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前言

我国华文教育在其漫长发展历程中，董事会扮演着极其重要的角色。董事会是华校的保姆。董总是我国华校董事会的领导机构。它通过各州的董事会联合会/董教联合会，配合各地华校董事会，广泛地结合华人社会的党团以及各阶层人士，共同奋斗，积极争取华文教育在我国的生存与发展空间。

成立背景

马来西亚华校董事联合会总会（简称“董总”）成立于1954年8月22日，由国内各州华校董事联合会或董教联合会组成。各州华校董联会及全国华校董总为社团法令下的注册团体，而各校董事会则是教育法令下的组织。董事会的董事由赞助人大会议选出，一般上皆为地方上关心民族教育的人士。董总于1954年成立后，即积极与教总携手争取民族权益。在反对不平等政策的前提下，两大华教最高领导机构很快结成亲密战友，合称“董教总”。这种关系一直维持到今天。经过半个世纪的艰苦奋斗与严峻考验，董教总已树立起其作为马来西亚华文教育发言人和华社民办教育领导机构的鲜明形象。

州董联会的会员基本上是州内的华文独中董事会和华文小学董事会。全国各地华人社区通过组织学校董事会，创办和管理学校。各社区的华校董事会是董总的基层组织，也是当地华教的保姆。长期以来，华校董事会办校办学，为民族、国家栽培人才，为政府分担教育责任。为抗拒单元化教育政策，董总更是不遗余力地捍卫和发展民族母语教育。

宗旨

- 1 团结本会会员，维护和发展马来西亚华文教育。
- 2 研讨和推动马来西亚华校兴革事宜，包括课程、考试、师资、教育基金及其他有关事项。
- 3 加强和巩固全马华校董事间之联系。
- 4 团结马来西亚华人社会之力量，共谋改善和促进华文教育事宜。
- 5 代表马来西亚各华校董事会与政府商讨有关华校一切事宜。
- 6 筹谋全马华校董教间之合作。
- 7 促进各民族之亲善与团结。
- 8 购买、租借或交换、租购或以其他方式获取本会认为有利于本会宗旨之动产或不动产。
- 9 处理本会全部或任何部份产业，不论是出售、管理、出租、收费、兴建或其他处置方式。

会员州属

董总目前的会员来自以下州属的华校董事联合会/董教联合会：

1. 柔佛州
2. 马六甲州
3. 森美兰州
4. 雪兰莪州及吉隆坡
布特拉再也联邦直辖区
5. 霹靂州
6. 檳城州
7. 吉打州
8. 吉兰丹州
9. 彭亨州
10. 玻璃市州
11. 砂拉越州
12. 沙巴州及纳閩联邦直辖区
13. 登嘉楼州

董总会徽



释义

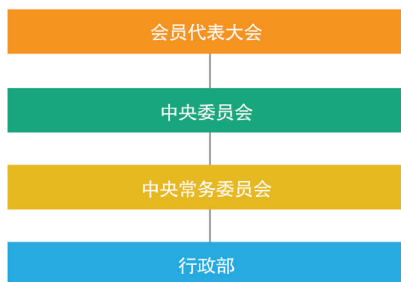
- 董总会徽由动感的火炬标志和董总的中英文缩写名字组合而成。
- 火炬的火焰倾右边代表熊熊燃烧的烈火，传递董总勇往直前，展望未来的精神。
- 火炬的火把代表董总有厚实的群众根基。
- 紫红象征生命力与威严。
- 橘黄象征知性与开放。

标志含义

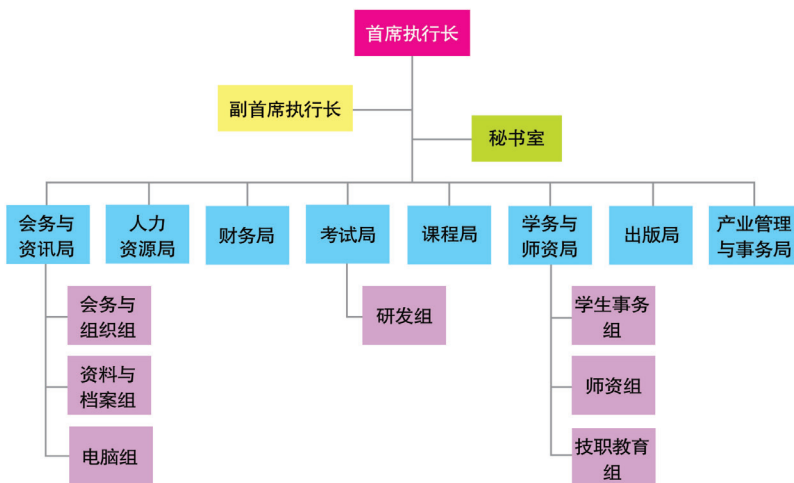
民族自强不息的象征，勿忘前辈奋斗的精神，以火炬传递精神、薪火相传。

组织结构

董总组织结构图



董总行政部组织结构



董总第30届 (2015-2019年) 中央委员会

主席 : 刘利民
署理主席 : 陈大锦
副主席 : 许海明
杨应俊
李官仁
张贤炳
秘书长 : 傅振荃
副秘书长 : 林锦志
锺伟贤
财政 : 张锦祥
副财政 : 庄俊隆
常务委员 : 林国才
吴茂明
黄良杰
中央委员 : 莫泰波 陈崇凑
陈志成 庄其川
李添霖 陈国辉
刘天亮 陈开平
黄博諄 王剑辉
周惠卿 杨才国
蔡明彪 张志明
何广福

董总第30届 (2015-2019年) 中央委员会

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副财政 : 庄俊隆
常务委员 : 林国才
吴茂明
黄良杰

