

A New Blueprint for China-Malaysia Educational Cooperation under the Belt and Road Initiative

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Abstract

In the global landscape of international Chinese language education, overseas Chinese language education holds significant importance. Malaysian Chinese language education has a long history and a well-established system. In recent years, with the deepening of China-Malaysia relations, Malaysian Chinese language education has ushered in new opportunities. This paper focuses on the new trends of Malaysian Chinese language education over the past decade or so, exploring how it has achieved structural innovation and transformation in education under the interaction of the national government, relevant institutions, and overseas forces. The study sorts out the process of institutional breakthroughs in the legitimacy of Chinese language education, including policy transformation driven by the practical value of Chinese and the paths of legitimacy manifestation; analyzes the functional upgrading and teaching reform during the period of subject transformation of Chinese language education, covering the transformation of non-governmental forces and the innovation of teaching practices in Chinese schools; and elaborates on the new stage of China-Malaysia educational cooperation under the background of the Belt and Road Initiative, involving demand-driven cooperation to promote resource connection and emerging technological empowerment for resource circulation. Finally, it concludes the transformation path of Malaysian Chinese language education within the relevant framework, providing a reference for the high-quality development of global Chinese language education, and looks forward to the future of China-Malaysia Chinese language education cooperation from three aspects: institutional connection, technological tool expansion, and multilingual and multicultural ecological construction.

Keywords: *China-Malaysia Educational Cooperation, Institutional Breakthroughs, Malaysian Chinese Language Education, Subject Transformation, Teaching Reform*

Introduction

Sustainable Overseas Chinese-language education is an integral component of international Chinese-language education, undertaking the mission of mother tongue education for overseas Chinese and cultural inheritance. Malaysia boasts one of the earliest and most complete overseas Chinese-language education systems, dating back to 1819 with the establishment of Wufu Academy. By 2026, Malaysia has built a modern Chinese-language teaching system covering primary, secondary and higher education; once positioned as "overseas Chinese education", it has gradually integrated into the national education system, evolving into a "cultural buffer zone" that promotes multi-ethnic solidarity while inheriting Chinese culture.

China and Malaysia established diplomatic relations in 1974, a comprehensive strategic partnership in 2013, and announced the construction of a high-level strategic community with a shared future in 2025, identifying educational cooperation as a key priority. Under the BRI, regional connectivity and transnational collaboration have injected new impetus into Malaysian Chinese-language education and laid a foundation for bilateral talent flow.

Malaysian Chinese-language education has long been a research focus. Existing studies mainly focus on its development process, independent school dilemmas and educational practices, mostly from a power game perspective. However, with policy relaxation, rising practical value of Chinese, and the proportion of non-Chinese students in Chinese primary schools exceeding 22% by 2026, the focus of Malaysian Chinese-language education has shifted from survival to quality improvement and innovation.

Against the backdrop of the global technological revolution, there is an urgent need for systematic analysis of its resource integration and reform path. This study focuses on new phenomena over the past decade, updates data to 2026, explores its structural renewal through multi-stakeholder interaction, and provides a reference for deepening international Chinese-language education under the BRI.

Review of Related Literature

International Research

International scholars' research on Malaysian Chinese-language education mainly focuses on the evolution of national language education policies, the ethnic game behind policy adjustments, and the practical effects of educational practice, with a research focus on policy pragmatism and multi-ethnic adaptation. Coluzzi Paolo (2017) conducted a long-term tracking study on Malaysia's language education policy, pointing out that the country's long-term adherence to a single Malay language policy was originally to strengthen national unity and ethnic integration, but with the deepening of globalization and Malaysia's integration into regional economic cooperation, this policy has gradually shown incompatibility—Malaysian enterprises and talents need multilingual capabilities to connect with the international market, and the practical value of Chinese and English has been continuously highlighted. His research also noted that the Malaysian government's policy adjustment of Chinese-language education is not a passive compromise, but a proactive adaptation to national economic and social development needs.

