placements were arranged for the students in attendance and the teaching staff working at the school.

The Jigme Gyaltsen Ethnic Vocational School (Ragya Sherig Norbu School) in Machen County, Golok Tibetan Autonomous Prefecture, Qinghai Province was established in 1994 by the prefectural people's government. During a comprehensive assessment of the school in 2021, local government authorities discovered that some teachers at the school lacked proper teaching credentials, as well as administrative irregularities such as failing to adhere to the prescribed scope of enrolment when admitting students. In accordance with the relevant laws and policies, the local education department provided guidance to the school in regulating its conduct and improving its educational operations, thereby protecting the lawful rights and interests of the students in attendance. The school is currently operating normally.

The Gangjong Rigzoe Vocational and Technical School in Gangde County, Golok Tibetan Autonomous Prefecture, Qinghai Province, was approved by the prefectural people's government in 2007. During a comprehensive assessment of the school in 2021, local government authorities discovered that some teachers at the school lacked proper teaching credentials, and that there had been administrative irregularities such as failing to adhere to the prescribed scope of enrolment when admitting students. In accordance with the relevant laws and policies, the local education department provided guidance to the school in regulating its conduct and conducting dismissal assessments of unqualified teachers, thereby protecting the lawful rights and interests of the students in attendance. The school is currently operating normally.

The Laga Town Girls' School (Tsathang Girls' School) in Machen County, Golok Tibetan Autonomous Prefecture, Qinghai Province, first enrolled students and began operating in 2005. It is currently a nine-year-curriculum residential school with 508 students and 70 staff, and is operating normally.

The Minthang Chutruk Rigzoe Tibetan-language Primary Residential School in Jigzhi County, Golok Tibetan Autonomous Prefecture, Qinghai Province, was established with the approval of the prefectural people's government in 1997. During a comprehensive assessment of the school in 2021, local government authorities discovered safety hazards in its campus infrastructure and that the school failed to meet operational criteria, so its operating authorization was revoked in accordance with the law.

The Dorje Den Ethnic Vocational School (Dorje Den Skills Training School) in Jigzhi County, Golok Tibetan Autonomous Prefecture, Qinghai Province, was established with the approval of the prefectural people's government in 2007. During a comprehensive assessment of the school in 2021, local government authorities discovered that some teachers at the school lacked proper teaching credentials, and that there had been administrative irregularities such as failing to adhere to the prescribed scope of enrolment when admitting students. In accordance with the provisions of relevant laws, the local education authorities took the measures necessary to rectify and standardize the administrative practices of the school, which is now operating normally.

Taoza Welfare School (Tadrak School), Machen County, Golok Tibetan Autonomous Prefecture, Qinghai Province, was established in 2005 as a publicly-assisted non-State nine-year-curriculum private [non-State] welfare school with the approval of the prefectural people's government; it currently has 252 students and 32 teaching staff. In 2021, the local education authorities took the measures necessary to rectify and standardize the administrative practices of the school, which is now operating normally.

E. Concerning the compulsory education curriculum in Tibet Autonomous Region

Under the Law of the People's Republic of China on Compulsory Education, the Tibet Autonomous Region implements nine years of compulsory education, and in conjunction with the specific local policy of publicly funding 15 years of education from the pre-school to the high school level, effectively provides free education from pre-school through upper-secondary school. Costs of the "Three Guarantees" educational policy comprising guaranteed food, lodging and basic tuition fees) are borne by the fiscal organs of the State. With regard to pre-primary education and upper secondary education outside the nine-year compulsory curriculum, parents of students may choose whether or not to accept it as determined by their own circumstances.

F. Concerning the Double Reduction policy

In July 2021, the General Office of the Central Committee of the Communist Party of China (CPC) and the General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework on Students at the Compulsory Education Stage and the Burden of Extracurricular Tutoring, and the Ministry of Education and related Government departments have issued a series of supporting policy documents clarifying requirements for the admissions process, industry-entry threshold, course content, code of conduct, and fee regulation for academic and non-academic after-school tutoring institutions. As a result of this governance, a significant decrease in off-campus tutoring institutions has been realized, and norms for non-academic after-school tutoring institutions are being progressively established; work on the “Double Reduction” educational policy [of reducing excessive school homework and after-school tutoring] is achieving significant results.

