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THRUST

MID-TERM REVIEW OF THE NINTH MALAYSIA PLAN, 2006-2010

RAISING THE CAPACITY FOR KNOWLEDGE AND INNOVATION AND NURTURING 'FIRST CLASS MENTALITY'



RAISING THE CAPACITY FOR KNOWLEDGE AND INNOVATION AND NURTURING 'FIRST CLASS MENTALITY'

I. INTRODUCTION

In line with economic growth, employment expanded with contribution mainly from the services and manufacturing sectors. The economy maintained full employment and recorded increasing growth in labour productivity. The quality of the labour force improved with an increasing supply of educated and skilled human capital. Various initiatives were undertaken to increase accessibility and improve the quality of education and training including the formulation of two major education and training blueprints, namely the Education Development Master Plan and the Higher Education Strategic Plan.

The transformation towards a knowledge-based economy and the promotion of new sources of growth and development of regional growth corridors have increased the demand for skilled and knowledge workers, especially managers, professionals and technicians. To meet this increasing demand, public and private training institutions will embark on capacity expansion and improvements in training content through greater collaboration

with industries. In addition, efforts will be intensified to produce quality human capital in a holistic manner, not only in matching the demand for human capital but also inculcating a progressive outlook with strong moral values as espoused in *Islam Hadhari*. These efforts are essential in ensuring a smooth transition to a knowledge-based economy that is characterised by higher productivity and competitiveness, as outlined in the National Mission.

II. KEY RESULTS, 2006-2007

Efforts to develop human capital were based on five main strategic thrusts, namely improving education quality and accessibility, making national schools the school of preferred choice, creating tertiary education institutions of international standing, nurturing quality research and development (R&D) and enhancing scientific and innovative capabilities, and fostering a tolerant society with a sense of belonging and patriotism. The outputs of these strategies in developing human capital are shown in Box 2-1.

Box 2-1

Key Results, 2006-2007

Commitment	Output
Improving Education Quality and Accessibility	
<ul style="list-style-type: none"> ▪ Providing greater access to tertiary education¹ - to achieve the target of 40% participation rate of the age group 17-23 years in 2010 ▪ Intensifying the National Dual Training System (NDTS). 2007 target: 400 companies and 2,000 trainees ▪ Bridging the gap between rural and urban schools: improving infrastructure in rural schools ▪ Expanding pre-school programme to provide full coverage for children in the five to six years age group ▪ Introducing early childhood development programme for children aged four and below (PERMATA) 	<ul style="list-style-type: none"> ▪ Participation rate increased from 17.6% in 2005 to 21.9% in 2007 ▪ Enrolment in public institutions increased from 390,828 in 2005 to 465,094 in 2007, and 258,825 to 364,737 in private institutions ▪ A total of 574 companies participated in NDTS involving 3,060 trainees ▪ NDTS coverage expanded to include school dropouts ▪ Clean water supplied to 300 schools in rural areas benefitting 120,000 pupils ▪ All rural schools in Sarawak and 72% in Sabah provided with adequate electricity supply ▪ Pilot projects for solar energy were completed to complement the existing electricity supply to 12 remote schools in Sabah ▪ Increased enrolment in public and private pre-school children from 702,897 in 2005 to 753,027 in 2007, increasing coverage from 63.7% in 2005 to 67.8% in 2007 ▪ 15 PERMATA pilot projects were implemented
Making National Schools the School of Preferred Choice	
<ul style="list-style-type: none"> ▪ Increasing the enrolment rate of Chinese and Indian pupils into national schools ▪ Achieving target of 25% of teachers in primary schools and 100% in secondary schools with degree qualification by 2010 ▪ Making national schools 'smart' through Making All Schools Smart Programme 	<ul style="list-style-type: none"> ▪ The enrolment rate of Chinese and Indian pupils in national primary schools was 6% and 40% in 2007, respectively ▪ Graduate teachers increased from 6.1% in 2005 to 13.7% in 2007 for primary and 82.4% to 87.1% for the secondary ▪ Established Internet access centres in 40% of all primary schools or 3,025 primary schools
Creating Tertiary Institutions of International Standing	
<ul style="list-style-type: none"> ▪ Achieving 60% of academic staff with Ph.Ds in public universities by 2010 ▪ Increasing post-graduate enrolment to be 25% of degree enrolment by 2010 	<ul style="list-style-type: none"> ▪ Academic staff with Ph.Ds increased from 26.6% in 2005 to 31.6% in 2007 (<i>Universiti Putra Malaysia</i> achieved 64% while <i>Universiti Malaya</i> and <i>Universiti Sains Malaysia</i> achieved 51% and 50%, respectively in 2007) ▪ Enrolment of post-graduates was 12% in 2007 (post-graduate enrolment in public institutions increased from 36,516 in 2005 to 40,573 in 2007 and in private institutions declined from 5,447 to 5,338)