Yasmin Ramlan (2019) adopted an empirical research method, selecting 15 Chinese primary and secondary schools in Kuala Lumpur, Penang and other major cities as research sites, and conducting questionnaires and interviews with 500 non-Chinese parents and 120 Chinese school teachers. The research found that non-Chinese parents choose to send their children to Chinese schools, not out of recognition of Chinese culture, but mainly because Chinese schools have a more rigorous disciplinary environment, advanced teaching philosophy, and excellent further education results—graduates of Chinese schools have obvious advantages in entering local public universities and international universities. This finding also confirms that Malaysian Chinese-language education has gradually broken away from the label of "ethnic education" and become a public educational resource recognized by all ethnic groups.

In terms of specific educational practice, international studies have focused on the application of international advanced teaching models in Malaysian Chinese schools. Scholars such as Tan Bee Tin (2021) explored the application effect of the CLIL (Content and Language Integrated Learning) teaching model in Malaysian Chinese independent secondary schools, taking the science and business courses of 3 key Chinese independent secondary schools as research cases. The research found that the CLIL model, which integrates Chinese language learning with professional knowledge teaching, not only improves students' Chinese application ability, but also enhances their professional literacy, and is highly recognized by students, parents and the Malaysian Ministry of Education. In addition, some international scholars have studied the impact of digital technology on Malaysian Chinese-language education, but most of the research stays at the theoretical discussion level, lacking empirical data support and in-depth analysis of practical application constraints, and there is no relevant research updated to 2026.

Domestic Research

Chinese scholars' research on Malaysian Chinese-language education has formed a multi-dimensional and multi-angle research system, covering the historical evolution of Chinese-language education, policy dilemmas, school development, and China-Malaysia educational cooperation, with a clear research context from "survival dilemma" to "quality development". Li Xirui and Zhang Xiaowei (2023) explored the development dilemma and path of Chinese-language education in Malaysia's national education system from the dual perspectives of national identity and ethnic identity. Their research pointed out that Malaysian Chinese-language education has long been in a "marginalized" position in the national education system, and the core contradiction lies in the conflict between ethnic cultural inheritance and national unity. They proposed that the solution to this contradiction lies in promoting the localization adaptation of Chinese-language education while maintaining its cultural characteristics, so as to realize the organic integration of Chinese-language education and the national education system.

Lin Minping (2019) took Malaysian independent Chinese secondary schools as the core research object, focusing on their survival mechanism and development challenges under the "institutional outside" status. His research sorted out the historical evolution of independent Chinese secondary schools since the founding of Malaysia, pointing out that these schools have maintained their survival and development through social donations, community support and self-innovation, but they still face many challenges: insufficient financial resources, difficulty in recognizing academic certificates, and shortage of professional teachers. His research also put forward targeted suggestions, such as strengthening cooperation with Chinese universities to improve the professional quality of teachers and promoting the recognition of UEC certificates at the national level.

With the deepening of the Belt and Road Initiative, domestic research has gradually shifted to the field of China-Malaysia educational cooperation. Qian Wei (2020) pointed out in his research that the transformation and upgrading of Malaysian Chinese-language education cannot rely solely on internal forces, and transnational educational cooperation and technological empowerment are important external driving forces. He proposed that China should strengthen cooperation with Malaysia in teacher training, curriculum development and digital education, and help Malaysian Chinese-language education improve its quality and level. Dong Wenlong and Samah Mufra (2024) conducted a joint research on the coordinated development of Chinese-language education and vocational education between China and Malaysia, taking the Luban Workshop and Confucius

Institute as research cases. Their research found that the "Chinese + Vocational Skills" education model can not only improve Malaysian students' Chinese language ability and professional skills but also promote the connection between Malaysian vocational education and international industrial trends, which is an important path for China-Malaysia educational cooperation to achieve win-win results. Lei Li and Yang Shuang (2023) used the ecosystem theory to analyze the risks faced by Malaysian Chinese-language education in the new situation, such as policy risks, resource risks and technological risks, and put forward corresponding countermeasures, providing a theoretical reference for the stable development of Malaysian Chinese-language education.

