YOUTH EDUCATION AND TRAINING IN MALAYSIA

PROF. DR. SUFEAN HUSSIN

UNIVERSITI MALAYA

Education and training are both concepts that are becoming the critical elements of human resource development in a very wide range of human enterprises and career opportunities, ranging from agricultural production to aerospace production. In Malaysia, human resource development has been posited as a critical factor for economic development, which in turn, is vital for national development and to increase the per capita income of the people as well as for improving the quality of life. Education in Malaysia is a lifelong process with the ultimate goal of achieving a peaceful and harmonious civil society with a high quality of life. The nation's education process is conducted in formal, no formal, and informal settings, and each setting is just as important as the others. However, many youth development programs are conducted in non-formal setting by various government and private agencies.

Currently, youth education and training in Malaysia is guided by the 'knowledge-based society and economy' development framework in order to enable Malaysia to produce the required intellectual resources for high-technology and information-based industries, which has now become the leading push-factor for social and economic development in the world of globalization. It is estimated that more than 18 million youths have benefited or gained employment due to the education and training programs offered by these institutions in the past four decades. Youth development through education and training will continue to be given a high priority by the Malaysian government. The various education and training institutions must be aware of this, and they should abide closely by the human resource development policy and the national development plan. Youth development is a necessary investment.

Malaysia is a cosmopolitan country with a population of 26.63 million people of various ethnic groups such as Bumiputera (65.9%), Chinese (25.2%), Indians (7.5 %), and others (1.4%). The average population growth rate is 2.2 % per year. The dependency ratio is 58.6 and the median age is 24.2. Of the total population, 4.83 million (17.7 %) comprises youth in the 15-24 year age-group in the year 2006 (Malaysia, 2006, Ninth Malaysia Plan). In terms of politics and government, Malaysia practices democracy with constitutional monarchy. It is politically stable and has a sound economic growth. National unity has been the foundation of progress and harmony.

Malaysia has made a significant progress in its economy in the past three decades, and currently it is a newly industrialized country (NIC) with a robust economic growth, measured in terms of the Real Gross Domestic Product (GDP), of 5.2 % in 2005 and 5.8 % in 2006 (Malaysia, 2006). The industrial and services sectors largely substantiate the economic growth. The GDP in 2000 was US$ 53.7 billion and in 2005 was US$76.9 billion. The GDP per capita in 2005 was US$10,318 per person (Malaysia, 2001, Eighth Malaysia Plan). Externally, the strength of Malaysia's economy is derived from the export of petroleum products, electrical products, electronic components, automobiles, and processed food products. Internally, the economy is made robust by businesses in the service, construction, property, tourism, education, and agriculture-based industries. Small-medium industries and businesses contributed 65 percent of the overall economic production. The government and industries are the big employers providing jobs to almost 12 million people. Unemployment of youth is on average 8 percent per year.

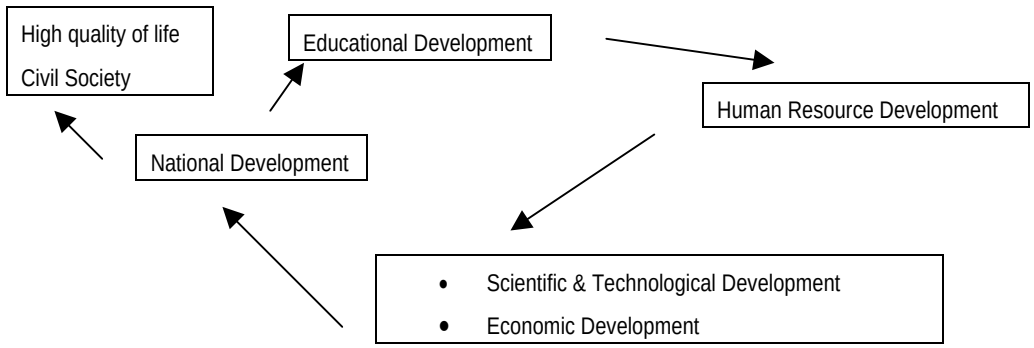
Education, Training and National Development

The end goals of education in Malaysia are the attainment of civil society, harmony, peace, and high quality of life. The holistically educated populace is believed to be the basis of nation-building and high civilization. Training refers to the acquisition, enhancement, and perfection of knowledge and skills in performing a specific job or activity related to one's vocation, interest, or talent. Training refines the art of doing things and it is very necessary for achieving a high standard of professionalism. In Malaysia, college and university graduates undergo industrial

Training program for the purpose of readjustment to the culture and mindset of the business world. The youth are encouraged to be business entrepreneurs or find jobs in industries and businesses. Today, on-going training of staff seems necessary for organizational development of public and private corporations for the purpose of synergizing new ideas and making new innovations. Apart from that, training programs are designed for increasing job performance and thus the effectiveness and efficiency of organizations.

