

Chinese Education, Ethnic Identity and Cultural Politics: A Case Study from Mandalay

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Burmese military junta has banned Chinese education since 1960s. So far the Chinese education in Burma was still informal and semi-overt. In 1988, Burmese government resumed border trades with China. With the increasing cross border business and social communication, a new demand for large number of bilinguals emerged. Therefore, it leads both Burmese government and the masses concern with Chinese education. Although Burmese government hasn't recognized the legal status of Chinese education, they give tacit consent to the status quo of Chinese education. This facilitates the development of Chinese education in some sense. However, the situation of Chinese education in Burma has gradually changed after half century. By narrating the history and current situation of Chinese education in Mandalay, this article describes how ethnic Chinese in Burma negotiate their rights on Chinese education, and illustrates that localization and ethnic identity of Chinese which embedded in the controversy between Chinese education as a language education and Chinese as a literature education.