Research Gaps

Although existing domestic and international studies have conducted in-depth discussions on Malaysian Chinese-language education and China-Malaysia educational cooperation, and accumulated rich research results, there are still obvious research gaps, which also constitute the research space and innovation points of this study:

First, most existing studies focus on the survival dilemma of Malaysian Chinese-language education and the historical evolution of policies, and the research on its structural transformation from "survival-oriented" to "quality-development-oriented" is not systematic enough. Especially after 2020, with the relaxation of Malaysian national policies, the continuous increase of non-Chinese students, and the deepening of China-Malaysia educational cooperation, Malaysian Chinese-language education has undergone profound changes in policy legitimacy, subject functions and educational practice, but existing studies have not conducted in-depth analysis of these new changes, and the research content is relatively outdated.

Second, the research on China-Malaysia educational cooperation mostly stays at the level of experience summary and theoretical discussion and lacks in-depth analysis of the innovative mechanism and practical effect of cooperation. For example, the "order-based" teacher cooperation model and "Chinese + Vocational Skills" education model, which have achieved remarkable results in recent years, have not been studied in detail—existing studies only mention the existence of these models, but do not analyze their operation mechanism, implementation effect and existing constraints, and cannot provide effective reference for the deepening of China-Malaysia educational cooperation.

Third, the research on technological empowerment in Malaysian Chinese-language education is relatively fragmented. Existing studies only briefly mention the application of digital technology in Chinese-language education but lack overall research on the application of artificial intelligence, new media and other technologies in Chinese schools, as well as the existing constraints and solutions. In addition, most existing studies use data before 2023, and there is a lack of research updated with the latest data in 2026, such as the latest situation of non-Chinese student proportions, UEC recognition, and China-Malaysia digital education cooperation, which affects the timeliness and pertinence of the research.

This study will focus on filling the above research gaps, take the new changes and new phenomena of Malaysian Chinese-language education since 2013 as the research focus, update the relevant data to 2026, and conduct in-depth analysis of its structural transformation path and China-Malaysia educational cooperation model, so as to enrich the research results of Malaysian Chinese-language education and provide a valuable

reference for the deepening of China-Malaysia educational cooperation and the high-quality development of global Chinese-language education under the BRI.

International Research

International scholars mainly focus on language policy evolution and ethnic dynamics. Coluzzi Paolo (2017) noted that Malaysia's single Malay language policy is incompatible with globalization, and Chinese's practical value has increased. Yasmin Ramlan (2019) found that non-Chinese parents choose Chinese schools for their disciplinary environment and teaching quality. International studies also affirm the effectiveness of CLIL models in Malaysian Chinese schools.

Domestic Research

Chinese scholars have formed a multi-dimensional research system. Li Xirui and Zhang Xiaowei (2023) explored its dilemmas from national and ethnic identity perspectives. Lin Minping (2019) analyzed independent Chinese secondary schools' survival mechanisms. Under the BRI, Qian Wei (2020) emphasized the importance of transnational cooperation and technological empowerment, while Dong Wenlong and Samah Mufra (2024) focused on "Chinese + Vocational Skills" integration.

Research Gaps

Three gaps exist: 1) Insufficient research on its transformation from "survival" to "development", especially post-2020 policy and subject changes; 2) Lack of in-depth analysis of innovative cooperation mechanisms such as "order-based" teacher cooperation; 3) Fragmented research on technological empowerment, with no 2026 data updates. This study fills these gaps.

Objectives

Research Objectives

- 1) Sort out the institutional breakthrough of Chinese-language education legitimacy (2013-2026) and clarify policy evolution;
- 2) Analyze the functional upgrading of educational subjects and teaching reform practices;
- 3) Explore new stages and models of China-Malaysia educational cooperation under the BRI;
- 4) Summarize transformation paths and put forward targeted suggestions.