Combining 'education' and 'training' together, both concepts become the critical elements of human resource development in a very wide range of human enterprises and career opportunities, ranging from agricultural production to aerospace production. In Malaysia, human resource development has been posited as the critical factor for economic development, which in turn, is critical for national development and for increasing the per capita income of the people and for improving the quality of life (refer to Figure 1). Apart from that, it is acknowledged that technology is ever evolving. It changes culture, society, economy, politics, and religion from one paradigm to another, from simple to complex. In this regard, human resource development should be geared towards scientific and technological development in all sectors of economic production. Research and development (R & D) has been placed as a high priority by the Malaysian government.

FIGURE 1: THE Development Cycle of Malaysia



Based on Figure 1, the critical age group to ensure the continuity of the development cycle in Malaysia is the young population, which is estimated to be 13.5 million in 2005, and half of which is youth who are in secondary schools, technical and vocational schools, polytechnics, youth skill institutes, colleges, and universities. Thus, it is imperative that the national development agenda of Malaysia must stress on youth development as well as human resource development. Education and training, in combination with infrastructural development, has contributed significantly to the development of the Malaysia. The Development Composite Index (DCI) of Malaysia has increased from 100 in 1990 to 129.1 in 2000 (refers to Table 1). Further improvement to the DCI is expected to be made in the Malaysian society in the current implementation of the Ninth Malaysia Plan, within the general orientation of achieving the developed country status, as in Vision 2020 development framework.

Table 1: The Development Composite Index (DCI)

DEVELOPMENT COMPOSITE INDEX

(1990=100)