¹ Refers to public and private universities, university colleges, branch campuses, colleges, polytechnics and community colleges.

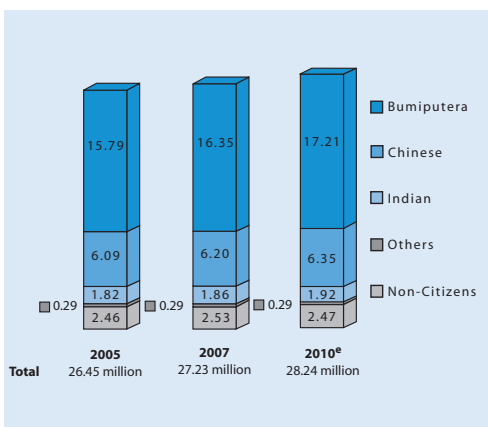
Commitment	Output
<i>Nurturing Quality R&D and Enhancing Scientific and Innovative Capabilities</i>	
<ul style="list-style-type: none"> Targeting 50 research scientists and engineers (RSEs) per 10,000 labour force by 2010 	<ul style="list-style-type: none"> The ratio of RSEs was 17.9 in 2006
<i>Fostering a Society with Strong Values</i>	
<ul style="list-style-type: none"> Fostering a tolerant society with a sense of belonging and patriotism 	<ul style="list-style-type: none"> 195,000 youths benefitted from National Service Programme and 1,016,749 participants benefitted from <i>Biro Tatanegara</i> programmes

Labour Market and Employment

With the population increasing from 26.45 million in 2005 to 27.23 million in 2007, the labour force increased by 2.1% per annum to 11.8 million. The quality of labour force improved as reflected by the increasing share of labour force with tertiary education from 20.0% in 2005 to 22.5% in 2007 while those with secondary level increased from 57.6% to 58.6%.

Chart 2-1

Population by Ethnic Group, 2005-2010
(million persons)

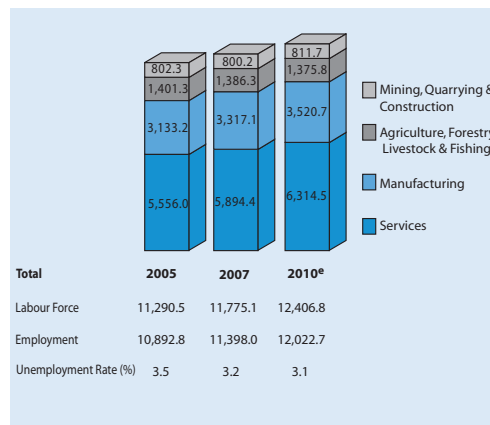


Source: Department of Statistics

Notes: ^e estimates

Chart 2-2

Employment by Sector, 2005-2010
(‘000 persons)



