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## The Need for Intergrated Second Generation Planning and Policy Implementation In FELDA Land Development and Settlement Programme

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### **Abstract**

As the land development and settlement programme provides a wider base for occupational mobility - a base which is a market contrast to what the farmer had in his previous life, home village, it is expected that every farmer will be economically well-off than before. The benefits of land development and settlement will inevitably, then, trickle down to the second generation. At the same time there are many issues related to them, namely: education, training, land ownership, resettlement, employment and migration. An integrated and well-planned programme, therefore, is needed to ensure continuous social and economic stability in the new settlement. The attributes of children were then analysed to determine priorities for integrated second generation planning and policy implementation.

**Key words:** second generation, integrated planning, policy implementation, children's attributes, principal component analysis, community education.

### **1. Introduction**

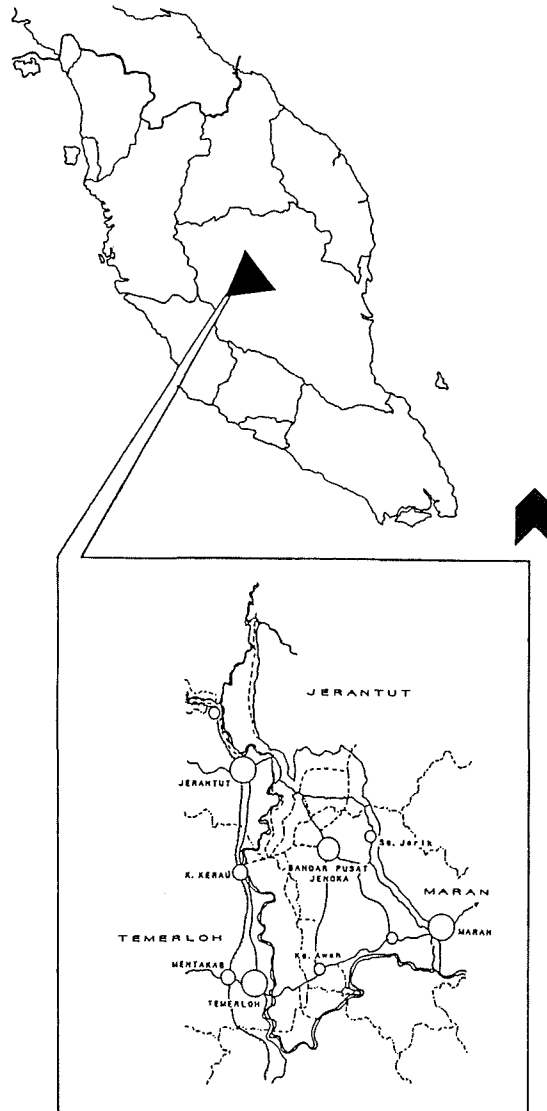
The human or settler development objective of land development and settlement programme under Federal Land Development Authority (FELDA) is to ensure that the new settler families living conditions are improved the settlers outlook changed and they become economically self-reliance farmers. The objective is apparently achieved through a highly supervised and an integrated settlement programme. Land development and settlement programme provides sufficient opportunities for the original settler and his family to change, at the same time its socio-economic impact is expected to be observed and felt by the second generation settlers, too. Explicitly, plans and programmes are designed not only concerning the original settlers, but also the second generation, which includes: education, leadership, health care, vocational training, business and participation in scheme management.

### **2. Present Attributes Of The Second Generation**

Until March 1989, FELDA has emplaced 113,425 settler families. It is estimated that 680,000 live in 314 FELDA projects. Two thirds are the second generation which is approximately 450,000, taking an average of 4 children per family (FELDA settler census

**Table 1:** Settlement According To Crops Until March, 31st. 1989

Crop	Number Of Schemes	Number Of Settlers	%
Oil Palm	195	71,494	63.0
Rubber	116	41,374	36.5
Sugarcane	1	109	0.1
Cocoa	2	405	0.4
Total	314	113,425	100.00



**Figure 1.** Jengka Triangle Development Area in Pahang

1987).