Indicator/State		More Developed States								Less Developed States								MALAYSIA
		Total	Johor	Melaka	Negeri Sembilan	Perak	Pulau Pinang	Selangor[1]	Wilayah Persekutuan Kuala Lumpur	Total	Kedah	Kelantan	Pahang	Perlis	Sabah[2]	Sarawak	Terengganu	
Per Capita GDP	1990	**104.4**	97.0	100.1	94.9	95.1	106.4	113.4	120.6	**94.6**	88.3	84.3	94.2	90.1	96.3	99.2	108.2	**100.0**
	2000	**133.8**	128.5	131.2	126.8	127.4	140.0	153.7	154.1	**123.9**	120.9	116.8	123.1	123.7	121.2	126.7	142.3	**129.5**
Unemployment Rate	1990	**106.2**	108.0	104.6	106.6	102.2	107.6	110.0	104.2	**93.8**	102.2	95.4	108.0	101.7	79.9	80.9	88.6	**100.0**
	2000	**133.2**	132.5	132.5	131.8	128.4	138.0	130.4	138.7	**118.8**	131.1	112.5	124.2	128.4	108.3	111.8	115.2	**125.6**
Urbanization Rate	1990	**106.5**	100.0	95.7	97.2	102.7	112.7	112.8	124.5	**93.5**	92.8	93.2	91.8	90.0	93.1	95.2	98.4	**100.0**
	2000	**135.9**	129.1	126.0	125.0	134.4	142.9	144.4	149.3	**121.8**	122.5	121.2	118.6	119.4	120.7	126.4	124.1	**130.2**
Registered Car & Motorcycle per 1,000 Population	1990	**108.2**	108.3	104.8	105.5	99.3	117.8	113.7	108.2	**91.8**	94.5	89.5	96.3	98.1	84.4	91.0	88.9	**100.0**
	2000	**139.9**	136.8	138.2	134.9	134.2	148.7	130.3	156.1	**125.4**	127.9	123.8	127.8	128.5	119.6	125.6	124.2	**132.6**
Telephone per 1,000 Population	1990	**108.6**	101.2	99.0	99.7	97.9	108.6	113.3	126.4	**93.4**	92.0	89.6	93.2	94.7	95.9	96.9	91.6	**100.0**
	2000	**134.2**	130.9	130.7	129.9	130.5	140.8	147.8	128.8	**117.8**	115.9	115.4	122.4	115.9	115.9	120.1	119.0	**126.0**
Incidence of Poverty	1990	**107.2**	107.3	105.1	107.9	98.3	108.5	109.6	113.5	**92.8**	87.8	87.9	107.1	100.3	83.5	96.6	86.5	**100.0**
	2000	**130.3**	132.5	127.5	132.5	121.6	132.2	133.3	132.8	**115.7**	115.3	107.2	127.8	115.7	105.1	125.9	113.2	**124.7**
Population Provided With Piped Water	1990	**108.1**	101.2	108.7	105.5	104.1	112.6	110.4	114.2	**91.9**	94.5	79.8	98.7	92.3	93.0	87.9	97.2	**100.0**
	2000	**142.2**	141.1	142.0	142.0	142.9	142.9	142.0	142.9	**131.2**	141.1	115.6	136.5	138.3	111.9	132.4	137.4	**135.6**
Population Provided With Electricity	1990	**105.0**	99.1	107.6	106.8	99.1	106.8	107.6	107.6	**95.0**	100.9	95.0	103.8	106.8	77.2	79.5	102.1	**100.0**
	2000	**135.9**	135.9	135.9	135.9	135.9	135.9	135.9	135.9	**128.1**	133.9	135.9	135.9	135.9	107.7	109.1	135.9	**132.0**
Infant Mortality Rate per 1,000 Live Birth	1990	**106.0**	102.5	107.1	104.3	103.4	108.9	105.9	109.7	**94.0**	100.8	103.1	98.7	97.1	71.2	87.6	99.9	**100.0**
	2000	**133.4**	139.2	125.2	134.0	138.2	136.6	144.4	116.4	**125.1**	128.8	122.6	121.0	131.3	113.3	140.8	117.9	**130.9**
No. of Doctor per 10,000 Population	1990	**105.0**	97.4	99.2	100.0	98.3	104.7	101.9	132.9	**95.0**	94.7	95.3	96.1	97.2	93.3	93.6	95.0	**100.0**
	2000	**133.4**	122.6	132.1	126.0	126.3	133.9	147.4	145.5	**119.4**	121.3	122.6	119.9	121.1	114.1	118.0	119.0	**126.9**
Economic Development Index	1990	**106.3**	102.9	100.8	100.7	99.4	110.6	112.6	116.8	**93.4**	93.9	90.4	96.7	94.9	89.9	92.6	95.2	**100.0**
	2000	**135.5**	131.6	131.7	129.7	131.0	142.1	137.3	145.4	**121.7**	123.3	117.9	123.2	123.2	117.1	122.1	125.0	**128.6**
Social Development Index	1990	**106.2**	101.6	105.5	104.9	100.6	108.3	107.1	115.6	**93.8**	95.7	92.2	100.9	98.7	83.6	89.0	96.1	**100.0**
	2000	**135.1**	134.3	132.5	134.1	133.0	136.3	140.6	134.7	**123.9**	128.5	120.8	128.2	128.5	110.4	126.2	124.7	**129.5**
Development Composite Index	**1990**	**106.3**	**102.2**	**103.2**	**102.8**	**100.0**	**109.5**	**109.9**	**116.2**	**93.6**	**94.8**	**91.3**	**98.8**	**96.8**	**86.8**	**90.8**	**95.7**	**100.0**
	2000	**135.3**	**132.9**	**132.1**	**131.9**	**132.0**	**139.2**	**139.0**	**140.1**	**122.8**	**126.1**	**119.4**	**125.7**	**125.8**	**113.8**	**124.2**	**124.8**	**129.1**
Change in Index		**29.0**	30.7	28.9	29.1	31.9	29.7	29.1	23.9	**29.2**	31.2	28.1	26.9	29.0	27.0	33.3	29.2	**29.0**

Notes:

[1] Includes Wilayah Persekutuan Putrajaya.
[2] Includes Wilayah Persekutuan Labuan.