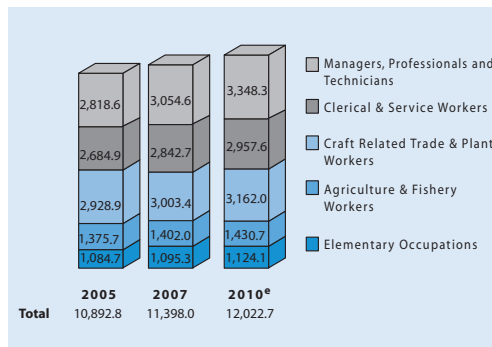
Notes: ^e estimates

All sectors of the economy generated additional employment with the services sector recording the highest employment growth at 3.0% per annum during the review period. Total employment in the services sector increased from 5.56 million in 2005 to 5.89 million in 2007. A total of 505,100 job opportunities was created, of which 46.7% was for knowledge workers comprising managers, professionals and technicians.

Jobs for knowledge workers...

Chart 2-3

Employment by Major Occupational Group, 2005-2010
(‘000 persons)



Notes: ^e estimates

The unemployment rate continued to decline from 3.5% in 2005 to 3.2% in 2007, reflecting further tightening of the labour market during this period. In 2006, a total of 785,000 skilled Malaysians worked in various countries, especially in Singapore and developed countries. The employment of foreign labour increased from 1.80 million in 2005 to 2.04 million in 2007.

III. MOVING FORWARD, 2008-2010

Labour Market and Employment

The population is expected to grow at a lower rate of 1.2% per annum in the remaining Plan period to reach 28.24 million in 2010. The population growth rate is expected to further decline in line with the decreasing fertility rate from 2.23 in 2008 to 2.07 in 2010 due to, among others, late marriages and preference for smaller family size.

The labour force will grow at a slower rate of 1.76% per annum and employment is expected to grow marginally higher

at 1.79%, thus decreasing further the unemployment rate to 3.1% in 2010. The share of labour force with tertiary education will increase to 26.7% in 2010 while those with secondary level is expected to increase to 60.1%.

For the remaining Plan period, a total of 625,000 new jobs will be created, including in the regional growth corridors. Demand for knowledge workers is expected to grow at an average rate of 3.1% per annum to form 47% of total jobs created. The increasing demand for skilled human capital will be met by expansion in capacity and improvement in quality of education and training at all levels with the emphasis on high performance work culture and positive values.

Various measures will be undertaken to reduce the number of low-skilled foreign labour to 1.80 million in 2010. This will be achieved through a combination of short- and long-term measures including improving foreign labour intake and levy system, capping the number of foreign labour by subsector, revising the wage system, providing better facilities and benefits to retain locals in selected sectors and systematically phasing out labour-intensive industries. In addition, participation of women in labour force will be increased from 46.1% in 2007 to 50.0% in 2010. The Government will review the policy, strategies, labour laws and procedures related to employment of experts and highly skilled foreign labour in specific occupations.

The Brain Gain Programme will be improved to provide a more conducive environment to attract global talents to fill the critical gaps and transfer skills and knowledge. The Malaysian diaspora will be leveraged to forge closer linkages among academia, public and private sectors to facilitate knowledge and technology acquisition.

Education Programmes

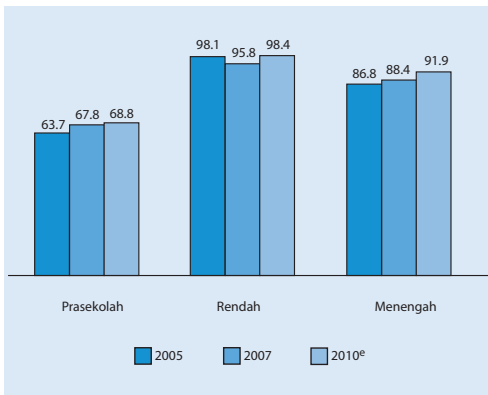
Primary and Secondary Education

The Education Development Master Plan, 2006-2010 provides the framework to further improve the quality and accessibility to education. This plan is focusing on nation building, developing human capital, strengthening national schools, bridging the education gap, enhancing the teaching profession and strengthening educational institutions.