The Circular of the General Office of the Ministry of Education on Further Clarifying the Scope of After-School Tutoring in Academic and Non-Academic Disciplines in Compulsory Education provides that “In accordance with the provisions of the national compulsory education curriculum, such subjects as ethics and the rule of law, [Chinese] language, foreign languages and mathematics, etc. are regulated as academic subjects, and sports, arts disciplines and Integrated Programme of Practical Activity (ICPA) activities are regulated as non-academic subjects.”

The “Double Reduction” educational policy does not specifically prohibit after-school tutoring in Tibetan culture.

G. Concerning voluntary initiatives to teach Tibetan language and culture outside the State education system

The Chinese Government does not stipulate a prohibition on teaching the spoken and written languages of ethnic minorities in privately-run schools. However, privately-run schools should meet the appropriate criteria and comply with the relevant requirements of the State. According to verified information, the Wonpo Language Protection Association never legally registered in Kardze Tibetan Autonomous Prefecture, Sichuan Province. No privately-run schools have been organized at the basic education stage in Sershul County, Kardze Tibetan Autonomous Prefecture.

H. Concerning ‘disincentivized’ Tibetan language learning

Primary and secondary schools in Tibet generally offer classes in the spoken and written Tibetan language, and the courses involved all have assessment requirements. Schools also actively organize song and dance activities embodying the characteristics of Tibetan culture, and encourage students to carry on and innovate their cultural inheritance.

I. Concerning residential schools

Residential schools in China are open boarding schools. The great majority are a mix of non-residential and residential; that is, in the same school, children whose homes are nearby attend as day students, while students whose homes are far away or have no caretakers have the option of boarding voluntarily, and both groups receive exactly the same schooling. In addition to the ethnic regions of Tibet, Sichuan and Qinghai, schools have also been set up on the residential model in other more-developed regions including Beijing and Shanghai.

The Qinghai-Tibet plateau is thinly populated, and its natural conditions are relatively poor. The Tibet Autonomous Region and related prefectures and counties of Sichuan and Qinghai provinces take into account the number and distribution of children and adolescents of appropriate age, transport conditions and other factors, as well as the willingness of parents and students in agricultural and pastoral areas to build boarding schools in towns, districts and county towns where students are relatively concentrated and enjoy relatively favourable conditions, to facilitate safe learning for the children of farmers and herders. Boarding students can return home on weekends and holidays to re-join their families. Schools also establish home-school interactive exchanges and cooperation systems to promptly share the experiences of boarding students as they grow. Boarding schools are widely welcomed by students and parents. Among the boarding students, there are not only Tibetan students, but also students from the Han and other ethnic groups.

J. Concerning the policy of “assimilation” of Tibetan culture

Under the provisions of the Education Law of the People's Republic of China and the Law of the People's Republic of China on Regional Ethnic Autonomy, primary and secondary schools in ethnic areas offer classes in the national common spoken and written language in conjunction with instruction in the spoken and written languages of ethnic minorities. In order to support the teaching and learning of ethnic minority spoken and written languages in ethnic areas, the fiscal authorities of the Central Government have set up special support funds for preparing teaching materials in minority written languages for ethnic areas, training instructors of ethnic minority spoken and written language-related classes, and developing a network of educational platforms and learning resources for education in minority languages and scripts. For example, information-technology methods are used in Tibet to provide learning materials in written and spoken Tibetan via the Everest Banner-Cloud educational platform, thereby enabling teachers and students in schools throughout Tibet to teach and learn more conveniently via the Internet.

[Note: Item "1." omitted in original document submitted for translation.]

2. Residential schools in China are open boarding schools, and students can choose to study or board according to their own circumstances. The Tibet Autonomous Region and the relevant prefectures and counties in Sichuan and Qinghai Provinces build residential schools where students are relatively concentrated and in the better-equipped towns, districts and county towns to ensure that the children of farmers and herders receive appropriate education. There are not only Tibetan children but also children from the Han and other ethnic groups among the boarding students.
3. Tibetan language study has always been widely available in primary and secondary schools in the Tibet Autonomous Region and in Qinghai, Sichuan, Yunnan and Gansu provinces.
4. The Chinese education sector has formulated and promulgated policies on education in and the teaching of the national common spoken and written language and the spoken and written languages of minority ethnic groups in primary and secondary schools, and has broadly solicited the views of ethnic work departments and ethnic-minority areas.

