

728华团大会

反对《2013-2025年教育大蓝图》内 不利于母语教育发展政策 宣言

马来西亚华校董事联合会总会（董总）谨此庄严宣告：**我们坚决反对政府通过《2013-2025年教育大蓝图》（以下简称《大蓝图》）推行不利于母语教育发展和破坏国民团结的单元主义教育政策，议决召开全国华团反对《大蓝图》大会。**

我国是一个多元民族、多元语文、多元文化、多元宗教的国家，政府应该认同和实施多元民族语文教育理念和政策。然而，建国以来，掌政当局漠视国家宪法赋予各族人民学习与使用母语的权利，长期推行其违背国情的单元主义教育政策。自《1956年拉萨报告书》提出“一种语文、一种源流学校”的“最终目标”以来，相继推出的教育报告书、教育法令、教育发展蓝图等等，都离不开企图实现单元主义教育政策的“最终目标”；推行《2013-2025年教育大蓝图》更是政府有计划、有步骤地加速实现“最终目标”的工具！

《大蓝图》拟议从2013-2025年分三个阶段推行其单元主义教育政策的目标如下：

第一阶段（2013-2015年）：从2014年开始，华小和淡小4-6年级逐年采用与国民小学同等水平的国文课程纲要、教科书、教学与考试模式；为此，华小、淡小必须大幅度增加国文教学课时至每周570分钟，反而母语教学课时仅有300分钟。这势必导致华小、淡小课程结构失衡，严重损害母语教育功能，甚而丧失母语教育办学本质；至2016年，华小、淡小等全面完

成“国小化”，2017年起废除中学预备班。

第二阶段（2016 -2020年）：加强执行由教育部州级和县级“学生交融团结计划”委员会所规定的活动，没有规定参加的学校可自由使用各自教学媒介语，这将进一步蚕食华小和淡小的办学本质与特征。

第三阶段（2021 -2025年）：国小和国中成为所有家长的首选学校。

《大蓝图》无视人民宗教学校应有的公平待遇，失信于对国民型中学、教会学校的承诺；对于华文独中的地位、发展与建设，其长期以来对国家的贡献只字不提，更蓄意把它排除在国家教育源流之外，甚至系统化使其变质。

可以断言，一旦《大蓝图》的目标得逞，华小和淡小将消失，华教将被连根拔起，华文独中被彻底排除，国民型中学、人民宗教学校和教会学校将无法维继。我国具近200年历史的华文教育将毁于一旦，其它各民族母语教育亦难幸免，不复存在！

《大蓝图》显然违背教育的公平原则，不利于各民族母语教育的建设与发展，破坏民族团结与社会和谐，我们必须坚决反对《大蓝图》的执行与落实！我们谨此重申：

- (1) 要求政府当局修改教育法令，废除单元主义教育政策的“最终目标”，正视我国多元民族的现实，实施多元化教育政策，公平合理对待各语文源流学校，保障其生存与发展，公平对待及全面强化各源流小学在教学上应用信息和通讯科技教学，让各族学生受惠。
- (2) 母语是学生最熟悉的语言，华小是以华文作为主要教学媒介语，国文为必修科；反对教育部增加华小国文科节数，要求取消在华小实行与国小同等水平的国文科课程和考试；这些措施将改变华小母语教学的特征，严重影响学生的学习效果和身心健全与平衡发展。
- (3) 教育部必须重视华校董事部的地位，维持华小的本质与特征，确保董事部主权及其正常运作，以便董事部能妥善管理华小，联系社区推动华校的建设与发展。
- (4) 制度化公平合理拨款、拨地给华小以及兴建华小的正常机制，解

决华小师资短缺等问题；教育部必须以华语为教学媒介语，为华小开办学前教育班和特殊教育班，以符合和衔接华小的本质和发展需要。

- (5) 肯定华文独立中学对国家的贡献，允许增建华文独立中学，制度化每年拨款给全国华文独立中学，以及无条件全面承认华文独立中学统考文凭。
- (6) 恢复“国民型中学”的法定地位和学校类型名称（Sekolah Menengah Jenis Kebangsaan, SMJK），并兑现政府当年对国民型中学的承诺。
- (7) 保留国中预备班，改善其课程、师资培训和运作方式，确保发挥应有功能，以提高学生掌握国文的能力，顺利衔接国中的课程，让学生真正受惠。

际此母语教育存亡危机，华文教育首当其冲。我们谨此紧急呼吁全国各民族团体即刻行动起来，团结一致，以实际行动坚决要求政府当局停止实施《大蓝图》内不利于各源流学校生存与发展的政策和措施。

我们重申，各源流学校是国家的宝贵资产和优势，不是国民不团结的根源。实践证明，语文、文化和教育的单元主义和同化政策，只会导致国民分裂；相反的，只有多元主义、公平对待和宽容原则，才能确保各族人民的真正团结和谅解。

我们呼吁政府根据1957年教育法令所制定的国家教育政策来修订《大蓝图》，“以建立一个为全国人民所接受的国家教育体系，满足各族人民的需求，促进他们的文化、社会、经济及政治发展，接受马来语为国语，同时维护及扶持我国非马来民族语文和文化的发展”。

728 Assembly of Chinese Associations of Malaysia In Protest of Education Blueprint 2013-2025 Detrimental to the Development of Mother-Tongue Education

organised by United Chinese School Committees' Association of Malaysia
(Dong Zong)

Declaration

United Chinese School Committees' Association of Malaysia (Dong Zong) hereby solemnly proclaims that we are firmly against the proposed “Education Blueprint 2013-2025” (hereinafter referred to as “the Blueprint”) which advocates monolingual educational policy and is seen as detrimental to the development of mother-tongue education and national unity.