董教总独中工委

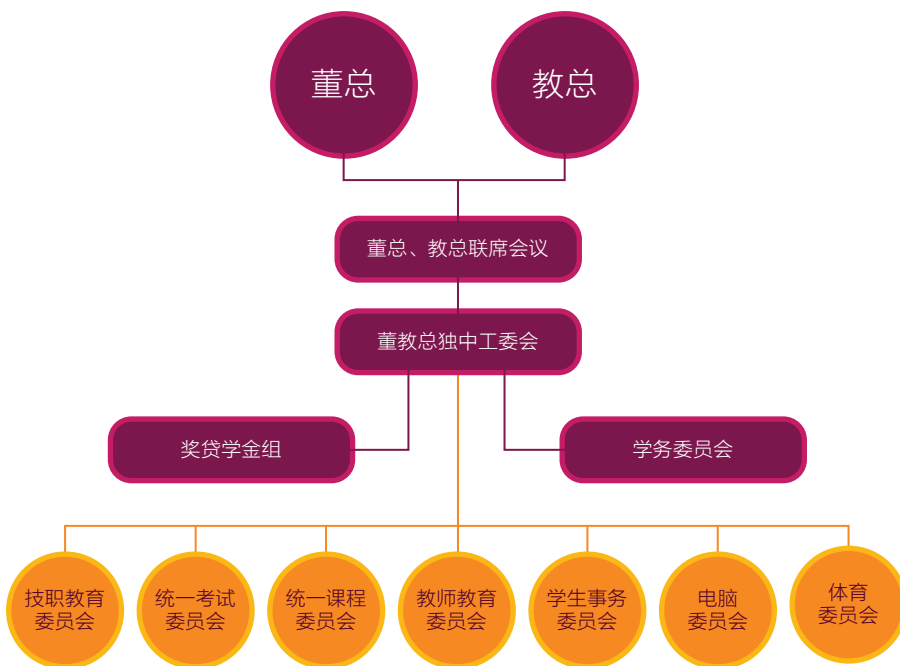
我国《1961年教育法令》的实施，导致许多华文中学改制为英文中学，而拒绝改制的华文中学则成为华文独立中学。经历这场改制风暴后，华文独中的办学陷入低潮。由于完全没有政府的津贴，这些独中陷入经费支绌的困境，学生人数骤减，其生存和发展面临重大危机。

华人社会为了挽救民族母语教育，在上世纪70年代发动了轰轰烈烈的华文独立中学复兴运动。这场运动的火焰首先在霹雳州点燃，而后获得全国各地热烈响应。1973年，董教总召开全国发展华文独立中学运动大会，接纳《华文独立中学建议书》，成立董教总全国发展华文独立中学运动工作委员会（简称“董教总独中工委”）。

董教总独中工委的主要任务是在落实《华文独立中学建议书》的基础上，发展华文独中和发挥母语教育的优越性。董教总独中工委设立了各个工作单位，负责编纂统一课本，主办统一考试，推动教师培训、技职教育、学生升学辅导、学生活动、基金筹募等工作。

董教总独中工委的行政业务由董总行政部负责执行。董总负责聘请职员，以落实董总和董教总独中工委的工作。

董教总独中工委组织结构图

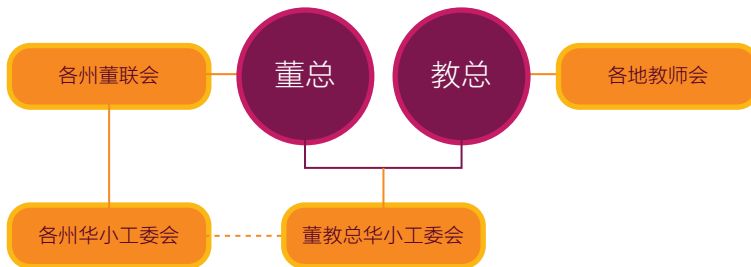


董教总华小工委会

华文小学是马来西亚华文教育的根基，是华裔子弟接受基础母语教育，学习华语华文和认识中华文化的关键阶段。没有了华小，华文教育必将没落，中华文化也难以继承和发扬。

华文小学虽然是国家教育体系的一环，但没有获得公平合理的对待，而且不利于华小生存与发展的法令、政策和措施层出不穷。华小不足、教师短缺和拨款不公等问题，更是数十年都没有解决。

为能更全面地捍卫和发展华文小学，董教总于1994年成立“董教总全国发展华文小学工作委员会”（简称“董教总华小工委会”）。工委会的成立，一方面能更有效地掌握华小的完整资料，了解问题的实质，以对严重影响华小生存与发展的法令、政策和措施及时反应与据理力争，确保华小永不变质；一方面也能更有效地凝聚各地华小三机构（董事会、家长与教师协会、校友会）的力量，共同推动各项捍卫和建设华小的工作。董教总华小工委会的行政业务由教总秘书处负责执行。教总负责聘请职员，以落实教总和董教总华小工委会的工作。



附录

（一）马来西亚华文教育简介

马来西亚是一个拥有多元民族、文化、语文和宗教信仰的国家。据统计局估计，2010年全国人口逾2,833万，即公民人口2,601万，非公民人口则有232万。在公民人口当中，马来族占54.5%（1419万），原住民族占12.8%（333万），华族占24.6%（639万），印度族占7.3%（190万），其他民族占0.7%（19万）。经过各民族的共同奋斗，本国于1957年摆脱英国殖民政府统治，成为一个独立国家。华族在国家独立后便成为公民。

早在1957年独立建国前，本地已拥有以不同语文为教学媒介语的各类学校，例如英文学校、马来文学校、华文学校和淡米尔文学校。马来西亚华社先贤早期从中国南来，就在这块土地上播下了华文教育的种子。华文教育在本地扎根和发展，迄今已至少有190年的历史。华文学校的主要办学宗旨，是为了继承与发扬中华文化，培育子女，为国家和社会作出贡献。

长期以来，马来西亚华人社会通过群众力量，以自力更生的奋斗精神，努力建设一个从小学、中学到大学的华文教育体系。然而，1955年新马华人社会在新加坡创办的一所华文大学——南洋大学，已在1980年遭关闭。今天，马来西亚华文教育体系有1,294所华文小学、60所华文独立中学和3所华社民办高等学府，即新纪元学院、南方大学学院和韩江学院。