To address the issues of overcrowding in urban schools, additional classrooms will be provided and the educational system will be improved. Enrolment is expected to increase from 3.07 million in 2007 to 3.20 million in 2010 for primary schools and from 2.24 million to 2.38 million for secondary schools.

Chart 2-4

Pupil Enrolment in Education Institutions, 2005-2010
(%)



Source: Ministry of Education

Notes: ^e estimates

Schools have an important role in nurturing and building a strong foundation in science and technology to produce future researchers and innovators. To increase the number of knowledge

workers, specialised secondary schools for science and technology will be established. These schools will expose the pupils to a wide range of subjects and enrichment programmes in science and technology. The schools will collaborate with research universities and the private sector in implementing this programme.

There still exists a gap in academic achievement between rural and urban schools, especially in mathematics, science and the English language. This will be addressed through the introduction of incentives and specialised teacher training to increase the number of teachers to serve in rural areas. In addition, to enhance the performance of pupils, implementation of the improved early intervention programme, namely the Remedial Programme for Year 1 and 3R Mastering Programme for Year 4 and Year 6 pupils will be intensified. The provision of electricity for rural schools and computerisation projects will also provide a more conducive learning and teaching environment.

To increase the enrolment of pupils from the various ethnic groups in national schools, the appeal of these schools will be further enhanced. For this purpose, quality and facilities in national schools will be improved. All national schools will be equipped with adequate ICT facilities through the ongoing Making All Schools Smart Programme, including SchoolNet, Education TV via the Internet and ICT training for teachers. In addition, the teaching of Mandarin and Tamil languages as well as j-QAF will be enhanced by increasing the number of qualified teachers. A new comprehensive assessment system, which gives more emphasis to continuous evaluation and creativity to nurture a culture of innovation will be implemented through a pilot project covering 50 schools.

Reducing the performance gap between rural and urban schools...

To reduce the number of school dropouts, the intake into skills and vocational streams will be increased to ensure pupils remain in the school system. Existing skills training and vocational education at technical schools will be reviewed to enhance their appeal to secondary school pupils.

More educational opportunities for children with special needs will be enhanced by providing special classes in regular schools to enable them to adapt to the normal school environment. A total of 96 classes in regular schools will be set up and upgraded for children with special needs in the remaining Plan period.

The facilities for all schools in Sabah and Sarawak will be improved by providing adequate hostels, quarters for teachers, computer labs, Internet access, electricity and other basic utilities. The various educational support programmes, such as the Tuition Voucher Scheme, Food Aid, and Trust Fund for Poor Pupils, will be intensified to assist pupils from low-income families. ICT-based teaching and learning will also be expanded to these schools.

Pre-school Education

National Pre-school Curriculum will be reviewed to enhance the quality of pre-schools by developing a good pre-school curriculum and improving coordination between the agencies involved. In addition, all teachers and assistant teachers will be required to attend standard training programmes. To ensure effective implementation, pre-school programme will be coordinated at federal, state and district levels. In addition, early childhood development programme for children aged four and below (PERMATA) will be rolled-out after an impact assessment is undertaken on the 15 PERMATA pilot projects.

Higher Education

Increasing Accessibility. The Higher Education Strategic Plan, 2020 will provide the long-term direction for quality education and better accessibility. Enrolment in public institutions of higher education will increase, especially with the completion of three new universities, namely *Universiti Darul Iman Malaysia*, *Universiti Malaysia Kelantan* and *Universiti Pertahanan Nasional Malaysia*. In addition, the construction of branch campuses of *Universiti Teknologi MARA (UiTM)* and the expansion of the UiTM franchise programme will increase student enrolment.