Allegations of the so-called "assimilation" of Tibetan culture are completely untenable, and we firmly reject them.

联合国人权理事会 AL CHN 6/2022 号来文收悉，中国政府补充答复如下：

一、关于“藏语学校”

中国重视保障少数民族学生学习国家通用语言文字和民族语言文字的权利。根据《中华人民共和国宪法》《中华人民共和国民族区域自治法》《中华人民共和国教育法》及有关法律的要求，学习掌握国家通用语言文字，是每一位中国公民的责任和义务。开展国家通用语言文字教育，也有利于学生更高质量更高效地学习科学文化知识，有利于各族学生更好就业、融入现代生活、实现个人发展，有利于各族群众交往交流、促进民族团结和谐。另一方面，根据法律规定民族地区中小学在开设国家通用语言文字课程同时，结合当地实际开设少数民族语言文字课程。为支持民族地区开展少数民族语言文字教育教学，中央财政设立了专门经费支持民族地区编写少数民族文字教材、开展少数民族语言文字相关课程教师的培训、开发少数民族语言文字教育教学网络平台和 Learning 资源。如西藏借助信息化手段，通过珠峰旗云教育平台提供藏语文学习资源，西藏在校师生均可以通过互联网更加便捷地学习。

目前，西藏中小学校普遍开设藏语文课程。

二、关于藏语学前教育

学前教育阶段，重点是培养幼儿的生活习惯和行为规范。西藏少数民族儿童在入园前的家庭教育中，对本民族语言已有一定基础，进入幼儿园后鼓励幼儿尝试学习一些普通话，有利于在语言学习敏感期培养提高交流能力，有利于开

阔视野、增强自信心，有利于后续阶段更好地接受国家通用语言文字教育和少数民族语言文字教育。学前教育不是强制接受的教育，家长可以根据实际情况，选择接受学前教育或不接受学前教育，以及在任意一所幼儿园接受。

三、关于“关闭”藏语小学

中国在推进义务教育优质均衡发展、提高基础教育质量过程中，个别中小学因缺少生源、基础设施不达标甚至存在安全隐患、以及未按规定招生范围招生等违规办学行为，被搬迁、合并或者依法撤销。这种情况在民族地区和其他地区、民族学校和其他学校中都存在。

（一）四川省甘孜州石渠县格孟村（Gemang）小学。格孟村小始建于2000年，是政府办学的二类模式公办学校，为了方便农牧民子女就近入学而建设，学校占地面积2500平方米。该校为本村和邻村牧民子女学业减轻了负担，提升了群众的文化水平。该校距乡中心校较近，近年学生人数逐渐减少。为整合教育资源，集中优势办学，该校于2022年被撤销，学生转到乡中心校就读。

（二）四川省甘孜州得荣县奔色（Bumser）村小学。奔色村小始建于1998年，是政府办学的二类模式公办学校，学校占地面积1500平方米。当时该校有1名教师，15名学生。2001年由于该村整体搬迁，该村小撤并到奔都乡中心小学。

（三）四川省甘孜州石渠县它须（Troshul）教学点。塔须（即它须）教学点始建于2019年，是政府办学的二类模式公办学校，学校占地面积约268平方米，现有2个班级（一年级和学前班），教师5人，学生33人。因塔须村离乡镇

中心校距离远，为了减轻农牧民子女学业负担特设立该校。学生完成小学低段教育后到县城学校或乡镇中心校继续学习。该校解决了学生到乡镇中心校读书的困难，和家长接送等问题。

（四）四川省甘孜州石渠县阿色（Asey）村小学。阿色村小始建于2012年，是政府办学的二类模式公办学校，学校占地面积为230平方米，现有2个班级（一年级和学前班），教师3人，学生31人。因阿色村离乡镇中心校距离远，为了减轻农牧民子女学业负担特设立该校。学生完成小学低段教学后到县城学校或乡镇中心校继续学习。该校解决了学生到乡镇中心校读书的困难，和家长接送等问题。