马来西亚华文教育在其生存和发展的漫长岁月中，曾与英殖民主义者、日本侵略者以及国家独立后实施单元化教育政策的执政者，进行了曲折而艰苦的长期抗争。华教今日取得的丰

硕成果，是华社先贤和各阶层民众一代接一代，付出无数血泪，牺牲自由和宝贵性命而得来的。

马来西亚华文教育之所以屹立不倒，有坚韧的生命力，是因为它是一个具有广泛社会基础、争取民族平等地位和合理权益、捍卫基本人权的群众运动。

马来西亚华文教育是在有信念、有方向、有领导、有组织的基本条件下，团结各方力量，生存和发展起来的。自20世纪50年代成立以来，董教总是马来西亚华文教育运动的全国领导机构。

董教总根据各个时期的工作需要，成立了各种机构和工作委员会负责各项有关工作。董教总于1973年成立董教总独中工委，1994年成立董教总华小工委。1994年，董教总联合独立大学有限公司成立董教总教育中心（非营利）有限公司，并通过董教总教育中心（非营利）有限公司于1997年创办董教总新纪元学院。

马来西亚华文小学

在马来西亚教育体系中，小学主要分为国民学校和国民型学校。国民学校是马来文小学，国民型学校则是华文小学和淡米尔文小学。政府也另批准一些英文私立小学的设置。

华文小学（简称“华小”）以华文为主要教学媒介，即除了马来文、英文和伊斯兰学科外，其他各个学科都以华文进行教学。华小实施6年小学义务教育，遵照教育部规定的课程纲要进行教学。教育部也有为华小编纂课本，举办公共考试，培训教师。

华文小学向来是华裔子弟接受基础母语教育的学校，目前超过90%华裔子弟在华小就读。2013年，全国1,294所华小有566,324名学生和37,672名教师。

另一方面，随着华文经济价值的提高，华小良好的校风和特有的学术表现，近20年来，越来越多非华裔家长将孩子送往华小受教育。根据教育部的统计，在2012年，全国华小共602,578名学生中，非华裔学生占81,011人或13.4%。

绝大部分华小是在国家独立前由华人社会出钱出力创办的。它在提高国民素质，丰富国家文化，促进国家发展等方面作出贡献，但却未获得公平合理对待。单元化教育政策的实施，使华小长期面对各种不利的冲击，甚至面临改变媒介语、丧失本质的存亡危机。一些问题如学校不足、教师短缺和拨款不公等，更是数十年都没有解决。政府虽然为华小提供行政拨款，但是拨予华小的发展拨款则十分不足。华社长期筹集资金和土地，支持华小软硬件建设，同时提高警惕，关注教育法令、政策和措施的执行，以捍卫华小的生存和发展。

马来西亚华文独立中学

马来西亚各源流小学毕业生，可选择就读政府办的国民中学（马来文中学）或民办中学如华文独立中学和私立英文中学。

早在20世纪60至70年代，马来亚联合邦、砂拉越和沙巴许多华文中学被改制为英文中学，并在70至80年代间，被改制为马来文中学。当时，只有小部分华文中学克服种种困难，坚持以华文为主要教学媒介，拒绝改制为英文中学，而成为华文独立中学（简称“华文独中”或“独中”）。改制风暴前，全国各地有164所华文中学。目前，马来西亚只有60所华文独中。除了玻璃市、登嘉楼和彭亨三州，其他各州都有华文独中。

华文独中在广大华社支持下，坚持母语教育办学信念。华文独中在董教总独中工委和各校董教的共同努力，以及在华社的支持下，取得丰硕的办学成果。今天，独中具有一定的发展规模和学术水平，独中毕业生有广阔的升学管道和出路。董教总独中工委颁发的独中统考证书广受欢迎，获得国外许多大学和国内私立学院及大学接受为入学凭证。2011年，在“执行和管理华文独中统考”方面取得了ISO 9001:2008质量管理体系的认证。但是马来西亚政府至今仍不承认独中统考证书。

近年，全国华文独中学生人数不断增加，在2013年达到75,923名学生和4,116名教师。每年逾1万名或10%以上的华小毕业生进入华文独中就读。据董总调查，2010年度的全国华文独中高三毕业生升学率逾75.53%。

华文独中学制6年，分为初中三年、高中三年两阶段完成，并规定马来西亚文（国文，亦即马来文）、华文和英文为学生的必修必考科，要求学生掌握三种语文基础。

董教总独中工委为独中编纂高初中统一课本，举办统一考试和培训教师。独中课本根据董教总独中工委所拟订的课程纲要和参考了教育部课程纲要，以及独中学生国内外升学的需求而编纂出版，符合独中的办学方针和发展需要。

华文独中是民办非营利学校，它向学生收取的学杂费并不足以支付学校的经常开销。因此，华文独中向来自力更生，自行筹措办学经费，发展学校的软硬体设施。

华人社会向来要求中央政府公平对待华文独中，包括承认独中统考证书，接受独中统考证书为国立大学和师范学院的入学凭证，每年拨款给独中，批准增建独中等等。

（二）董教总教育中心（非营利）有限公司

董教总教育中心（非营利）有限公司（简称“教育中心”）是在马来西亚华校董事联合会总会（董总）、马来西亚华校教师会总会（教总）和独立大学有限公司（独大）积极推动之下，于1994年3月24日成立，办事处设于雪兰莪州加影市。其成立的目的是为了开拓国内的华文高等教育，向政府争取开办大专院校，以期能在马来西亚成立一个由小学、中学至大专院校的完善母语教育体系。公司成立后，就积极向教育部申请开办新纪元学院。1997年5月28日，新纪元学院终于获得教育部批准开办。