For the purpose of this paper, cases from 6 already established FELDA projects are chosen to represent new, middle-aged and old projects of rubber and oil palm. The projects are located in the largest FELDA regional development area of Pahang state in Peninsular Malaysia (The Jengka Triangle Development Area, Pahang is as shown in Figure 1). The data for analysis is based on the FELDA Settler Census 1987.

**Table 2:** Background Information Of The Selected Project

Crop	Category Of Establishment	Period After Entry	Projects	Total Area (HA)	Year Of Development	Settler Family
Oil-Palm	Old	More than 15 years	Ulu jempol (01)	2543.8	1693/64/65/68	569
	Middleage	8 to 15 years	Jengka 3 (02)	2117.0	1968	439
Rubber	New	Less than 8 years	Jengka 19 (03)	3116.8	1974	59¼
	Old	More than 15 years	Kg. Awah (R1)	1490.7	1961/62/67	334
	Middleage	8 to 15 years	Jengka 8 (R2)	2171.6	1969	352
	New	Less than 15 years	Jengka 21 (R3)	2223.4	1974/76	433

\*Information as December 1986, from various projects records.

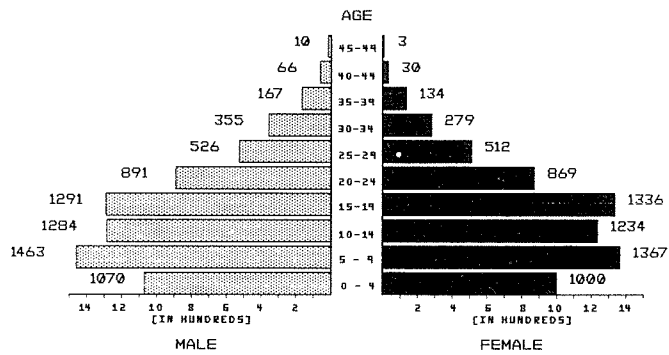
The need for an integrated second generation programme is realised as they not only form two-thirds of the settler population but also their very special socioeconomic characteristics and demographic feature. From those six representative projects, there are 14,111 children with the mean of 5.19 per family.

Projects 01, 02, R2 and R3 are normally representative of the whole FELDA, but 03 and R1 are with exceptionally large children population, as compared to settler population average four children per family.

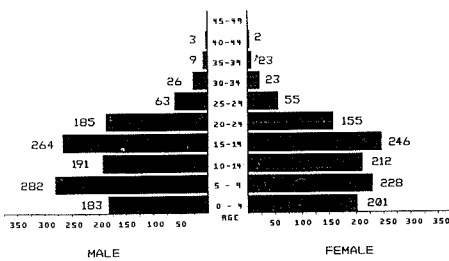
**Table 3:** Frequency of Settlers Children in The Selected Projects

Project Category	01	02	03	R1	R2	R3	Total
Settlers	569	439	590	334	352	433	2717
Children	2522	2311	3591	2186	1847	1654	14111
Mean	4.43	5.37	6.09	6.54	5.25	3.82	5.19