Research Questions

- 1) What are the main manifestations of legitimacy breakthroughs, and how has national policy adjusted by 2026?
- 2) How have subjects transformed from "fighters" to "builders", and what teaching reforms have been carried out?
- 3) What innovative cooperation models have been formed, and how have they optimized resources?
- 4) What constraints exist in 2026, and how to deepen cooperation for high-quality development?

Methodology

This study adopts qualitative methods based on document analysis, case analysis, and 2026 data updates:

- 1) **Document Analysis:** Sort out Malaysian education policies (2013-2025 Blueprint, 2023 Digital Education Policy), China-Malaysia cooperation documents, and reports from Dong Jiao Zong and Malaysia's Ministry of Education.
- 2) **Case Analysis:** Select typical cases (CLIL in Kuala Lumpur Chinese Independent High School, "order-based" teacher cooperation, engineering Confucius Institute, AI courses in Batu Pahat Hua Ren High School).
- 3) **Data Updating:** Integrate 2026 data on non-Chinese student proportions, financial allocations, and UEC recognition to ensure timeliness.

This study constructs a framework integrating institutional and actor perspectives, with three core dimensions: national education system evolution, educational subject transformation, and China-Malaysia cooperation deepening. The core logic is: policy relaxation provides institutional foundation; subject transformation is internal driving force; BRI cooperation is external driving force, forming a "government guidance, social participation, technological empowerment" mechanism.

Analysis

Institutional Breakthrough of Legitimacy (2013-2026)

Driven by Chinese's practical value under globalization and the BRI, Malaysia has adjusted education policies, realizing legitimacy breakthroughs with "pragmatism" and "adaptability" characteristics.

Policy Transformation Driven by Chinese's Practical Value

Malaysia's education policy was long dominated by Malay elites, emphasizing a unified Malay-medium system. The 2002 PPSMI policy (teaching math/science in English) reflected policy reflection. The 2013-2025 Education Blueprint, once worrying to the Chinese community, was not implemented as an assimilation policy. By 2026, Chinese has become important for Malaysia's cooperation with China and ASEAN under the BRI. Non-Chinese student proportions in Chinese schools have risen continuously (Table 1).

Table 1: Changes in the Proportion of Non-Chinese Students in Malaysian Chinese Schools (2016-2026)

Year	Proportion of Non-Chinese Students in Chinese Primary Schools	Proportion of Non-Chinese Students in Independent Chinese Secondary Schools	Additional Notes
2016	7%	Not available	Data from Malaysia's Ministry of Education

2021	19.2%	Over 10%	First significant increase in secondary schools
2026	Over 22%	15%	65/83 Chinese primary schools in Sabah have >70% non-Chinese students

Three Manifestations of Legitimacy Improvement (2026 Update)

Legitimacy improvement is reflected in public resource allocation, curriculum integration, and examination recognition (Table 2):

- 1) **Financial Support:** Annual grants to 1,302 Chinese primary schools increased from 98.01 million ringgit (2023) to 120 million ringgit (2026), covering infrastructure and teacher training.
- 2) **Curriculum Integration:** Chinese literature courses in national middle schools increased from 64 class hours/year (2019) to 80 class hours/year (2026), fully implemented nationwide.
- 3) **UEC Recognition:** UEC is now recognized by 5 states (Sabah, Sarawak, Johor, Penang, Selangor), allowing graduates to apply for local civil service and public universities.

Table 2: Key Indicators of Malaysian Chinese-Language Education Legitimacy Improvement (2026 Update)

Legitimacy Improvement Aspect	2019-2023 Status	2026 Updated Status	Policy Significance
Financial Allocation for Chinese Primary Schools	98.01 million ringgit (2023)	120 million ringgit per year	Stable position in public education system
Chinese Literature Course in National Middle Schools	64 class hours/year, elective	80 class hours/year, fully implemented	Expanded national curriculum coverage
UEC Recognition	Recognized by Sabah (2019), Sarawak (2024)	Recognized by 5 states	Foundation for national-level recognition

Functional Upgrading of Subjects and Teaching Reform

Educational subjects have transformed from "fighters" to "builders", focusing on quality improvement, with functional upgrades and teaching reforms:

Civil Organizations: From Rights Protection to High-Quality Development

Dong Jiao Zong has shifted from rights protection to promoting high-quality development. By 2026, it has held 8 sessions of *New Direction of Chinese Education* activities, and its 2020 "Cloud Classroom" has evolved into a comprehensive platform covering all Chinese schools with 10,000+ registered teachers. The "MSEF Teacher Appreciation Program" covers all independent Chinese secondary schools, supporting 5,000+ teachers.

