



砂拉越華校董事聯合會總會
The Sarawak United Association of
Chinese School Boards of Management

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Press Statement 15 June 2025

On 14 June 2025, The Sarawak United Association of Chinese School Boards of Management (Sarawak Dong Zong) held its 2025 Annual General Meeting, during which fourteen official resolutions were passed, outlining key appeals and policy recommendations to the relevant authorities.

1. Background

Sarawak's Chinese education system—from Chinese primary schools (SJKCs) to Independent Chinese Secondary Schools (ICSSs)—plays an important role in preserving culture and developing talent. However, the sector faces growing challenges, such as limits on building new schools, scattered student populations, teacher turnover, and unequal resource distribution.

To move forward, stronger coordination between SJKCs and ICSSs is needed. The long-term success of Chinese education in Sarawak depends on locally tailored policies and fair resource support to nurture students who are globally competitive and culturally rooted.

2. Resolution

2.1 Educational Policy & Resource Allocation

1. Decentralise Education Autonomy to Sarawak

Urge the Federal Government to delegate education authority to Sarawak, enabling locally relevant and globally aligned planning.

2. Institutionalise Fair Resource Allocation

Establish a structured mechanism ensuring equal treatment for all education streams and population-based school development.

3. Respect Stream Differences in Curriculum

Oppose the imposition of the national school Malay language syllabus on SJKCs, as it may compromise teaching effectiveness and student engagement.

2.2 Infrastructure & School Administration

4. Streamline Maintenance Fund Applications

Abolish the requirement for three contractor quotations to expedite fund approvals and safeguard school safety.

5. Revise Principals' and Vice Principals' Allowances

Align remuneration with actual responsibilities to improve morale and administrative stability.

2.3 Teacher Recruitment & Development

6. Enhance Teacher Hiring and Training

Urge the Ministry of Education (MoE), the Education Services Commission, and teacher training institutions to address SJKC teacher shortages based on local needs.

7. Open NPQEL Access to Senior Teachers

Allow experienced teachers to enroll in NPQEL to broaden the leadership talent pool and prevent succession gaps.

2.4 Educational Technology and Urban-Rural Equity

8. Upgrade Internet Infrastructure in Remote Areas

Call upon the Federal and Sarawak governments to jointly enhance rural digital connectivity, reduce urban-rural disparities, and support online learning.

2.5 Policy Support and Advocacy for Independent Chinese Secondary Schools

9. Formally Recognise ICSSs

Urge the MoE to revise existing policies to formally recognise ICSSs as part of the national system with corresponding policy support.

10. Establishment of Development Fund for ICSSs

Urge the Ministry of Finance to institutionalise a dedicated fund for the development of ICSSs, focusing on infrastructure improvement, teacher training, and equipment enhancement.

11. Fully Recognise the UEC Certificate

Accept the UEC holders for public university admissions, civil service recruitment, and professional certifications.

12. Create a Tripartite Education Dialogue Mechanism

Propose the establishment of a regular tripartite forum comprising the Federal Government, Sarawak, and Chinese education bodies to coordinate on policy, resources, and teacher development, and to align the development of ICSSs with national educational objectives.

13. Foster Cross-Party Advocacy

Engage all political parties to support ICSSs and UEC recognition and encourage Parliament to pass relevant motions.

2.6 National Unity and Social Harmony

14. Prevent Inflammatory Rhetoric

Urge leaders, public figures, and media to avoid racially divisive speech. Strengthen enforcement of relevant laws and promote multicultural education to foster harmony.

3. Conclusion

Education is the foundation of national development and social cohesion. In Sarawak, achieving meaningful educational outcomes requires policies that are both equitable and responsive to local needs, supported by fair and consistent resource allocation.

We urge the Federal Government to formally recognise and support Chinese education and Independent Chinese Secondary Schools (ICSSs) through institutional safeguards and inclusive policy reforms. Only through respect for diversity, systemic fairness, and equal opportunity can Malaysia realise balanced, sustainable progress in education—aligned with the vision of “One Nation, Diverse Prosperity”.

The Sarawak United Association of Chinese School Boards of Directors (Sarawak Dong Zong) will continue to serve as a vital bridge for dialogue and collaboration, working to build a more equitable, high-quality, and harmonious educational future for all.