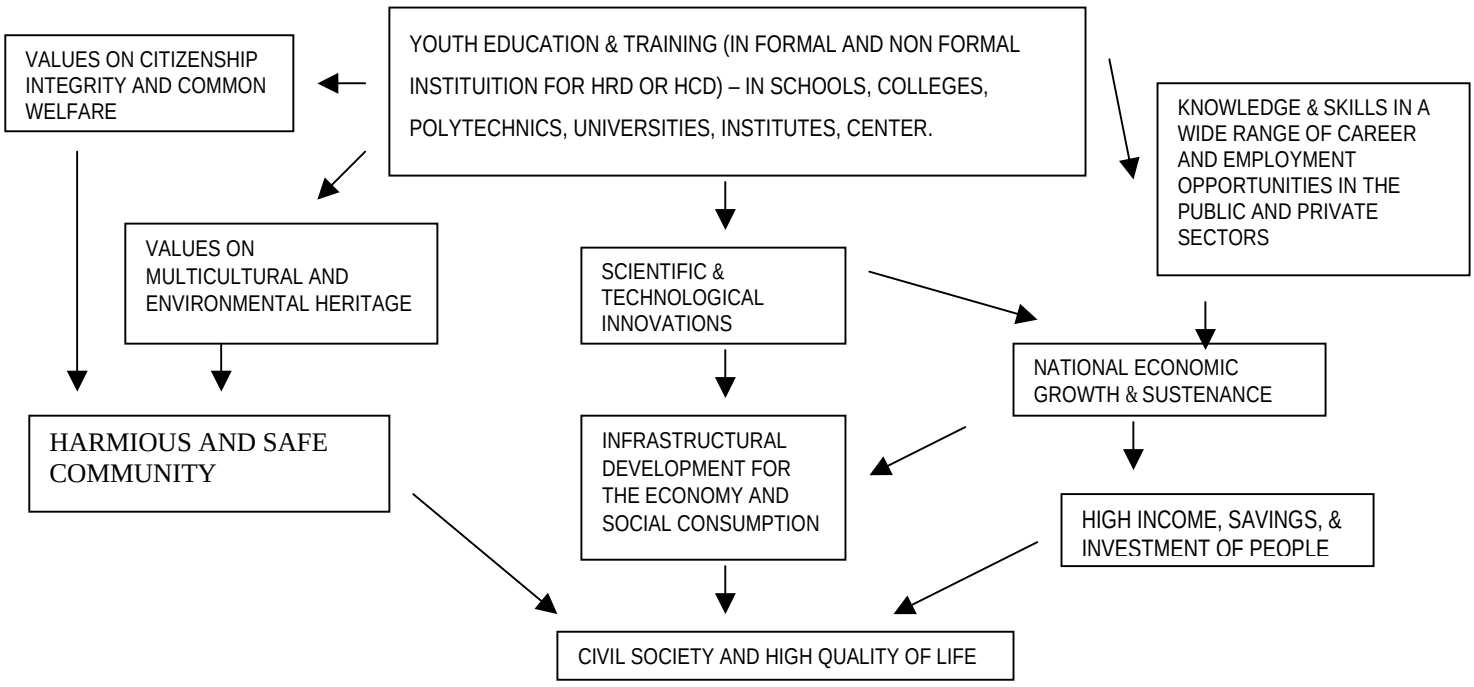
Source: Malaysia (2003), The Third Outline of Malaysia Plan 2001--2010

The Critical Function of Youth Education and Training

Countries that are not well endowed with rich natural resources have to depend on other resources, especially their human resources, for their economic strength and technological advancement in many areas of economic production and national development. This fact has been proven by countries like Japan, Korea, Singapore, and Taiwan that have made impressive industrial production and economic growth in the past three decades, and thus concurrently have boosted up their social infrastructure and quality of life, in the past three decades. Malaysia is performing in a similar manner; in fact more than that, it is in the pursuit of becoming an advanced country by the year 2020.

The main underlying thrust for such a progress is human resource development (HRD) or human capital development (HCD), and it is here that education and training plays its critical function in economic development and other kinds of development. The role model is the advanced country in the world. The critical function theory of youth education and Training can be portrayed and grappled easily by Figure 2 below. The four bold arrows indicate the critical components.