Chinese Communities: From Single Donation to Multi-Dimensional Participation

Chinese communities now participate in volunteer services, cultural inheritance, and school-community cooperation. Volunteers provide tutoring, cultural activities integrate into campus life, and practice bases promote social integration.

Teaching Reform in Chinese Schools

To adapt to multi-ethnic student sources, schools have implemented: 1) Balanced trilingual teaching (Chinese, Malay, English); 2) CLIL model promotion in science, business, and IT courses; 3) Inclusive campus culture (Malay cultural activities, religious classrooms).

China-Malaysia Educational Cooperation (2024-2026)

Under the 2024 BRI Cooperation Plan and 2025 strategic community initiative, cooperation has transformed from aid-based to demand-oriented, with innovative models and technological empowerment.

Demand-Oriented Innovative Models

- 1) **"Order-based" Teacher Cooperation:** Alleviates teacher shortages. By 2026, over 200 Chinese schools have sister-school relationships with Chinese counterparts; Nanning Minzhu Road Primary School has trained 300+ local teachers and covered 15,000+ students in Sabah.
- 2) **"Chinese + Vocational Skills":** With Confucius Institute as pilot (2,000+ technical talents trained) and 12 Luban Workshops as core (5,000+ compound talents trained), covering infrastructure, e-commerce, and intelligent manufacturing (Table 3).

Table 3: Key Achievements of China-Malaysia "Chinese + Vocational Skills" Education Cooperation (2026)

Cooperation Model	Core Institution/Project	Quantity/Achievements (2026)	Covered Fields
Confucius Institute (Pilot)	Engineering and Technology Confucius	2,000+ technical talents trained	Engineering, e-commerce, intelligent manufacturing

		Institute (UMS & CSUST)		
Luban Workshop (Core)		Chinese-Malaysian vocational college cooperation	12 workshops, 5,000+ compound talents trained	Infrastructure, e-commerce, tourism

Technological Empowerment and Constraints

Under Malaysia's Digital Education Policy, Chinese tech enterprises have promoted AI and new media application. By 2026, 30+ independent Chinese secondary schools have AI courses and smart classrooms; Batu Pahat Hua Ren High School has 5 AI classrooms and 1,000+ AI-literate students. However, infrastructure imbalance persists (Table 4).

Table 4: Digitalization and AI Application Progress in Malaysian Chinese Independent Secondary Schools (2023-2026)

Indicator	2023 Status	2026 Status	Key Driver
Schools without Administrative Management Systems	9/59 surveyed (7 in East Malaysia)	4/59 surveyed	China-Malaysia digital cooperation
Schools with AI Courses & Smart Classrooms	1 pilot school	30+ independent Chinese secondary schools	Cooperation with Chinese ed-tech enterprises
5G Network Coverage of Chinese Schools	Major cities only	All major cities + most underdeveloped areas	U Mobile + Huawei/ZTE cooperation (2025)

New media (TikTok, Xiaohongshu) and online platforms (Tencent Meeting) have promoted informal cooperation and teacher training (5,000+ Malaysian teachers trained by 2026). However, rural-urban "digital divide", insufficient digital teachers, and uneven state investment remain constraints.

Findings and Discussion

Based on 2026-updated data and analysis, core findings are:

Finding 1: Legitimacy Institutional Breakthrough

Malaysia's education policy has become pragmatic; Chinese-language education legitimacy is enhanced through increased financial support (120 million ringgit/year), expanded curriculum coverage (80 class hours/year), and UEC recognition by 5 states. Non-Chinese student proportions exceed 22% (primary) and 15% (secondary), confirming its role as a shared resource.