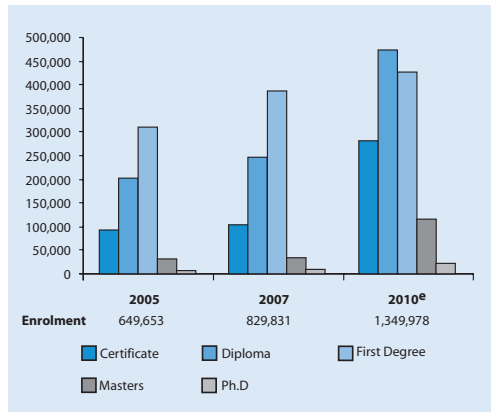
Enrolment in institutions of higher education is expected to increase from 829,831 in 2007 to 1,349,978 in 2010, of which 35% will be at diploma level and 33% at first degree level. With the designation of four research universities, enrolment at post-graduate level particularly Ph.D will increase.

Enhancing Quality. A rating system will be implemented in public institutions of higher education as an instrument to assess their quality and competitiveness. In addition, the Malaysian Qualifications Agency (MQA) will be strengthened to improve the implementation of the Malaysian Qualifications Framework and quality assurance. Public institutions of higher education will strengthen their quality assurance units to conduct self-evaluation and develop high performance culture. The approval for new private institutions of higher education will only be given to those offering courses meeting market requirements. In addition, regular auditing will be carried out to ensure quality education. Private institutions of higher education will be encouraged to consolidate and merge in order for them to be more viable and competitive.

Public institutions of higher education will focus on developing quality content to ensure that academic programmes meet

Chart 2-5

Enrolment in Tertiary Education Institutions¹ by Level of Study, 2005-2010



Source: Ministry of Higher Education

Notes: ¹ Refers to public and private universities, university colleges, branch campuses, colleges, polytechnics and community colleges.

^e estimates

industry needs. Comprehensive market analysis will be made compulsory for all institutions in obtaining approval from the Higher Education Committee for the introduction of new programmes and for reviewing existing programmes. To help gain international recognition, assessors from leading foreign universities, industries and professional bodies will be appointed to evaluate the academic programmes offered by public and private institutions. The Government will only subsidise selected academic programmes in line with current market needs. In addition, top students will be sponsored to pursue their studies at the local universities and follow up tracer studies will be implemented to assess the marketability of graduates and their career path one year after graduation as well as to provide input on the relevancy of the academic programmes.

The implementation of the Academic Training Scheme for Public Institutions of Higher Education will be intensified

and new strategies will be formulated to achieve the 60% target of academic staff with Ph.D by 2010. A total of 3,700 academic staff will be awarded scholarships to pursue their Ph.D under this programme and 70% will be in science and technology (S&T). Newly appointed academic staff will be required to pursue their Ph.D within three years as a pre-requisite for their appointment as permanent staff. In addition, academic staff will be required to undergo industrial attachment and internship programmes at multinational companies for the maximum of one semester for every three to five years. As an interim measure to increase qualified academic staff, public institutions of higher education will be allowed to directly recruit experts globally on a contract basis, particularly in critical fields of study. Contract for service and direct appointment will be introduced to encourage those with excellent qualification to join public institutions of higher education.

To increase the employability of graduates, all public universities will introduce short internship, attachment and finishing programmes in collaboration with multinational, government-linked and large local companies and industry associations. The programmes will be structured and built into the existing curriculum. Entrepreneurial skills will be incorporated into the education curriculum of key technical disciplines with specific targets for researchers, scientists, prototype engineers and designers. Customised programmes will be conducted on entrepreneurship, innovation, risk management and mind-set change.

Improving Capability in Science & Technology. More scholarships will be provided at the post-graduate level to increase number of S&T students and meet the targeted ratio of 50 research scientists and engineers (RSEs) per 10,000 labour force. To address the shortage of R&D personnel, a comprehensive study will be undertaken

to identify the S&T area and number of RSEs required. The private sector will be encouraged to provide more scholarships and financial assistance for strategic research and commercialisation.

Post-doctoral fellowships for multi-disciplinary S&T based research projects will be increased. In addition, S&T undergraduates will be encouraged to conduct joint research with faculty members to further develop their research skills. In order to intensify R&D and commercialisation (R&D&C) activities in public institutions of higher education, their capabilities and collaboration with industries will be strengthened. The Malaysian Research Institute will be established to enhance research collaboration with leading international universities.