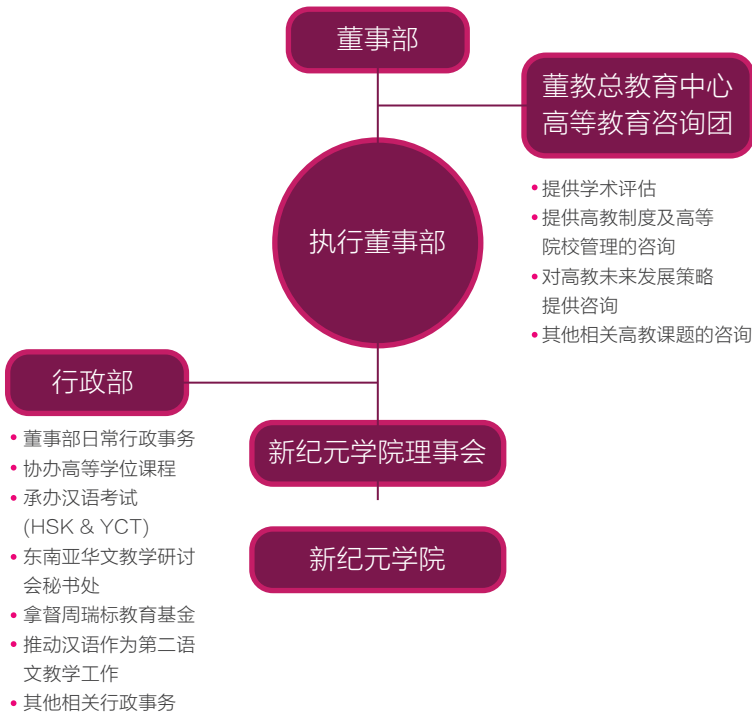
至今，新纪元学院的办学理念逐渐广为社会认同。新纪元学院的前路虽然还是困难重重，为了将新纪元学院提升为大学，以及全面提升马来西亚华文教育的发展，教育中心将持续开展以下三大工作任务：

- （一）继续推动新纪元学院的发展
- （二）配合东盟各国的华教组织，推动东南亚华文教育的发展
- （三）推广汉语的使用

董教总教育中心的会员分为团体会员和个人会员。公司的事务由董事部处理，董事部由不超过21位董事组成。董总、教总和独大有限公司各委派5位代表出任董事，再从会员大会中选出6位董事。

董教总教育中心（非营利） 有限公司组织结构

董总：委派5名代表
教总：委派5名代表
独大有限公司：委派5名代表
个人会员：选出10名代表



（三）董教总新纪元学院

1994年8月27日，董教总教育中心（非营利）有限公司正式申办学院。新纪元学院在1997年5月28日终于获得教育部批准开办，于1998年3月1日正式开课。新纪元学院的成立，归功于长期以来热爱民族教育、关怀文化发展和人力发展的人士的不懈努力。

新纪元学院的办学理念是多元开放，成人成才；源自社会，回馈社会。新纪元学院以多语教学。作为一所民办学府，新纪元学院强调源自社会，回馈社会的理想，期望以学术回馈社会的支持。

历经十余年经营，新纪元学院目前共开办八个科系，提供三十项课程，学生人数为一千五百人。自创办以来，新纪元学院已与国际约90所著名大学或学术机构缔结为姐妹校，共同推动国际间的教育事业；通过双联学制或学分转移的方式，为毕业生开拓更广的升学管道。新纪元学院将建设为一所具有民族特色且与时俱进的优质大学。

新纪元学院开设的科系有：

- 中国语言文学系
- 戏剧与影像系
- 商学系
- 美术与设计系
- 资讯科学与电脑研究系
- 辅导与谘商心理学系
- 媒体研究系
- 教育系



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Foreword

The Chinese School Management Boards have played a crucial role in the long development of Chinese Education in Malaysia. Chinese School Management Boards are the caretakers of Chinese Schools, and Dong Zong is the leading organisation for Chinese School Management Boards in the country. Through the Association of Chinese School Management Boards or the Association of Chinese School Management Boards and Teachers of each state, and in coordination with the Chinese School Management Boards of each area, Dong Zong brings parties and organisations within the Chinese community and individuals from all levels of society together to work and strive for the survival and development of Chinese Education in Malaysia.

The Background of Dong Zong's Establishment

The United Chinese School Committees' Association of Malaysia ("Dong Zong") was established on 22 August 1954, formed by the Association of Chinese School Management Boards or the Association of Chinese School Management Boards and Teachers of each state in the country. The Association of Chinese School Management Boards of each state and the National Chinese School Committees' Association are registered societies under the Societies Act, whilst the Management Boards of the respective Chinese Schools are organisations under the Education Act. The members of a Management Board are elected through a General Assembly of sponsors, which typically consists of local individuals concerned about mother-tongue education. After its establishment in 1954, Dong Zong has worked closely with the United Chinese School Teachers' Association of Malaysia ("Jiao Zong") in fighting for the ethnic rights of the Chinese community. Bound by their common agenda against unequal policies, these two major leading organisations for Chinese Education quickly became close allies, and together were then named "Dong Jiao Zong". Such relationship has remained to this day. After half a century of struggles, hardships and challenges, Dong Jiao Zong has firmly established its vivid image as the spokesperson for Chinese Education in Malaysia and the leading organisation for Chinese-community-run education.

The members of a State Association of Chinese School Management Boards essentially comprise the school boards of Chinese Independent High Schools and Chinese Primary Schools within the state. The Chinese community of each area in the country establishes and manages schools through the setting up of school management boards. The Chinese School Management Board of each community is the grassroots organisation of Dong Zong, and the caretaker of Chinese Education in such area. The Chinese School Management Boards have for a long time been responsible for the running of schools and education, producing talented individuals for the Chinese community and the country, as well as sharing educational responsibilities with the government. Moreover, in its resistance against monolingual education policies, Dong Zong spares no efforts in defending and developing mother-tongue education for the Chinese community.