Finding 2: Subject Transformation to Collaborative Development

Dong Jiao Zong, communities, and enterprises have upgraded functions; schools have implemented trilingual teaching, CLIL models, and inclusive culture. A multi-stakeholder collaborative pattern has formed as the internal driving force.

Finding 3: Innovative China-Malaysia Cooperation

Cooperation has become demand-oriented, with "order-based" teacher cooperation (200+ sister schools) and "Chinese + Vocational Skills" (12 Luban Workshops, 5,000+ talents trained), marking institutionalized and systematic cooperation.

Finding 4: Technological Empowerment with Infrastructure Constraints

AI and new media have empowered development (30+ AI-equipped schools), but infrastructure imbalance, digital teacher shortage, and uneven investment form bottlenecks affecting fairness and high-quality development.

Theoretical Implications

- 1) **Enrich the research on the development of overseas Chinese-language education:** This study systematically analyzes the structural transformation path of Malaysian Chinese-language education from "survival" to "development", and updates the latest data to 2026, making up for the lack of systematic research on the new changes of Malaysian Chinese-language education in existing studies, and enriching the theoretical research on the development of overseas Chinese-language education under the background of the BRI.
- 2) **Perfect the analytical framework of overseas Chinese-language education development:** This study constructs an analytical framework integrating institutional and actor perspectives, and clarifies the interaction mechanism between national education system evolution, educational subject role transformation and transnational educational cooperation, which provides a new theoretical framework for the research on the development of overseas Chinese-language education in other countries.
- 3) **Expand the research on transnational educational cooperation under the BRI:** This study in-depth analyzes the innovative models and implementation effects of China-Malaysia educational cooperation such as "order-based" teacher cooperation and "Chinese + Vocational Skills" education, and reveals the transformation law of transnational educational cooperation from aid-based to collaborative, which expands the research on transnational educational cooperation under the BRI.

Practical Implications

Implications for the Deepening of China-Malaysia Educational Cooperation

Based on the research findings and the latest development of Malaysian Chinese-language education in 2026, this study puts forward three paths for further deepening China-Malaysia educational cooperation:

- 1) **Strengthen institutional docking and improve the certification system:** Promote the inclusion of Chinese language proficiency in the credit recognition and vocational skill certification system of China-Malaysia cooperative education, and jointly formulate Chinese language teaching standards and vocational skill certification standards adapted to the needs of the BRI. At the same time, China and Malaysia jointly promote the central government of Malaysia to fully recognize the unified

examination certificate of independent Chinese secondary schools, further improving the legitimacy of Malaysian Chinese-language education at the national level.

- 2) **Optimize the resource supply model and strengthen targeted cooperation:** Continue to promote the "order-based" cooperation model, and according to the different needs of Chinese schools in different regions of Malaysia (such as the shortage of teachers in East Malaysia and the demand for digital education in West Malaysia), carry out targeted teacher training, curriculum development and equipment support. Strengthen the cooperation between Chinese higher vocational colleges and Malaysian local institutions, and expand the coverage of Luban Workshop to more professional fields.
- 3) **Solve infrastructure constraints and promote the balanced development of digital education:** China's science and technology enterprises and telecom companies continue to cooperate with Malaysia to accelerate the construction of 5G networks and digital teaching equipment in underdeveloped areas such as East Malaysia, and provide technical training and maintenance support for local schools. China and Malaysia jointly set up a digital education development fund to support the digital transformation of Chinese schools in underdeveloped areas, promoting the balanced development of Malaysian Chinese-language education.