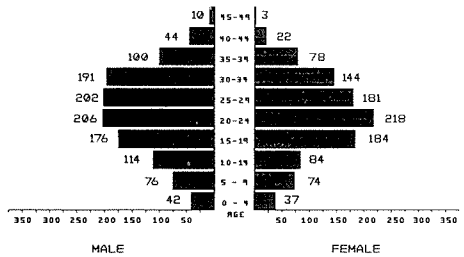
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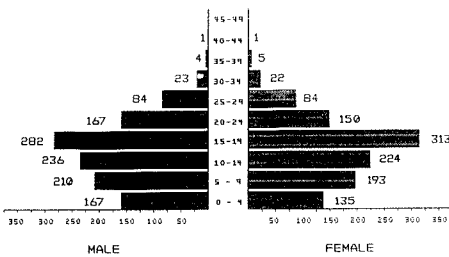
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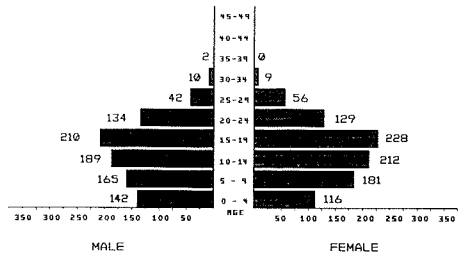
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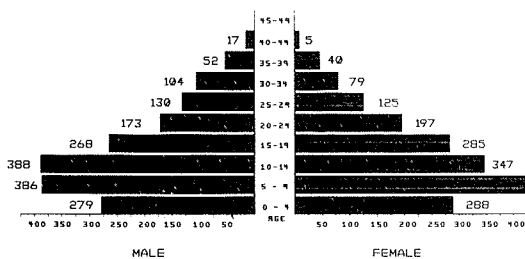
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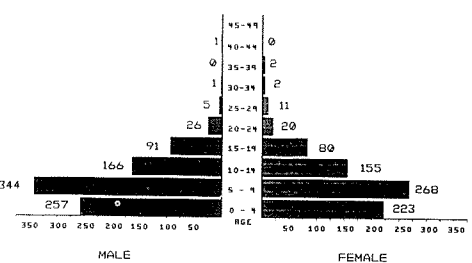


Figure 2. Demography of Children

### Demography - children age cohorts by sex.

The demographic feature of the settler children resembles a normal pyramid with a broad base with the expectation of children below 5 years-age cohort which is lower than other groups from 5 to 19 years. Another unexpected feature is the substantially larger female population of 15 to 19 years age cohort. Nevertheless the trend will still reflect a continuously high percentage increase of children population in the future.

Considering projects individually 01, 02 and R2 reveal almost similar structure of children's population which indicate established settlements. Projects 03 and R3 are young children population with broad bases pyramids eventhough there are indicators that the original farmers are relatively old whereby 15% of their children have reached 25 years of age especially for project 03 and 65% of their children were actually born before their entry into the project. Project R1 is the oldest FELDA community in this group, thus revealing a decreasing number of younger generation, compared to the youngest project population structure as for R3, whereby almost 99% comprise of children below 25 years of age and only 39% born before their entry into the project.

### Birth Status.

Birth status of the children in this context refers to whether they are in the category of those born before or after their parents moved into FELDA projects. It is natural that settlers in older projects, by virtue of being longer in the projects would have more children born after entry. The data on birth status can be better indicators for development, if it is treated with other variables such as education or employment which can thus indicate the impact of the development programmes before and after entry. Here it is just mentioned as an attribute of children in the representative projects, to give a scenario of the second generation in FELDA settlement.

**Table 4: Birth Status**

	01	02	03	R1	R2	R3	Total
Before Becoming Settler	13.9	49.9	65.1	46.5	47.6	38.9	45.2
After Becoming Settler	86.1	50.1	34.9	53.5	52.4	61.1	54.8

### Present activity.

The activities of settler children are as in Table 5. The bulk of the children are in fact

**Table 5: Settlers Children Present Activities**

	01	02	03	R1	R2	R3	Total
Underaged	36.3	23.8	29.4	8.4	25.8	54.6	29.0
Schooling	35.7	42.7	39.7	21.6	46.5	36.9	37.2
Attending Higher Inst.	1.3	1.4	1.1	2.7	1.9	0.1	1.4
Unemployed	21.0	23.2	18.6	37.6	16.2	5.6	20.8
Working	5.7	8.9	11.2	29.7	9.6	2.8	11.5

underage, schooling and unemployed.

Only 11.5% of the children are already working compared to 20.8% still unemployed after completing their education. To further visualise the group of activities, they can be revealed as in Figure 3.