Malaysia is a multiracial, multilingual, multicultural and multireligious country which should recognise and implement the educational philosophies and policies of multilingual streams. Unfortunately, the authorities have since the dawn of nationhood overlooked the intrinsic rights of Malaysians of all ethnic backgrounds to learn and use their mother languages, and have advocated all these years monolingual educational policies in contravention to the realistic situation of this country. Since the “Razak Report” 1956 proposed “a single language and a single educational stream” as its “ultimate objective,” the subsequent education reports, education acts and education development blueprints have all stuck to the monolingual educational policy in an attempt to achieve this “ultimate objective.” And the Education Blueprint goes a step further by systematically expediting such a move.

The Blueprint has set the following monolingual education policy objectives over three stages from 2013 through 2025:

Stage 1 (2013-2015): Starting 2014, Chinese and Tamil primary schools will be adopting the equivalent standard of Bahasa Malaysia curriculum,

textbooks, teaching methods and examination models as in National primary schools for Standard Four to Six. Because of this, Chinese and Tamil primary schools will have to drastically increase the duration of Bahasa Malaysia teaching to 570 minutes per week, thus slashing the duration for mother language teaching to merely 300 minutes. Such a move is poised to result in structural inequilibrium of the curricula in these schools, severely jeopardising their functionality of providing comprehensive mother-tongue education and subsequently obliterating the nature of such schools.

Stage 2 (2016-2020): Reinforcement of activities stipulated by the education ministry's state and district-level "student integration and unity programme" committees, while no specification has been made for participating schools to liberally use their own teaching mediums. This will further erode the unique characteristics of Chinese and Tamil primary schools in the country.

Stage 3 (2021-2025): National primary schools and National secondary schools as priority schools to parents.

The Blueprint is in gross disregard for the fair and equitable treatment sekolah agama rakyat are entitled to while downplaying the government's pledges towards national-type schools and mission schools, not to mention total ignorance of the status of independent Chinese secondary schools and the contributions they have made to the nation over the decades, with the ill intention of excluding them from the country's mainstream education.

Once the objectives of the Blueprint are achieved, we are afraid to say that the days of Chinese and Tamil primary schools will be numbered. Chinese education will be completely uprooted and independent Chinese secondary schools completely wiped out. Meanwhile, national-type secondary schools, sekolah agama rakyat and mission schools will fade into oblivion over time. If this line of defence is breached, the almost two centuries of Chinese education in Malaysia will be abruptly ended and mother-tongue education will become a thing of the past.

The implementation of the Blueprint is obviously running against the principle of fair education, and is detrimental to the development of mother-

monolingual education, national unity as well as social harmony. We in Dong Zong are firmly against it, and shall hereby reiterate:

1. To urge the authorities to revise the relevant educational acts, abolish the “ultimate objective” of monolingual education policy and implement the more pluralistic education policy to treat all schools equally. The government must provide equal access of schools of different education streams to Information and Communications Technology (ICT) in teaching for the benefit of the students.
2. Mandarin is the primary teaching medium in Chinese primary schools while Bahasa Malaysia is a compulsory subject. We urge the Education Ministry to abolish the same standard of Bahasa Malaysia curriculum and examination in Chinese primary schools as in National primary schools. We also object to the increase of the number of periods for Bahasa Malaysia in Chinese primary schools as this will alter the unique characteristics of such schools, adversely affecting the students’ learning progress as well as balanced physical and mental development.
3. The Education Ministry must recognise the status of school boards in Chinese schools, and ensure their sovereignty and normal operations so that they can better manage the schools and preserve their unique characteristics and nature while liaising with the local community to propel the further development of Chinese education.
4. Systematise fair and rational fiscal allocations, provide land for the construction of Chinese primary schools and resolve the issue of teacher shortage in these schools while organising pre-school classes and special education classes for Chinese primary schools, where Mandarin is the primary teaching medium for the need of smooth transition into Chinese primary schools.
5. Recognise the contributions of independent Chinese secondary schools to the nation’s development, approve the construction of more independent Chinese secondary schools and systematise the annual allocations for such schools and full recognition of the Unified Examination Certificate (UEC).

6. Restore the statutory status of Sekolah Menengah Jenis Kebangsaan (SMJK), and honour the pledges the government has made towards these schools in the past.
7. Retain the Remove class and improve its curriculum, teacher qualifications and operations. Enhance the students' command of Bahasa Malaysia for smooth transition into secondary school curriculum.

Chinese education is taking the brunt of the critical moments of survival now encountered by mother-tongue education. We therefore urge all Malaysians from different ethnic backgrounds to stand alongside us, and stay united to firmly urge the government to stop implementing the Blueprint which is unfavourable to the development of different education streams in the country.

We reiterate that different education streams are an invaluable asset and advantage to the country, not the root cause of instability and disunity. It has been proven that monolingual education policy and assimilation will only serve to disintegrate the country while pluralism, equality and tolerance ensure Malaysians of different ethnic backgrounds will stay united and live harmoniously.

We urge the government to amend the Education Blueprint according to the National Educational Policy as stated in the Education Ordinance 1957, in order to “establish a national system of education acceptable to the people as a whole which will satisfy their needs and promote their cultural, social, economic and political development as a nation, with the intention of making the Malay language the national language of the country whilst preserving and sustaining the growth of the language and culture of people other than Malays living in the country”.