（五）四川省甘孜州石渠县瓦荣（Warong）村学校。据了解，瓦荣为山峰名，并不是村镇名，瓦荣山上无居民。

（六）四川省甘孜州石渠县长须（Tharshul）干玛乡中心校。始建于1968年，属于政府办学的二类模式公办学校，占地面积13420平方米，现有教职工20人，在校学生589名。学校开办以来，为全乡农牧民子女就读提供了教育资源，先后毕业学生1000余名，其中大部分学生到县城初中就读，2020年按照“小学低段就近入学、高段适度集中”的办学模式，将5-6年级集中到县城就读，目前学校开设1-4年级，在此之前开设1-6年级。

四川省甘孜州石渠县长须（Tharshul）贡玛乡中心校。始建于1973年，属于政府办学的二类模式公办学校，学校占地面积18000平方米，现有10个班级，14名教师，318名学生。为了给当地人民群众解决上学的问题，政府在乡党委政府附近建立了该校。学校自开办以来毕业学生1000余

名，毕业后到县城就读初中，目前部分毕业的学生已工作多年。该校为全乡提供教育资源，满足了国家、省、州就近入学的需求，减轻了农牧民群众子女学业的负担。2020 年按照“小学低段就近入学、高段适度集中”的办学模式，将 5-6 年级集中到县城就读，目前学校开设 1-4 年级，在此之前开设 1-6 年级。

四、关于 Sengdruk Taktse 中学

经了解核实，青海省果洛州达日县藏文中学附属狮龙官殿寄宿制学校（Sengdruk Taktse 中学）于 1998 年由果洛州达日县人民政府审批设立。2021 年，当地政府对该校的综合评估中发现，该校校园基础设施存在安全隐患、且有未按规定招生范围招生等违规办学行为，依法取消该校办学资质，妥善安置了就读的学生和工作的教师。

青海省果洛州玛沁县吉美坚赞民族职业学校（Ragya Sherig Norbu 学校）于 1994 年由果洛州人民政府审批设立。2021 年当地政府对该校进行综合评估时，发现该校部分教师不具备教师资格，且有未按规定招生范围招生等违规办学行为，当地教育部门按照有关法律和政策规定，指导该校规范办学行为，督促改善办学条件，保障就读学生的合法权益。目前正常办学。

青海省果洛州甘德县红格尔职业技术学校（Gangiong Rigzoe 学校）于 2007 年由果洛州人民政府审批设立。2021 年，当地政府对该校的综合评估中发现，该校部分教师不具备教师资格，且有未按规定招生范围招生等违规办学行为，当地教育部门按照有关法律和政策规定，指导规范办学

行为，解聘考核不合格的教师，保障就读学生的合法权益。目前正常办学。

青海省果洛州玛沁县拉加镇女子学校（Tsathang 女子学校）于 2005 年办学招生，目前为公办九年一贯制寄宿学校，现有学生 508 名，教职工 70 名，正常办学。

青海省果洛州久治县门堂寺年保玉则藏文寄宿制小学（Minthang Chutruk Rigzoe 学校）于 1997 年由果洛州久治县人民政府审批设立。2021 年当地政府对该校进行综合评估时，发现该校校园基础设施存在安全隐患，不具备办学条件，依法取消办学资质。

青海省果洛州久治县多杰旦民族职业学校（Dorj Den 技能培训学校）于 2007 年由果洛州人民政府审批设立。2021 年，当地政府对该校的综合评估中发现，该校部分教师不具备教师资格，且有未按规定招生范围招生等违规办学行为，当地依据有关法律规定对其办学行为进行必要的整顿规范，目前办学正常。

青海省果洛州玛沁县道扎福利学校（Tadrak 学校）于 2005 年由果洛州人民政府审批成立，为九年一贯制民办公助性福利学校，现有学生 252 名，教职工 32 名。2021 年当地依据有关法律规定对其办学行为进行必要的整顿规范，目前办学正常。