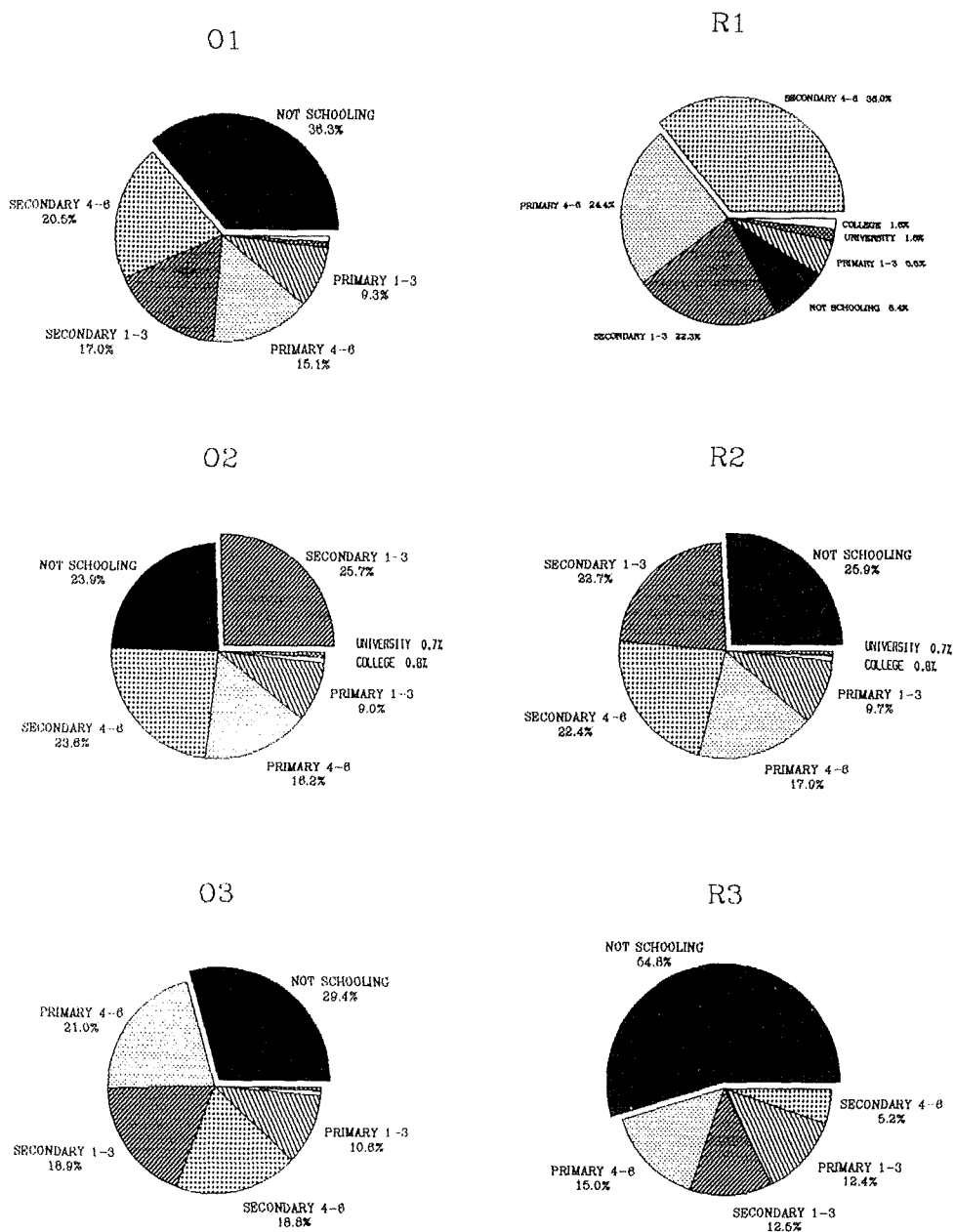


Figure 3. Level of Education of children

**Level of education.**

The level of education of children for various projects are as in Figure 4. New projects normally indicate more children not schooling, except for 01 which may have the third generation or new settlers in later phase of development.