Developing Regional Centre of Excellence. Efforts will be intensified to develop Malaysia as a regional centre for educational excellence through smart partnership between the private and public institutions of higher education and reputable foreign universities. Private institutions of higher education will be encouraged to have more joint degree and twinning programmes, especially at post-graduate level. The quality of academic programmes in public and private universities must be of international standing. Concerted efforts will be undertaken to attract foreign students through dedicated promotional programmes. In addition, more renowned professors will be employed by local universities and leading foreign universities will be invited to establish branch campuses in Malaysia.

National Higher Education Fund Corporation (PTPTN) will continue to provide loans for students to pursue their tertiary education in public and private institutions. PTPTN will enhance its sustainability and capacity to provide loans through strategic alliances with financial institutions.

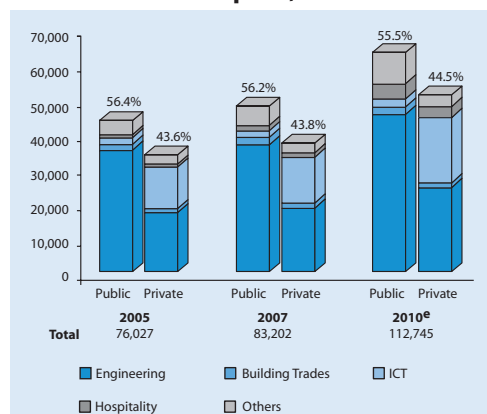
Strengthening the Research Universities. The designated research universities will be strengthened in terms of their governance system, funding mechanism and recruitment of academic staff. These universities will be given more autonomy and flexibility in their management to generate their own source of income. The universities will also be allowed to recruit academic staff, researchers and students from abroad. The proportion of post-graduate students in these universities will be increased to 50% of total enrolment, especially in S&T related courses.

Technical Education and Vocational Training

During the remaining Plan period, 305,930 skilled workers will be trained, meeting 80% of the demand for skilled workforce. Public TEVT institutions will contribute 55.7% while private TEVT institutions will contribute the rest. The TEVT delivery system will be enhanced to keep pace with the changing market demand for skilled workers.

Chart 2-6

Skilled Human Capital, 2005-2010



Source: Ministry of Higher Education, Ministry of Human Resource, Ministry of Youth and Sports, Ministry of Agriculture and Agro-Based Industry, *Majlis Amanah Rakyat* and Construction Industry Development Board

Notes: ^e estimates

Enhancing Quality. The quality of TEVT will be enhanced by increasing the availability of qualified instructors and expediting recruitment of instructors for newly established institutions. A special scheme of service for instructors will be introduced to attract qualified personnel from industry to join. Flexible promotional posts for instructors will be established to ensure they remain in their field of specialisation. Training agencies will also be empowered to directly recruit contract staff.

The quality of teaching and learning materials will be further improved through standardisation. The quality of the National Occupational Skills Standard (NOSS) will be enhanced through a validation process by employers across industries and by introducing a standard template to provide a clear process and format for developing quality NOSS.

The teaching and learning approach will be strengthened by developing the 'Pro3-Based Learning' programme that constitutes Problem-Based Learning, Project-Based Learning and Production-Based Learning. The development of this approach is expected to be completed in 2009 and will be implemented as a pilot project in the German-Malaysian Institute before being extended to all TEVT institutions.

The implementation of the Skills Development and Training Blueprint, 2008-2020 will provide the direction and strategies for developing TEVT. The blueprint will be supported by a strategic action plan to guide its implementation and will require TEVT agencies to formulate long-term training plans and key performance indicators. Small private TEVT institutions will be consolidated to increase their quality of training, financial and marketing capability

as well as ability to attract students. In order to encourage consolidation and introduction of hard-courses, soft-loans will be provided to private TEVT institutions that fulfil the selection criteria such as enrolment capacity, student-teacher ratio and quality of instructors. In addition, the enforcement of the National Skills Development Act, 2006 will be intensified to ensure that the accredited training centres comply with accreditation rules and procedures.