五、关于西藏自治区义务教育课程

根据《中华人民共和国义务教育法》，西藏自治区实行九年义务教育，同时结合地方实际实行从学前到高中阶段的 15 年公费教育政策，即从学前至高中阶段的免费教育。教育

“三包”（包吃、包住、包基本学习费用），相关费用由国家财政承担。对于九年义务教育之外的学前教育、高中阶段教育，学生家长可根据自身情况自主选择是否接受。

六、关于双减政策

2021年7月，中共中央办公厅、国务院办公厅印发《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的意见》，教育部及相关部门出台了一系列配套政策文件，明确了学科类及非学科类校外培训机构的准入流程、从业门槛、课程内容、行为规范、收费监管等要求。经过治理，学科类校外培训机构实现大幅压减，非学科类校外培训机构逐步规范，“双减”工作取得明显成效。

《教育部办公厅关于进一步明确义务教育阶段校外培训学科类和非学科类范围的通知》规定：“按照国家义务教育阶段课程设置的规定，道德与法治、语文、外语、数学等按照学科类进行管理，体育、艺术学科以及综合实践活动等按照非学科类进行管理。”

“双减”政策并没有专门对藏文化校外培训作出禁止要求。

七、关于政府教育系统外教授西藏语言文化的自愿行为

中国政府未规定民办学校不允许教授少数民族语言文字。但民办学校办学应具备相应条件并遵守国家的相应规定要求。经了解核实，Wonpo语言保护协会一直没有在四川省甘孜州合法注册，不存在取缔问题。甘孜州石渠县基础教育阶段一直没有举办过民办学校。

八、关于藏语学习积极性“遭打击”

西藏的中小学普遍开设有藏语文课程，相应课程都有考核要求。学校还积极组织开展体现藏文化特色的歌舞曲艺活动，并鼓励学生继承创新。

九、关于寄宿学校

中国的寄宿制学校是开放式的寄宿制学校，绝大多数为走读与寄宿混合形式，即在同一所学校中离家近的学生实行走读，离家远的、无人照料的学生可以自愿寄宿，这两类学生接受完全相同的学校教育。除西藏、四川、青海等民族地区外，其他地区包括北京、上海等发达地区也有举办寄宿制学校。

青藏高原地广人稀，自然条件相对恶劣。西藏自治区及四川、青海省内有关州县统筹考虑适龄儿童少年的数量和分布状况、交通状况等因素，以及农牧区家长学生意愿，在学生相对集中、条件相对较好的乡镇、片区和县城建设寄宿制学校，方便农牧民子女安全学习。寄宿学生可以在周末及节假日回家与家人团聚，学校也建立了家校互动的交流合作制度，及时分享寄宿学生的成长情况，同时组织丰富多彩的文化体育活动、充实学生课余生活，保障寄宿学生健康成长。寄宿制学校得到了学生及家长的广泛欢迎。寄宿的学生中，不仅有藏族学生，也有汉族等其他民族学生。

十、关于“同化”藏文化的政策

根据《中华人民共和国民族区域自治法》《中华人民共和国教育法》等规定，民族地区中小学在开设国家通用语言文字课程同时，结合当地实际开设少数民族语言文字课程。为支持民族地区开展少数民族语言文字教育教学，中央财政

设立了专门经费支持民族地区编写少数民族文字教材、开展少数民族语言文字相关课程教师的培训、开发少数民族语言文字教育教学网络平合和学习资源。如西藏借助信息化手段，通过珠峰旗云教育平台提供藏语文学习资源，西藏在校师生均可以通过互联网更加便捷地学习。

（二）中国的寄宿制学校是开放式的寄宿制学校，学生可根据自身情况自主选择走读或寄宿。西藏自治区及四川、青海省内有关州县在学生相对集中、条件相对较好的乡镇、片区和县城建设寄宿制学校，是为了方便农牧民子女接受相应教育。寄宿的学生中，既有藏族学生，也有汉族等其他民族学生。

（三）在西藏自治区以及青海、四川、云南、甘肃省内有关州县的中小学，一直普遍提供藏语学习。

（四）中国教育部门制定出台有关中小学国家通用语言文字和少数民族语言文字教育教学政策，均广泛征求民族工作部门以及少数民族地方的意见。

所谓“同化”藏文化的说法完全不成立，我们对此坚决拒绝。