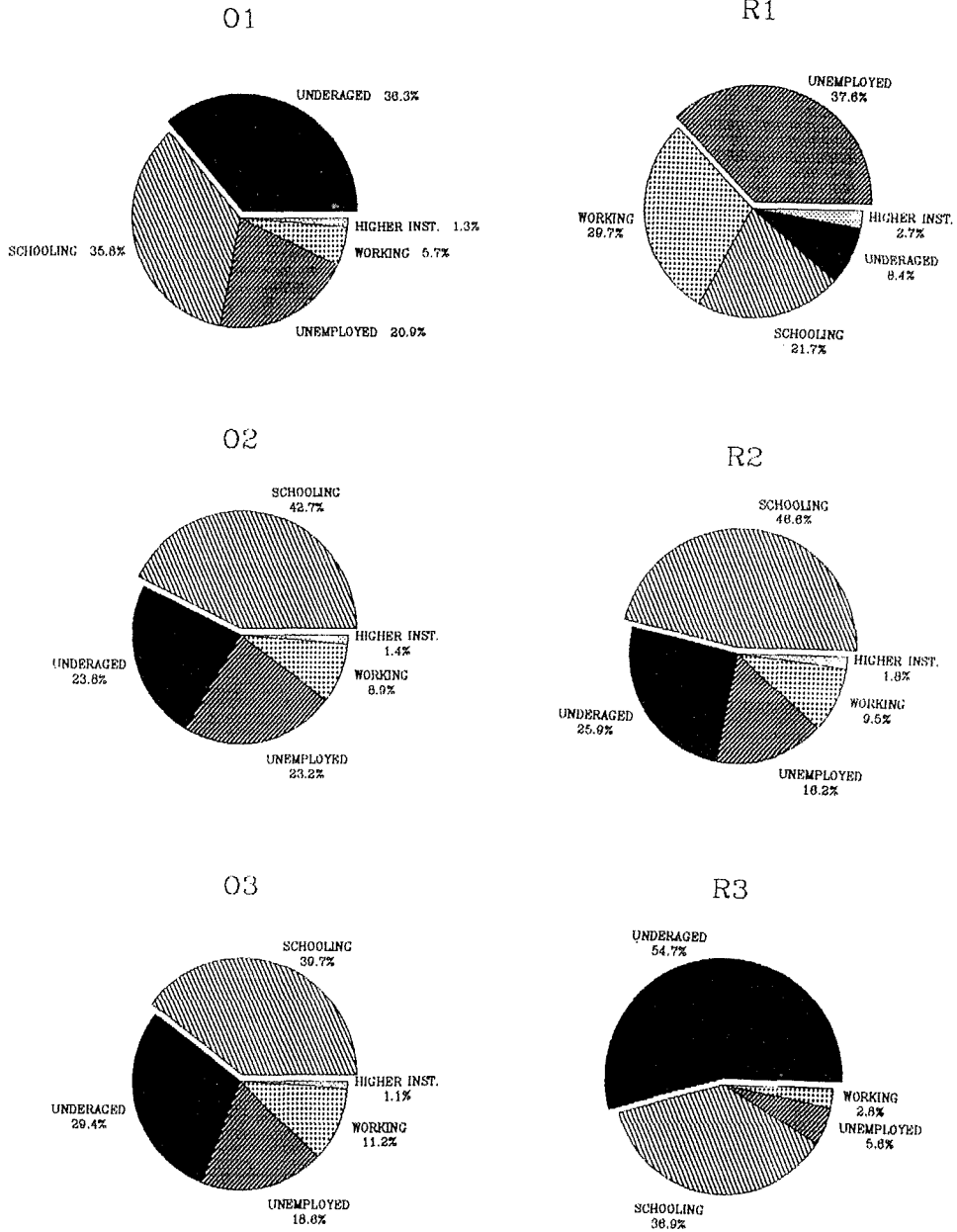


Figure 4. Activities of children



### Place of education.

Closely related with level of education is placed of education of in their projects and just over 10% were educated in the nearby towns outside the projects. Settlers children are well distributed in places namely: district capitals, state capital, Kuala Lumpur and other places. The distribution of settlers' children by place of education varies according to localities and also age of the projects.