Increasing Accessibility. Efforts will be undertaken to increase accessibility by maximising the capacity utilisation of existing TEVT institutions. The financing of students to attend private training institutions and double-shift programmes at public TEVT institutions will be expanded and intensified. Additional allocation will be provided to the Skills Fund Development Corporation to provide loans to trainees. The intake of trainees, including into polytechnics and community colleges, will also be centralised to enhance the effectiveness and efficiency of the recruitment process.

TEVT institutions will also target and train school dropouts to increase the supply of skilled and semi-skilled workers and to reduce dependence on foreign labour. The existing TEVT institutions accommodate only 10% of the 80,000 annual dropouts from secondary schools. The establishment of new *GiatMARA* Training Centres will be accelerated and 80% intake quota for school dropouts will be introduced.

Implementation of the National Dual Training System will also be intensified and the target groups will be expanded to include school dropouts. This will help increase the intake of school dropouts by 4,000 and Malaysian Certificate of Education school leavers, including workers by 12,000 in 2010.

Lifelong Learning

The National Advisory Council for Education and Training will formulate a comprehensive plan for lifelong learning programmes, which cover distance-learning, part-time courses and skills upgrading being implemented by various ministries and private institutions. The enrolment of students in lifelong learning programmes in public institutions of higher education will be increased by 10%. Flexible entry requirements such as work experience and qualification recognised by the MQA will be introduced. The Human Resource Development Fund which can be accessed for lifelong learning will be expanded to include firms involved in franchising, broadcasting, outsourcing, and motor vehicle repair and maintenance.

Lifelong learning programmes in community colleges will be enhanced through the introduction of e-learning. A total of 584,500 places in short courses will be offered by community colleges during the remaining Plan period. Industry participation will be encouraged by providing them tax exemption for expenditure incurred in training conducted in their companies for students at diploma level.

Developing Strong Moral and Ethical Values

Programmes for enhancing moral and ethical values such as good corporate governance, corporate social responsibility and responsible citizenship in the Malaysian society will continue to be given emphasis in line with the principles of *Islam Hadhari*. The involvement of family, religious, educational and training institutions as well as the workplace and the community will be encouraged to organise programmes to inculcate

strong moral and ethical values. The media will also be encouraged to assume more effective role in disseminating and inculcating moral and ethical values among the people by providing more materials and programmes with positive content on behaviour, lifestyle and values. In addition, concerted efforts will be made to identify root cause of social problems in order to provide the right solutions in developing a society with strong moral and ethical values.

Values and ethics will be incorporated into the school curriculum and co-curricular activities. The j-QAF programme will be expanded to Muslim pupils in all primary schools while moral education will continue to be taught to non-Muslim pupils. The teaching of civics and citizenship will be expanded to Year 5 and 6 pupils in primary schools and will be introduced to secondary schools. In the institutions of higher education, Islamic and Asia Civilisation as well as Ethnic Relations will remain as compulsory subjects for all students to improve understanding of different cultures and civilisations and to promote tolerance in multi-racial society.

The implementation of family-friendly programmes for character building and inculcation of family values will be expanded. At the community level, the *Rakan Muda* and National Service Programme will be strengthened. Efforts will be increased to encourage the community to adopt *Rukun Tetangga* programme to promote harmony among the people and the implementation of Courtesy and Noble Values Campaign will be intensified at all levels of the community.

The public sector will conduct more programmes including training towards inculcating positive values and ethics

among their personnel. The private sector is also expected to expand their corporate social responsibility for the benefit of wider target groups and the community at large. Companies will also be encouraged to integrate ethical consideration into their business and management processes. Efforts will be intensified to enhance the understanding and knowledge of *Islam Hadhari* among the community. Two indices will be formulated, namely Malaysian *Ummah* Development Index and Just and Trustworthy Government Index to measure the progress of Muslim society and Government trustworthiness.