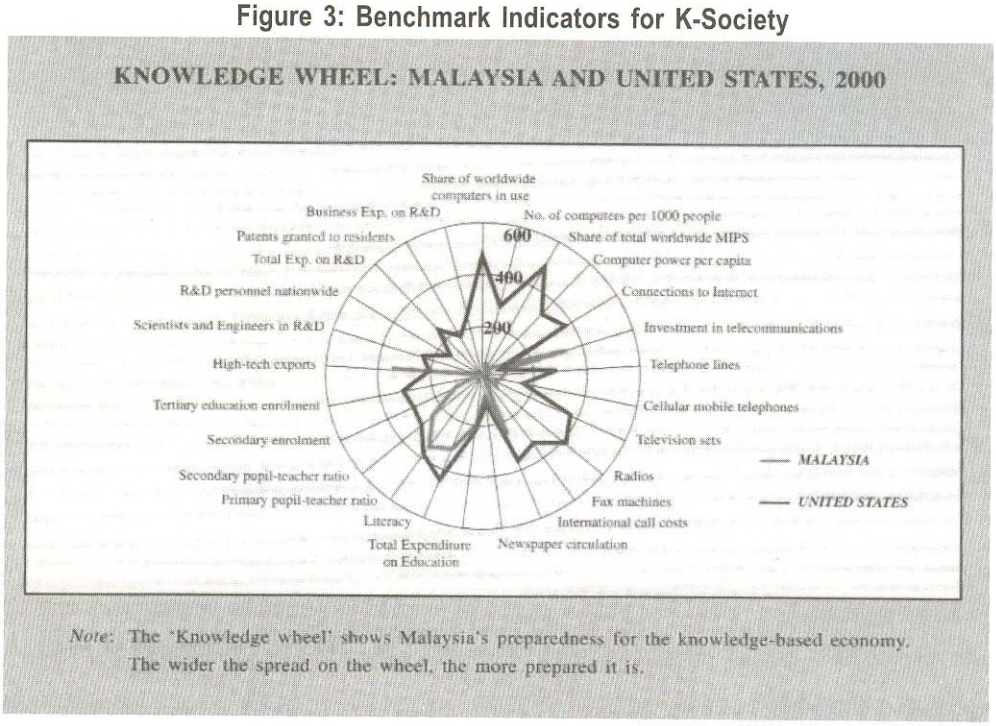
Figure 2: The Critical Components and Goals of Youth Education and Training



As defined by UNESCO, youth are young people in the 15-24 year age group. In 2003, the number of this age group in Malaysia was 4,684,700 (18.7 %), of which 2,375,400 were male and 2,309,300 female. Most of the young people in this age group are still in secondary schools, colleges, or universities. They are thus at the critical stage of setting the foundation of their career and future life. In the context of the robust growth of the economy, ICT, and globalization, Malaysia needs a highly educated and trained workforce to manage and operate hundreds of new kinds of jobs in the manufacturing and seNices sectors. This kind of workforce is called the high-intellectual human resource that can bring about new inventions and innovations in knowledge-based society and economy, the new basis of strength of the advanced countries.

Currently, youth education and training in Malaysia is guided by the 'knowledge-based society and economy' development framework in order to enable Malaysia to produce the required intellectual resources for high-technology and information based industries, which now become the leading push-factor for social and economic development in the world of Globalization. The benchmark for the k-development framework is the United States of America, as shown in Figure 3 below.

Figure 3: Benchmark Indicators for K-Society
KNOWLEDGE WHEEL: MALAYSIA AND UNITED STATES, 2000



Source: Malaysia (2001), Third Outline Perspective Plan, p. 132.

NOTE: The Knowledge a wheel shows Malaysia's preparedness for the knowledge – based – company.
The wider the spread on the wheel the more prepared it is
Source: Malaysia (2001), Third Outline Perspective Plan, p. 132.

In 2001, Malaysia was ranked at 17 in the world in terms of its KDI (knowledge-based economy development index). There are four main areas considered in the KDI, namely:

- Computer Infrastructure-such as the number of computers per 1,000 in the population, and internet accessibility.
- Info structure-such as telephones, televisions, and radios per 1,000 in the population, and newspaper circulation.
- Education and Training-such as literacy rate, total expenditure per capita, student-teacher ratio, secondary enrolment, and higher education enrolment.
- R & D (Research & Development) and Technology-such as high-tech exports, number of scientists and engineers, number of patents and inventions, number of researchers, and total expenditure for R & D.

The k-based society and economy is the new paradigm of development and competition in the globalize world today. The important characteristics of this new paradigm are:

- Highly educated and innovative workforce
- Open cosmopolitan society that is attractive to high-skilled workers and experts High connectivity to information nodes in all sectors in the world
- High accessibility to ICT (information-communication technology) for social and economic development
- Less top-down bureaucratic organizational structure but more flat-based structure of organizations to encourage wider area of specializations and decision-making avenues and innovations (Malaysia, 2001: Third Outline Perspective Plan).