**Table 6 : Last Place Of Education**

	01	02	03	R1	R2	R3	Total
Inside Scheme	30.9	53.7	45.0	52.2	28.7	33.5	41.5
Other Towns	19.2	4.3	7.0	5.7	32.5	2.1	11.3
District Capital	5.0	6.3	10.1	21.5	3.1	4.7	8.8
State Capital	3.0	3.4	1.6	2.1	2.1	0.4	2.2
Kuala Lumpur	0.8	1.0	0.7	1.6	1.3	0.2	0.9
Other Places	3.7	6.7	5.9	8.1	5.7	4.0	5.7
Other Countries	0.1	0.2	0.1	0.3	0.4	0.0	0.2
Not Applicable	37.3	24.4	29.6	8.5	26.2	55.1	29.4

### Place of residence.

The distribution of place of residence of the children is as in Table 7.

**Table 7 : Place Of Residence**

	01	02	03	R1	R2	R3	Total
Inside Scheme	85.3	84.0	80.7	59.1	83.1	92.0	80.3
Other Towns	1.4	1.6	1.2	1.4	3.3	0.9	1.6
District Capital	1.8	2.4	2.6	2.5	2.0	2.2	2.3
State Capital	1.9	2.2	2.3	3.2	2.2	1.1	2.2
Kuala Lumpur	1.3	2.8	1.8	3.5	2.8	0.8	2.2
Other Places	1.7	6.8	11.2	29.7	6.3	2.8	11.1
Other Countries	0.3	0.3	0.2	0.6	0.3	0.2	0.3

Except for R1, more than 80% of the children stay together with their parents in the projects. Nearly 40% of the children in R1 stay outside FELDA scheme including other towns, district capital, state capital, Kuala Lumpur, other places and other countries.

### Vocational courses.

Approximately 3.6% of the total children are involved in vocational training or 13.3% if we consider the age category 20 years and above. Table 8 shows the percentage of children participated in vocational training, in numerous field of courses. The most common being electronic skills, carpentry works, electrical works, handicrafts, tailoring, motor mechanics, general business and food catering or restraint business. They are either sponsored by FELDA or other institutions as shown in Table 9.

**Table 8: Vocational Training**

Category	01	02	03	R1	R2	R3	Total
a. Children 20 years and above (% of total children)	531 (21.1)	542 (23.5)	922 (25.7)	1299 (64.0)	383 (20.7)	68 (4.1)	3845 (27.3)
b. Participants in vocational training (% of a.)	59 (11.1)	167 (30.8)	80 (8.7)	111 (7.9)	87 (22.7)	6 (8.8)	510 (13.3)
* Carpentry works	5.1	4.2	7.5	5.4	0	0.0	4.3
Electrical Works	11.9	9.0	8.8	10.8	8.0	0.0	9.4
Handicraft	1.7	4.2	1.3	1.8	3.4	0.0	2.7
Tailoring	0.0	19.2	8.8	12.6	9.2	0.0	12.0
Motor Mechanics	10.2	10.2	21.3	21.6	8.0	33.3	14.3
Food Catering/ Restaunt Business	5.1	0.0	3.8	3.6	2.3	0	2.4
Others	55.9	47.9	41.3	35.1	67.8	50.0	48.4

\* % of total participants involved in vocational training.

**Table 9: Sponsor For Vocational Training**

Sponsors	01	02	03	R1	R2	R3	Total
FELDA	43.3	34.4	58.8	65.8	32.2	50.0	46.0
Others	56.7	65.5	41.2	34.2	67.8	50.0	54.0

### Marital and dependency status.

Information on marital status and dependency status is as in Table 10.