Enhancing Integrity. The Malaysian Institute of Integrity and other relevant agencies will intensify the implementation of National Integrity Plan. The non-governmental

organisations, private sector and the community will be involved in programmes to enhance integrity. Corporate governance and business ethics in the private sector will be strengthened by enhancing compliance with the relevant laws and regulations as well as the Malaysian Code on Corporate Governance and *Rukuniaga Malaysia*.

Addressing Corruption. Efforts to address corruption will be further enhanced by intensifying preventive measures, educational initiatives and rigorous enforcement. In addition, the public service delivery system will be improved to eliminate opportunities for corrupt practices. The Anti-Corruption Agency will be transformed into an independent body to make it more effective.

IV. OUTCOMES, 2010

Box 2-2

Expected Outcomes, 2010

Commitment	Outcome
<i>Improving Education Quality and Accessibility</i>	
<ul style="list-style-type: none"> ▪ Providing greater access to tertiary education² - to achieve the target of 40% participation rate of the age group 17-23 years in 2010 ▪ Intensifying the National Dual Training System (NDTS). 2010 target: 3,200 companies and 16,000 trainees ▪ Bridging the gap between rural and urban schools: improving infrastructure in rural schools ▪ Expanding pre-school education programmes to provide full coverage for children in the five to six years age group 	<ul style="list-style-type: none"> ▪ Increased education attainment of labour force for better productivity and quality ▪ Increased supply of work force with hands-on training to meet industrial needs <ul style="list-style-type: none"> ▪ Greater private sector participation in training ▪ Increased skill levels of work force to move jobs quality up the value chain ▪ Equal opportunity to quality education ▪ All pupils able to read and write prior to formal education

² Refers to public and private universities, university colleges, branch campuses, colleges, polytechnics and community colleges.

Commitment	Outcome
<i>Making National Schools the School of Preferred Choice</i>	
<ul style="list-style-type: none"> ▪ Increasing enrolment rate of Chinese and Indian in national schools ▪ Achieving target of 25% of teachers in primary schools and 100% in secondary schools with degree qualification by 2010 ▪ Making national schools 'smart' through Making All Schools Smart Programme 	<ul style="list-style-type: none"> ▪ Strengthened national unity ▪ Quality teachers that will increase the appeal of national schools ▪ Improved teaching and learning methods to enhance quality of national schools
<i>Creating Tertiary Institutions of International Standing</i>	
<ul style="list-style-type: none"> ▪ Achieving 60% of academic staff with Ph.Ds by 2010 ▪ Increasing post-graduate enrolment to be 25% of degree enrolment by 2010 	<ul style="list-style-type: none"> ▪ Malaysia as a regional educational hub ▪ At least one local university ranked in the top 100 ▪ World best academic programmes in Islamic finance, biotechnology, tropical diseases and biodiversity studies ▪ Increased R&D&C capabilities
<i>Nurturing Quality R&D and Enhancing Scientific and Innovation Capabilities</i>	
<ul style="list-style-type: none"> ▪ Targeting 50 research scientists and engineers (RSEs) per 10,000 labour force by 2010 	<ul style="list-style-type: none"> ▪ Increased capability for scientific R&D and innovation to move the economy up the value chain
<i>Fostering a Society with Strong Values</i>	
<ul style="list-style-type: none"> ▪ Fostering a tolerant society with a sense of belonging and patriotism ▪ Enhancing integrity and eliminating corruption 	<ul style="list-style-type: none"> ▪ United society with high patriotism ▪ High performance culture work force ▪ Society with high integrity

V. CONCLUSION

During the remaining Plan period, education and TEVT delivery systems will continue to emphasise on producing quality human capital needed for the development of the economy. The implementation of the various programmes by public and private sectors is expected to help address the need for knowledge workers in moving the economy up the value chain. The

inculcation of strong ethics, positive values and integrity will be given emphasis in developing holistic human capital and enhancing good governance in the public and private sectors. These efforts will assist Malaysia to meet the challenges brought by globalisation and the competitive world market. The availability of quality human capital and good governance system will make Malaysia an attractive destination for investments.