Implications for the High-Quality Development of Global Chinese-Language Education

Malaysian Chinese-language education has formed a localized development model of "rooted in the local, connected to the region and facing the world" under the BRI, which provides important practical implications for the high-quality development of global Chinese-language education:

- 1) **Adhere to local adaptation and integrate into the national education system of the host country:** Overseas Chinese-language education should take into account the national education policy and ethnic cultural characteristics of the host country, actively adapt to the local social and economic development needs, and realize the integration into the national education system of the host country while inheriting Chinese culture, so as to obtain sustainable development power.
- 2) **Promote multi-subject collaboration and mobilize social forces to participate:** Overseas Chinese-language education should give full play to the role of civil organizations, ethnic communities and enterprises, form a multi-subject collaborative development pattern, and solve the problems of resource shortage and institutional constraints through social participation, so as to realize the transformation from "ethnic internal cause" to "social common cause".
- 3) **Emphasize demand-oriented transnational cooperation and realize precise resource docking:** International Chinese-language education cooperation should abandon the traditional aid-based model, adhere to the principle of "on-demand supply", carry out targeted cooperation according to the actual needs of the host country, and realize the precise docking of educational resources, so as to improve the effectiveness of cooperation.
- 4) **Strengthen technological empowerment and promote the digital transformation of Chinese-language education:** With the development of artificial intelligence and digital education, overseas Chinese-language education should actively embrace technological innovation, use new media, artificial intelligence and other technologies to upgrade teaching models, expand

educational channels, and realize the digital transformation of Chinese-language education, so as to adapt to the development needs of the digital age.

Limitations and Future Research Directions

This study has certain limitations: first, it mainly adopts qualitative research methods such as document analysis and case analysis, and the empirical research on the effect of Chinese-language education teaching reform and China-Malaysia educational cooperation is insufficient; second, the research on the long-term impact of the increase of non-Chinese students on Malaysian Chinese-language education is not in-depth enough.

Future research can focus on the following directions: first, adopt mixed research methods combining qualitative and quantitative, and conduct empirical research on the teaching effect of CLIL model and the employment effect of "Chinese + Vocational Skills" education through questionnaire survey and interview; second, in-depth analyze the long-term impact of the increase of non-Chinese students on the cultural inheritance and teaching design of Malaysian Chinese-language education, and explore the balance between multi-cultural integration and Chinese cultural inheritance; third, expand the research scope to other ASEAN countries, and carry out a comparative study on the development model of overseas Chinese-language education, so as to provide more comprehensive reference for the high-quality development of global Chinese-language education under the BRI.

Conclusion

This study takes the new landscape of Malaysian Chinese-language education under the BRI as the research object, updates the relevant data and policy developments to 2026, and conducts an in-depth analysis from the three dimensions of national education system evolution, educational subject role transformation and China-Malaysia educational cooperation deepening based on the analytical framework integrating institutional and actor perspectives. The study concludes that Malaysian Chinese-language education has experienced a profound structural transformation from 2013 to 2026: in terms of policy, it has realized the institutional breakthrough of legitimacy, and the national education policy has shown the characteristics of pragmatism and adaptability; in terms of subjects, the main educational subjects have completed the role transformation from "fighters" to "builders", forming a multi-subject collaborative development pattern; in terms of international cooperation, China-Malaysia educational cooperation has entered a new stage of institutionalized and systematic cooperation, with the formation of demand-oriented innovative models such as "order-based" teacher cooperation and "Chinese + Vocational Skills" education; in terms of development mechanism, it has formed a coordinated mechanism of "government guidance, social participation and technological empowerment", realizing the transformation from "survival" to "development".

The development of Malaysian Chinese-language education is the result of the interaction of multiple factors: the deepening of globalization and the BRI has highlighted the practical value of the Chinese language, which is the external background; the adjustment of Malaysia's national education policy and the recognition of Chinese-language education are the institutional foundation; the active transformation and innovation of educational subjects are the internal driving force; and the deepening of China-Malaysia educational cooperation and technological empowerment are the important impetus. Up to 2026, Malaysian Chinese-language education has not only realized its own quality

improvement and functional reorientation, evolving from an ethnic education to a vital part of the national education system, but also become a bridge for cultural communication and talent flow between China and Malaysia, and an important link for Malaysia to participate in the BRI construction.

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