Youth Employment and Education Level

For the past three years, the Malaysian economy has been growing at the rate of 7 % per year, and therefore it has been able to absorb the output of youth from secondary schools, polytechnics, community colleges, private colleges, and universities. The main economic sectors that absorbed the trained youth output were the services, manufacturing, and trade. Lately, youth have been encouraged and assisted by the government to open up their own business enterprises, particularly those dealing with food processing, telecommunications, and computer technology. However, the government is still a major employer of trained youth. Currently, the unemployment is at the rate of 3.4 % per year, most of them university graduates who find difficulty in finding jobs of their preference. Table 2 shows employment by major sectors.

Table 2: Employment by sector (1995-2005)

EMPLOYMENT BY SECTOR, 1995-2005
('000 persons)

Sector	1995	%	2000	%	2005	%	Average Annual Growth Rate (%) 7MP	Average Annual Growth Rate (%) 8MP	Net Job Creation 7MP	%	Net Job Creation 8MP	%
Agriculture, Forestry, Livestock & Fishing	1,492.7	18.7	1,407.5	15.2	1,306.5	12.0	-1.2	-1.5	-85.2	-6.7	-101.0	-6.4
Mining & Quarrying	40.5	0.5	41.2	0.4	42.3	0.4	0.3	0.5	0.7	0.1	1.1	0.1
Manufacturing	2,027.5	25.3	2,558.3	27.6	3,200.3	29.5	4.8	4.6	530.8	41.7	642.0	40.4
Construction	717.1	9.0	755.0	8.1	880.1	8.1	1.0	3.1	37.9	3.0	125.1	7.9
Electricity, Gas & Water	67.4	0.8	75.0	0.8	85.6	0.8	2.2	2.7	7.6	0.6	10.6	0.7
Transport, Storage & Communications	395.2	4.9	461.6	5.0	552.7	5.1	3.2	3.7	66.4	5.2	91.1	5.8
Wholesale & Retail Trade, Hotels & Restaurants	1,323.5	16.5	1,584.2	17.1	1,880.9	17.3	3.7	3.5	260.7	20.5	296.7	18.7
Finance, Insurance, Real Estate & Business Services	372.8	4.7	508.7	5.5	647.3	6.0	6.4	4.9	135.9	10.7	138.6	8.7
Government Services	885.8	11.1	981.0	10.6	1,070.3	9.8	2.1	1.8	95.2	7.5	89.3	5.6
Other Services	676.7	8.5	898.7	9.7	1,192.9	11.0	5.8	5.8	222.0	17.4	294.2	18.5
Total	**7,999.2**	**100.0**	**9,271.2**	**100.0**	**10,858.9**	**100.0**	**3.0**	**3.2**	**1,272.0**	**100.0**	**1,587.7**	**100.0**
Labour Force	8,254.0		9,572.5		11,161.9		3.0	3.1				
Local	7,401.3		8,823.3		10,591.9		3.6	3.7				
Foreign	852.7		749.2		570.0		-2.6	-5.3				
Unemployment	254.8		301.3		303.0							
Unemployment Rate (%)	3.1		3.1		2.7							

Source: Malaysia 2001. Eight Malaysian Plan, pp.92

In 2004, out of the total 10.36 million employees, 21.9 % of them are with primary education, 55.1 % are with secondary education, 18.3 % are with tertiary education, and 4.7 % are without any formal education. This indicates that the labor force in Malaysia is literate with most of them educated to the secondary level. This fact also indicates that about 6 million youth with secondary education find employment in the growing industrial and services sectors (Malaysia, 2003, Dept. of Statistics). Youth in the 15-24 age-groups can be found working or studying in schools, colleges, and universities, either locally or overseas. In terms of employment, there is a decreasing pattern: in 1992, there was 27.8 % youth in employment, while in 2004 there was 20.6 % (Malaysia, 2003, Dept of Statistics). The decreasing pattern is the same for male and female youth. There are two possibilities: first, more youth become business entrepreneurs, or second, more youth stay in colleges.

For the process of industrialization and formation of k-economy, Malaysia needs to train sufficient human resources in the science, technology, and engineering fields. The local colleges and universities have been able to fulfill that demand, and they are going to do so continuously in the future. Table 3 shows employment by occupation. Besides that, more than 120,000 Malaysian youth, either sponsored by the Malaysian government or by their family, are

Currently studying in foreign universities in various science and technological fields.