Objectives

- 1 Unite members of the Association to safeguard and develop Chinese Education in Malaysia.
- 2 Study and promote matters on the building and reform of Chinese schools in Malaysia, including matters regarding curricula, examinations, teachers, education funds and others.
- 3 Enhance and strengthen the connection among members of Chinese School Boards in the country.
- 4 Rally the power of the Chinese communities in Malaysia to strategise together on improving and promoting matters relating to Chinese Education.
- 5 Represent the Chinese School Management Boards of all Chinese Schools in Malaysia to discuss and negotiate with the government on all matters relating to Chinese Schools.
- 6 Plan and strategise on the cooperation between Chinese School Boards and Chinese School teachers in Malaysia.
- 7 Promote the goodwill and unity among the various races.
- 8 Purchase, lease or exchange, hire-purchase or acquire in any other form movable or immovable properties deemed by the Association as beneficial to its objectives.
- 9 Manage all or any part of the Association's properties, whether through sale, management, lease, charging of fees, construction or any other means of handling.

Member States



The current members of Dong Zong are from the Association of Chinese School Management Boards or the Association of Chinese School Management Boards and Teachers of the following states:

1. Johor
2. Melaka
3. Negeri Sembilan
4. Selangor and the Federal Territories of Kuala Lumpur and Putra Jaya
5. Perak
6. Penang
7. Kedah
8. Kelantan
9. Pahang
10. Perlis
11. Sarawak
12. Sabah and the Federal Territory of Labuan
13. Terengganu

Dong Zong's Profile



Definition

Dong Zong's emblem is made up of a dynamic torch and the Chinese and English abbreviations of the Association.

The right-inclining flame symbolizes Dong Zong's burning passion for undaunted progress and a great leap into the future.

The torch itself signifies Dong Zong's strong public support.

The purplish red colour symbolizes vitality and dignity.

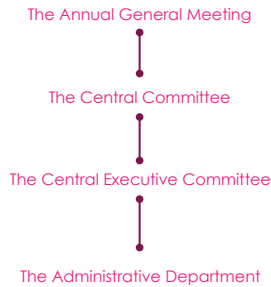
The yellow colour signifies intellect and open-mindedness.

Meaning of the Emblem

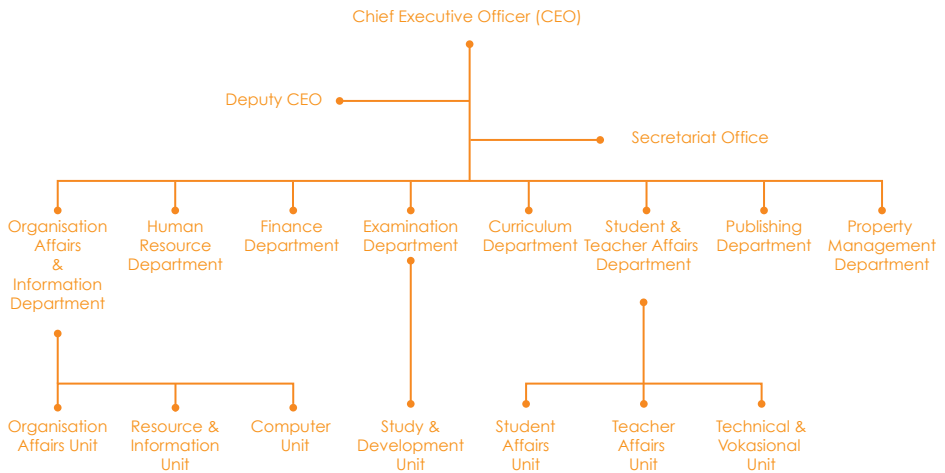
It is a symbol of ethnic self-reliance and a reminder of our forefathers' fighting spirit that shall be forever propagated by the torch.

Organisational Structure

Organizational Chart of Dong Zong



Organizational Chart of Administration Department



THE 30TH (2015-2019) CENTRAL COMMITTEE OF UNITED CHINESE SCHOOL COMMITTEES' ASSOCIATION OF MALAYSIA

CHAIRMAN : LAU LEE MING
DEPUTY CHAIRMAN : TAN TAI KIM
VICE CHAIRMAN : KHO HAI MENG YANG YIN CHONG
LEE KON YIN TING CHUEN PENG
SECRETARY GENERAL : POH CHIN CHUAN
ASSITANT SECRETARY GENERAL : LIM CHIN CHEE CHONG WAI YIN
TREASURER : TEOW KIM SIONG
ASSISTANT TREASURER : CH'NG CHUWN LEONG
CENTRAL EXECUTIVE COMMITTEE MEMBERS :
LIM KOCK CHAI GOW MOOR MENG RICHARD WEE LIANG HUAT
CENTRAL COMMITTEE MEMBERS :
MOK THYE POH DING CHONG CHOW DING CHIE SING
CH'NG KEE CHUAN LEE TIAM LIM TAN KOK HOOI
LIU THIAN LEONG TAN KAI PAIN WEE POCK SOON
WONG KEAN HWEE CHU FUI KHIN YEOH CHAI KOK
CHAI MIN PIAU CHONG CHEE MENG HO KWONG FOCK

THE 30TH (2015-2019) CENTRAL EXECUTIVE COMMITTEE OF UNITED CHINESE SCHOOL COMMITTEES' ASSOCIATION OF MALAYSIA

CHAIRMAN : LAU LEE MING
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ASSISTANT TREASURER : CH'NG CHUWN LEONG
CENTRAL EXECUTIVE COMMITTEE MEMBERS :
LIM KOCK CHAI GOW MOOR MENG RICHARD WEE LIANG HUAT

Dong Jiao Zong Development of Malaysian Independent Chinese Secondary Schools (DJZ MICSS) Working Committee

