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## A Deep Struggle of Tibetan Identity and China's Colonial Curriculum in Tibet

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What is included and what is excluded in curriculum often defines the question of whose education is? and as the world view representing the contents of cultural identity in school education, curriculum plays such roles in transforming knowledge and reproducing culture, and its identity throughout classroom interactions. School education in Tibetan society confronting such dilemma in transitioning its roles from as the Tibetan school education to China's colonial school education of cultural extermination since last six years in Tibet. This critical transition yet remains as a novel subject in both international Tibetan studies, curriculum studies, and domestic Tibetan education research.

By realizing the educational transition in furthering postcolonial turning point, and it has been resulting the social structural collapse of entire Tibetan society, this paper centers curriculum in applying the notion of social-cultural reproduction, and sociology of language, to examine how the seriousness of the social structural collapse predictably on the way coming. This paper gained data and evidence from various sources: extensions of previous educational sociologist research, numbers of recent fieldwork across Tibet from 2016 to 2020, narrative dialogue with multi-interviewees including numbers of unemployed Tibetan graduated students. This paper aims to interactively share the research finding with audiences.

### Biography:

Dr. Gyal Lo (Jia Luo) received his PhD from the University of Toronto, and was awarded Social Sciences and Humanities Research Council of Canada (SSHRC) Fellowship for his research entitled "Culturally-Relevant Education for Minority and Rural Village in Asia." Taught over a decade as a faculty member at the Department of Tibetan Language and Culture, the Northwest University for Nationalities. Research interests cover Educational Sociology; the Theory of Structuration in Asia, Buddhism in Society, Mother Tongue Policy, Indigenous Knowledge in Curriculum, Social-Cultural Reproduction, Sociological Studies of Spirituality. Authored the LEXINGTON BOOKS: Social Structuration in Tibetan Society: Education, Society, and Spirituality.