Table 3: Employment by selected occupation (1995-2005)

EMPLOYMENT BY SELECTED OCCUPATION, 1995-2005
(persons)

Occupation	7MP			8MP			Output	
	Stock 1995	Employment 2000	Net Increase	Stock 2000	Employment 2005	Net Increase	7MP	8MP
Engineers'	**36,394**	**61,034**	**24,640**	**55,485**	**108,400**	**52,915**	**18,255**	**51,716**
Civil	13,077	20,711	7,634	18,828	27,500	8,672	5,162	11,716
Electrical & Electronics	10,233	21,064	10,831	19,149	38,600	19,451	5,538	16,537
Mechanical	11,835	16,082	4,247	14,620	29,800	15,180	4,729	13,100
Chemical	1,249	3,177	1,928	2,888	12,500	9,612	2,826	10,363
Engineering Assistants	**87,842**	**143,220**	**55,378**	**130,024**	**247,739**	**117,715**	**11,209**	**86,030**
Civil	19,381	25,973	6,592	23,436	71,401	47,965	2,709	23,020
Electrical & Electronics	39,216	65,353	26,137	59,412	103,856	44,444	3,055	37,700
Mechanical	28,454	50,020	21,566	45,473	67,073	21,600	2,885	21,600
Chemical	791	1,874	1,083	1,703	5,409	3,706	2,560	3,710
Medical & Health Professionals	**13,288**	**29,597**	**16,309**	**21,270**	**36,835**	**15,565**	**8,585**	**7,364**
Physicians & Surgeons	9,608	23,264	13,656	16,468	28,714	12,246	7,303	5,374
Dentists & Dental Surgeons	1,741	3,231	1,490	2,001	4,038	2,037	323	708
Pharmacists	1,939	3,102	1,163	2,801	4,083	1,282	959	1,282
Allied Health Professionals	**32,556**	**45,861**	**13,305**	**45,052**	**115,821**	**70,769**	**24,168**	**30,190**
Physiotherapists & Occupational Therapists	410	634	224	413	2,829	2,416	291	708
Radiographers	422	791	369	645	2,013	1,368	348	637
Health Inspectors	1,425	1,812	387	1,549	4,109	2,560	403	746
Med. Assts. & Med. Lab. Technologists	5,392	7,903	2,511	7,334	16,770	9,436	3,221	6,216
Dental Paramedics & Auxiliary	2,720	2,870	150	3,537	6,406	2,869	1,522	1,909
Pharmaceutical Assistants	1,872	2,401	529	2,205	5,274	3,069	525	595
Nurses[2]	20,315	29,450	9,135	29,369	78,420	49,051	17,858	19,379
School Teachers	**245,352**	**306,586**	**61,234**	**298,083**	**349,086**	**51,003**	**69,073**	**51,003**
Pre-school	22,462	36,327	13,865	34,271	57,307	23,036		23,036
Primary	135,790	154,111	18,321	154,920	166,115	11,195	34,528[1]	11,195
Secondary	87,100	116,148	29,048	108,892	125,664	16,772	34,545	16,772

Notes:
[1] Output refers to graduates from local public tertiary institutions.
[2] Nurses include community nurses.

Source: Malaysia 2001. Eight Malaysian Plan

From Table 3 above, it can be seen that colleges and universities for the period of the Eighth Malaysia Plan, 2001-2005, have been able to make to a substantial contribution to the production of human capital in science, engineering, and health fields. In terms of output, there was an increase of 300 % of engineers, engineering assistants, and medical and health professionals in the period of ten years. In terms of employment, relative to the year 2000, there was an increase of 100--120 % of human stock in those occupational sectors. The demands of human resources in those areas keep on increasing due to economic expansion and upgrading of social infrastructure in many areas.

Human Resource Development Policy and Its Supply

The human resource development policy of the Malaysian govemment acknowledges the extreme importance of achieving the goals of Vision 2020, a master plan to build Malaysia as a developed country with a civil society by the year 2020. The govemment also acknowledges the critical need for continuous pursuit of developing human resources in new areas of science, engineering, medical, telecommunication, information, and agriculture. In particular, the government aspires to enlarge the pool of researchers and scientists in the fields of biotechnology, nanotechnology, ecology, marine technology, aerospace, food production, and defense. The human resource development policy is grounded on the following thrusts:

- The economic system must be knowledge-based, and thus highly-skilled human resources related to leT (information-communication technology) must be developed for supporting the services and manufacturing sectors.
- Industrial growth need R & D projects, and thus more scientists and researchers are needed for carrying out productive research endeavors critical for the production of new products and technology. Universities, research institutes, and agencies are responsible for this agenda.
- Provision of high quality infrastructure and effective methodologies in education and training, and thus, colleges and universities must upgrade its curriculum and infrastructure for the purpose of producing highly-skilled professionals, researchers, and technologists.