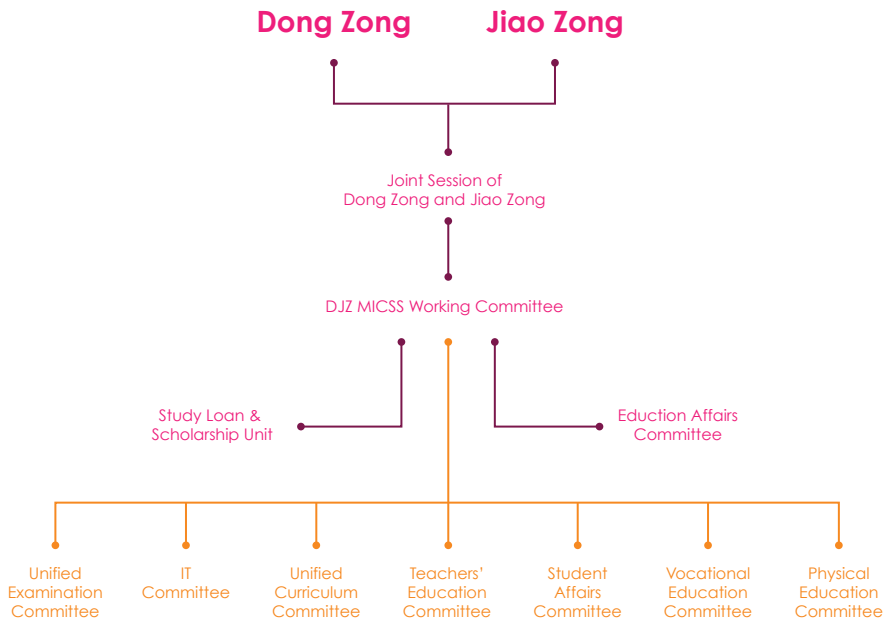
The implementation of the Education Act 1961 in Malaysia has led to the conversion of many Chinese Secondary Schools into English Secondary Schools, whereas those that refused to convert became Independent Chinese Secondary Schools. Following this crises of restructuring of schools, situations plunged into a low point for the running of Independent Chinese Secondary Schools. Due to a lack of subsidy from the government, these Independent Chinese Secondary Schools were suffering from the lack of funds and rapid decline in the numbers of students , with their survival and development in great crisis.

The Chinese community, in order to save the Chinese mother-tongue education, started a mighty Revival Movement for Independent Chinese Secondary Schools in the 1970s. The torch of the movement was first lit in Perak, to which overwhelming response was then received across the country. In 1973, Dong Jiao Zong convened the General Assembly of the National Movement of the Development of Independent Chinese Secondary Schools and accepted the Recommendations for Chinese Independent Secondary Schools, and established the Dong Jiao Zong Development of Malaysian Independent Chinese Secondary Schools Working Committee ("DJZ MICSS Working Committee").

The main obligation of the DJZ MICSS Working Committee is to develop Chinese Independent Secondary Schools and to promote and maximise the advantages of mother-tongue education on the basis of implementing the Recommendations for Chinese Independent Secondary Schools. Various work units have been set up by the DJZ MICSS Working Committee for the tasks of compiling unified textbooks, conducting unified examinations, and promoting the training of teachers, vocational education, guidance to students on furthering their studies, student activities, fund-raising, etc.

The administrative operations of the DJZ MICSS Working Committee are carried out by the administration department of Dong Zong. Dong Zong is responsible for hiring staff to implement the work of Dong Zong and the DJZ MICSS Working Committee.

Organizational Structure of the DJZ MICSS Working Committee



The DJZ Chinese Primary Schools Working Committee

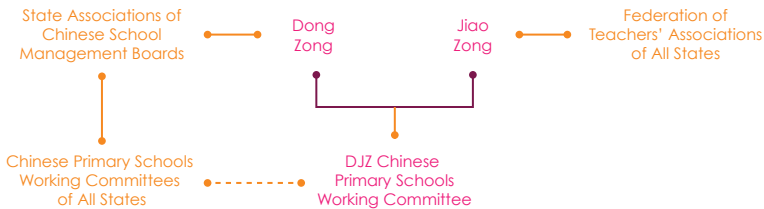
Chinese Primary Schools are the foundation of Chinese Education in Malaysia, and represent the key stage in which Chinese students receive their fundamental mother-tongue education, learn the Chinese language and learn about the Chinese culture. Without Chinese Primary Schools, Chinese education would certainly decline and the Chinese culture would face great challenges in passing on its heritage and spreading its influence.

Despite Chinese Primary Schools being a component of the national education system, they have not enjoyed fair and reasonable treatment. Moreover, there has been a constant emergence of legislations, policies and measures that are detrimental to the survival and development of Chinese Primary Schools. In addition, issues such as the insufficient number of Chinese Primary Schools, shortage of teachers and unfair allocation of funds have remained unsolved for decades.

To defend and develop Chinese Primary Schools more holistically, Dong Jiao Zong established the Dong Jiao Zong Chinese Primary Schools National Development Working Committee ("DJZ Chinese Primary Schools Working Committee") in 1994. The establishment of the Working Committee meant that, on the one hand, complete data relating to Chinese Primary Schools could come into grasp more effectively, enabling the essence of issues to be understood, so that prompt responses and reasoned arguments can be made against legislations, policies and measures that seriously affect the survival and development of Chinese Primary Schools, ensuring the nature of Chinese Primary Schools remains constantly intact. On the other hand, it could also serve to rally the power of the three bodies (the School Management Board, the Parents and Teacher Association, and the Alumni Association) of each Chinese Primary School, so that they may work together on the various tasks of defending, building and developing Chinese Primary Schools.

The administrative operations of the DJZ Chinese Primary Schools Working Committee are carried out by the secretariat of Jiao Zong. Jiao Zong is responsible for hiring staff to implement the work of Jiao Zong and the DJZ Chinese Primary Schools Working Committee.

The Organisational Structure of the DJZ Chinese Primary Schools Working Committee



Appendices

(1) An Introduction to Chinese Education in Malaysia

Malaysia is a country of diverse races, cultures, languages and religions. According to estimations of the Census Bureau, Malaysia's national population in 2010 exceeded 28.33 million, of which 26.01 million are citizens and 2.32 million are non-citizens. Of the citizen population, the Malays accounted for 54.5% (14.19 million), the Orang Asli (the indigenous people) 12.8% (3.33 million), the Chinese 24.6% (6.39 million), the Indians 7.3% (1.9 million) and other races 0.7% (190,000). After a collective fight for independence by all the races, the country achieved its independence from the rule of the British colonial government in 1957 and became an independent nation. The Chinese became citizens after the country's independence.

Before the country achieved independence in 1957, various types of schools, of which the mediums of instructions were of various languages, had already existed locally, such as English schools, Malay schools, Chinese schools and Tamil schools.

The ancestors of the Chinese community in Malaysia, on their first voyage here south from China, have sowed the seeds of Chinese education on this land. Chinese education has taken root and thrived on this land for at least 190 years. The main operating objective of Chinese schools is to inherit and spread the influence of the Chinese culture, educate and nurture the children, and contribute to the nation and society.

For a long time, the Chinese community in Malaysia have been striving hard at building a Chinese education system that covers primary, secondary and tertiary education, all through the enormous support of the public and the spirit of self-reliance. Nonetheless, a Chinese-language university which was established by the Chinese community in Singapore and Malaya in 1955 – the Nanyang University - was shut down in 1980. Today, the Chinese education system in Malaysia comprises 1,294 Chinese Primary Schools, 60 Chinese Independent High Schools and 3 institutions of higher education run by the Chinese community, i.e. New Era College, Southern University College and Han Chiang College.

During the long years of its survival and development, Chinese education in Malaysia has to put up with a long, twisted and arduous conflict against British colonialists, Japanese invaders and the ruling government which was implementing monolingual educational policies after the country's independence. The tremendous achievement enjoyed today by Chinese education is a result of the uncountable shedding of blood and tears and the sacrifice of freedom and precious lives by generations of the ancestors of Chinese community and various members of the society.

The reason that Chinese education in Malaysia is able to stand firmly with resilience and vitality is because it is a mass movement with a broad social foundation, which strives for racial equality and legitimate rights, and the defence of fundamental human rights.

Chinese education in Malaysia has survived and flourished by rallying the power of all parties, supported by educational belief, direction, leadership and organisation. Ever since its establishment in the

1950s, Dong Jiao Zong has been the national leading organisation for the Chinese Education Movement in Malaysia.

Dong Jiao Zong has established various organisations and working committees for various relevant tasks, based on the operational needs of the various times. Dong Jiao Zong established the DJZ MICSS Working Committee in 1973 and the DJZ Chinese Primary Schools Working Committee in 1994. In 1994, Merdeka University Bhd established Dong Jiao Zong Higher Learning Centre (non-profitable) Bhd, and through the latter established Dong Jiao Zong New Era College in 1997.

The Chinese Primary Schools in Malaysia

In the education system in Malaysia, primary schools are mainly divided into National Schools and National-type Schools. National Schools are Malay primary schools, whilst National-type Schools are Chinese and Tamil primary schools. The government has also approved the establishment of several private English primary schools.

Chinese Primary Schools adopt Chinese as their medium of instruction, which means that apart from Bahasa Malaysia, English and Islamic subjects, all other subjects are taught in Chinese. Chinese Primary Schools implement a mandatory six-year primary education, and conduct their teaching in accordance to the curriculum set by the Ministry of Education. The Ministry of Education also compiles textbooks, hold public examinations and train teachers for Chinese Primary Schools.

Chinese Primary Schools have always been where Chinese children received their basic mother-tongue education. Now more than 90% of Chinese children attend Chinese Primary Schools. As of 2013, there were 566,324 students and 37,672 teachers in the 1,294 Chinese Primary Schools across the country.

On the other hand, with the increased economic value of the Chinese language, and the display of good student behaviour and academic performance by Chinese Primary Schools, over the past 20

The Chinese Independent High Schools in Malaysia

Primary school leavers of various streams in Malaysia may opt to study in National Secondary Schools (Malay Secondary Schools) operated by the government or community-run secondary schools such as the Chinese Independent High Schools and private English secondary schools.

As early as from 1960 to 1970s, many Chinese secondary schools in the Federation of Malaya, Sarawak and Sabah were converted into English secondary schools. They were then converted into Malay secondary schools during the 1970s to 1980s. At the time, only a small portion of Chinese secondary schools overcame various difficulties and insisted on having Chinese as their main medium of instruction in schools and refused to convert into English secondary schools. They became Chinese Independent High Schools. Prior to this school-restructuring crisis, there were 164 Chinese secondary schools in the country. At present, there are only 60 Chinese secondary schools left in Malaysia. With the exceptions of Perlis, Terengganu and Pahang, Chinese secondary schools exist in all other states.

With the extensive support of the Chinese community, Chinese Independent High Schools insist on their belief in mother-tongue-based education. Under the collective efforts of the DJZ MICSS Working Committee and the School Boards and teachers of all schools, as well as the support of the Chinese community, Chinese Independent High Schools have achieved tremendous educational results. Today, all Chinese Independent High Schools have reached a certain scale of development and academic standard, and their graduates enjoy a wide range of options in furthering their education and their career pursuits. The Unified Examination Certificate ("UEC") issued by the DJZ MICSS Working Committee is widely welcome and accepted everywhere by many foreign universities and local private colleges and universities as a certificate for admission into their institutions. In 2011, it received the ISO 9001: 2008 certification for the "implementation and management of the Unified Examinations for Chinese Independent High Schools". To this day, however, the Malaysian government has yet to recognise the UEC certificate.

The number of students in Chinese Independent High Schools in the

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The number of students in Chinese Independent High Schools in the

country has been increasing constantly in recent years, with such numbers reaching 75,923 students and 4,116 teachers in 2013. Every year, more than 10,000 or 10% of Chinese Primary School leavers went on to attend Chinese Independent High Schools. According to surveys by Dong Zong, the proportion of Chinese Independent High School graduates furthering their education in 2010 was over 75.53%.

Chinese Independent High Schools adopt a six-year education system, which involves three years of junior secondary education and three years of senior secondary education. Bahasa Malaysia (the national language, i.e. the Malay language), Chinese and English are mandatory subjects for students, through which they are required to master the basics of three languages.