- Implementing the productivity-linked wage system or merit-based performance to improve the work culture in government departments and agencies and industries. This incentive system attempts to increase job motivation and satisfaction of employees.
- The practice of lifelong learning, especially via the non-formal and informal ways, to continuously upgrade employees' knowledge and skills. Government departments and industries must conduct training programs periodically to upgrade their employees (Malaysia, 2001, 8th Malaysia Plan, p. 111-112).

To materialize this policy, there are many post-secondary education and training institutions that conduct a wide variety of programs at the certificate, diploma, and degree levels. There are public as well as private institutions involved in the education and training of professionals and skilled-workers such as follows:

- 21 public universities and university colleges (some with branch campuses) 9 private universities
- 340 private colleges and institutes of different types 34 Public Community Colleges
- 12 Youth Skill Institutes
- 15 MARA Skill Institutes
- 60 Government-Related Agency Training Institutes such as RISDA, FAMA, and MARDI, FELDA, KETENGAH, and MAJUIKAN
- 360 or more private training institutes and colleges 70 National Service Centers for Youth
- 70 National Principle Bureau Camps (Kem Biro Tatanegara)
- More than 60 Training Academies for the Police, Army, Navy, Air Force, and Fire Safety and Rescue
- More than 50 Vocational Skill Centers and Business Entrepreneur Development Centers formed by the Ministry of Human Resources and Ministry of Trade
- 15 Youth Leadership Centers organized by various political parties
- 120 NGO's and Foundations actively recruiting youth for various social and environmental programs 12 National Sports Council Centers
- 12 Arts and Cultural Academies

The involvement of those institutions has been instrumental, either directly or indirectly, in social, economic, and political development of Malaysia. Some of the institutions have been actively involved in youth and national development process for the past five decades, while some others have made remarkable contributions in last ten years. It is estimated than more than 18 million youth have benefited or gained employment due to the education and training programs offered by some of those institutions in past four decades.

Conclusion

Malaysia has been successful in developing the human resources of its youth in the past four decades, so much so that it has managed to address the issues of poverty, illiteracy, economic inequity, and unemployment. Its economy is growing at a steady, strong rate and the Malaysian society is enjoying a higher quality of life. However, Malaysia is ever pursuing its development agenda of becoming a highly developed nation by the year 2020. Its future emphasis are building the knowledge-based economy, upgrading the ICT infrastructure, expanding R & D projects for the manufacturing sector, and expanding human resources in science and technology. Based on its current development performance, Malaysia will achieve the developed nation status and the aspirations of Vision 2020.

Youth development through education and training will continue to be given a high priority by the Malaysian government. Various education and training institutions must be aware of this, and they should abide closely by the human resource development policy and the national development plan. Youth development is an investment necessity.

References

Sahagian Perancangan & Penyelidikan Dasar, Kementerian Pelajaran Malaysia (2006). *Pelan Induk Pembangunan Pendidikan 2006-2010.* Putrajaya: Kementerian Pelajaran.

Sahagian Perancangan & Penyelidikan Dasar, Kementerian Pelajaran Malaysia (2004). *Perangkaan Pendidikan Malaysia.* Putrajaya: Kementerian Pelajaran.

Department of Statistics, Malaysia (2004). *Labor Force Survey 2004.* Putrajaya: Department of Statistics.

Economic Planning Unit, Malaysia (2001). *Eighth Malaysia Plan, 2001-2005.* Kuala Lumpur: Percetakan Nasional.

Economic Planning Unit, Malaysia (2001). *Third Outline Perspective Plan 2001-2010.* Kuala Lumpur: Percetakan Nasional.

Economic Planning Unit, Malaysia (2006). *Ninth Malaysia Plan, 2005-2010.* Kuala Lumpur: Percetakan Nasional.

Ministry of Finance, Malaysia (2004). *Economic Report 2004/05.* Kuala Lumpur: Percetakan Nasional.

Ministry of Finance, Malaysia (2006). *Economic Report 2006/07.* Kuala Lumpur: Percetakan Nasional.

Ministry of Trade and Industry, Malaysia (1996). Second *Industrial Master Plan, 1996-2005.* Kuala Lumpur: Percetakan Zainon Kassim.