The DJZ MICSS Working Committee is responsible for compiling unified textbooks for the junior and senior secondary levels, holding unified examinations and training teachers for Chinese Independent High Schools. Their textbooks are compiled and published based on the curricular outlines formulated by the DJZ MICSS Working Committee and with reference to the curriculum of the Ministry of Education, as well as the needs of the students in relation to the furthering of their studies locally and abroad, which is in line with the educational guidelines and developmental needs of Chinese Independent High Schools.

Chinese Independent High Schools are community-run non-profitable schools, in which the school and miscellaneous fees collected from the students are insufficient to cover the schools' regular expenses. As such, Chinese Independent High Schools have always been self-reliant for their own survival, by raising and acquiring their own funds needed for the operation and development of their schools' software and hardware facilities.

The Chinese community have been consistently urging the central government to give Chinese Independent High Schools a fair treatment, including the recognition of the UEC certificate, the acceptance of the UEC certificate as admission into national universities and teacher training colleges, a yearly allocation of funds for Chinese Independent High Schools and the approval for the establishment of additional Chinese Independent High Schools.

(2) Dong Jiao Zong Higher Learning Centre Bhd

The Dong Jiao Zong Higher Learning Centre Bhd ("Higher Learning Centre") was established on 24 March, 1994, under the active promotion of the United Chinese School Committees' Association of Malaysia (Dong Zong), the United Chinese School Teachers' Association of Malaysia (Jiao Zong) and Merdeka University Bhd, with its office in Kajang, Selangor. The objective of its establishment was to expand Chinese higher education in Malaysia, and to seek the government's sanction for establishing institutions of higher education, in the hopes of creating a comprehensive mother-tongue education system in Malaysia that covers primary, secondary and tertiary education. After the company was established, applications were then actively made to the Ministry of Education for the establishment of New Era College. On 28 May 1997, the Ministry of Education finally gave its approval for the establishment of New Era College.

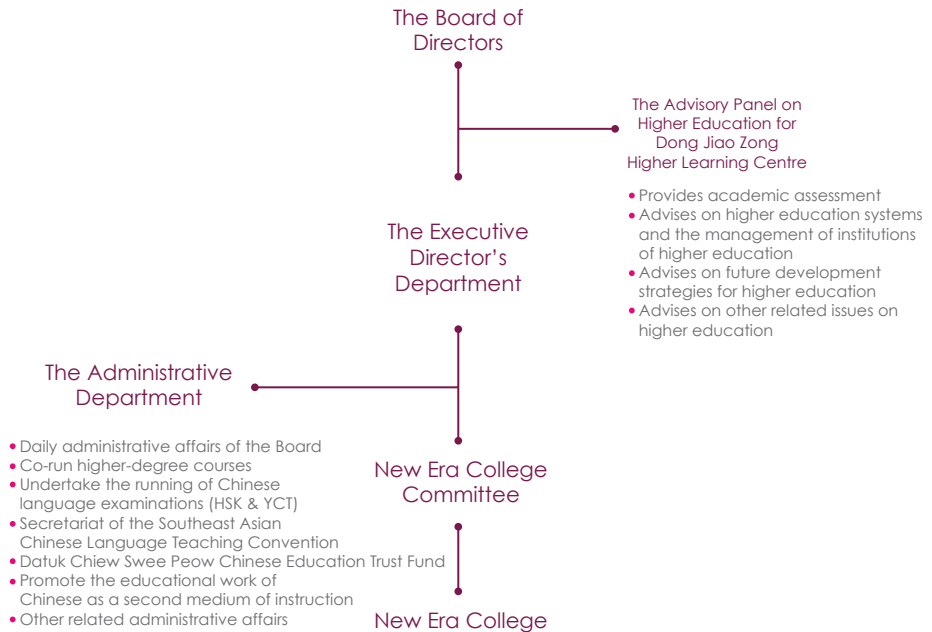
To this day, the educational principles of New Era College have gradually received wide social recognition. Despite the College's future still fraught with many difficulties, the Higher Learning Centre, with the aims of elevating the College to the status of a university and increasing the level of development of Chinese education in Malaysia, will continue to work on carrying out the following three missions:

- (1) Continue promoting the development of New Era College
- (2) Promote the development of Chinese education in ASEAN Countries in coordination with Chinese education organisations in the various countries in South East Asia
- (3) Promote the use of the Chinese language

The members of the Higher Learning Centre are made up of registered organisation and individual members. The company's operations are handled by its board of directors, which consists of no more than 21 members. Dong Zong, Jiao Zong and Merdeka University Bhd each appoints five representatives to serve as directors, from which 6 directors are elected during the General Assembly.

The Organisational Structure of Dong Jiao Zong Higher Learning Centre Bhd

Dong Zong : appoints 5 representatives
 Jiao Zong : appoints 5 representatives
 Merdeka University Bhd: appoints 5 representatives
 Individual Members : elects 10 representatives



(3) Dong Jiao Zong New Era College

On 27 August 1994, Dong Jiao Zong Higher Learning Centre Bhd applied officially for the establishment of a college. The establishment of New Era College finally received the approval of the Ministry of Education on 28 May 1997, which officially opened its doors on 1 March 1998. The successful establishment of New Era College was to be attributed to the tireless efforts of individuals and parties who had always been passionate about mother-tongue education and who had always cared about cultural and human development.

The educational ideals of New Era College are --- diversity and openness, and moulding individuals and nurturing talents; what we get from the community, we reciprocate the community. The College's teaching is conducted in multiple languages. As a community-run educational institution, New Era College emphasises on the ideal of "coming from and giving back to the society", with the aspiration of returning the support of the society in the form of academic knowledge.

Having run for over 10 years, New Era College currently offers 30 courses from 8 departments, with a student number of 1,500. Since its establishment, New Era College has become sister schools with 90 renowned universities or academic institutions worldwide to promote international education together and to expand the options for secondary school graduates to further their education, through twinning or credit transfer programmes. New Era College will develop to become a quality university with ethnic characteristics that is in keeping with times.

The departments of New Era College:

- Chinese Language & Literature
- Drama & Visual
- Business Studies
- Art & Design
- Information Sciences and Computing Studies
- Guidance & Counselling Psychology
- Media Studies
- Education