**Table 10: Marital And Dependency Status**

Marital Status	01	02	03	R1	R2	R3	Total
Unmarried	91.8	88.3	84.0	58.5	89.0	97.7	84.5
Married	7.9	11.5	15.9	41.3	10.9	2.2	15.4
Divorcee (male)	0.0	0.0	0.0	0.1	0.0	0.1	0.0
Widow	0.2	0.1	0.1	0.1	0.1	0.0	0.1
Missing info.	0.1	0.1	0.0	0.0	0.0	0.0	0.0
Dependency Status							
Dependant	90.0	85.9	82.1	54.5	88.7	96.7	82.6
Independent	9.1	14.1	17.1	45.5	11.3	3.3	17.4

Marital status and dependency status are very closely related, since most unmarried are dependents of their parents in all aspects of their lives. Although only 15.4% of the children are married, 17.4% are already independent. In other words approximately 2% unmarried children are independent from their parents in terms of food, lodging and other basic need.

### 3. Analysis Of The Attributes Of Children

The data on the attributes of children from six projects were analysed by means of principal component analysis to find out the common factors for consideration in the second generation planning and policy implementation. "The principal component analysis is a method of searching for scores whose number is smaller than the original components, so that the dispersion with multivariates can be indicated accurately. It is carried out in accordance with the regression among a group of variates.... A principal component is defined as a linear function of multivariates:

$$Z_j = a_{j1}X_1 + \dots + a_{jn} X_n$$

where  $Z_j$  is a value of principal component,  $X_i$  is an observed variate and  $a_{ji}$  is a parameter. As each observed variate is different from the other variates,  $Z_j(j=1, \dots, J)$  have different variances from each other. Then the  $Z_j$  which possesses the largest variance is called as the first principal component. In the same way, the one having second largest is denoted as the second principal component and therefore  $Z$  can be established". (Kagaya, S., 1988).

This analysis was applied to the variates of attributes of the children for all the cases

**Table 11 :** Eigen Value and Eigen vectors of Correlation Matrix

Attributes Of Children	Factor Loadings											
	01				02				03			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Sex	0.01	-0.04	0.03	0.99	-0.05	0.29	0.08	0.79	0.01	-0.07	0.04	0.99
2. Age	0.44	0.04	0.01	0.01	0.44	0.02	0.17	0.05	0.45	0.02	0.06	0.01
3. Birth-status	0.27	-0.08	0.41	-0.05	0.36	0.14	0.16	0.07	0.26	-0.01	0.33	-0.06
4. Present-activity	-0.43	-0.03	-0.02	-0.06	-0.43	0.02	-0.13	-0.06	-0.43	-0.00	-0.05	-0.06
5. Place of residence	-0.03	-0.17	0.28	-0.02	-0.22	0.10	0.19	-0.44	-0.33	-0.15	0.26	-0.03
6. Level of education	-0.36	0.13	-0.31	0.01	-0.38	-0.21	-0.24	0.02	-0.33	0.18	-0.36	0.02
7. Last place of education	0.23	0.13	0.55	-0.05	0.19	0.03	0.45	-0.34	0.17	-0.16	0.61	-0.06
8. Vocational course	-0.11	-0.65	0.26	0.03	-0.21	-0.35	0.55	0.13	-0.10	0.64	0.25	0.05
9. Sponsorship of vocational course	0.11	-0.65	-0.26	-0.02	0.23	0.33	-0.54	-0.12	0.10	-0.63	-0.27	-0.03
10. Marital status	-0.34	-0.21	0.33	0.05	-0.27	0.55	0.09	-0.10	-0.36	-0.27	0.30	0.03
11. Settler dependent or not	-0.36	-0.21	0.33	-0.00	-0.31	0.51	0.15	0.10	-0.38	-0.21	0.30	-0.01
Eigen value	4.52	1.90	1.70	1.00	4.26	1.68	1.62	1.02	4.36	1.75	1.53	1.00
Propo.	0.41	0.17	0.15	0.09	0.39	0.15	0.15	0.09	0.40	0.16	0.14	0.09
Cum. propo.	0.41	0.58	0.74	0.83	0.39	0.54	0.69	0.78	0.40	0.56	0.69	0.79

**Table 12 :** Eigen Value and Eigen vectors of Correlation Matrix

Attributes Of Children	Factor Loading											
	R1				R2				R3			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Sex	0.00	-0.04	0.15	0.95	-0.00	-0.03	0.05	0.98	-0.02	-0.01	-0.06	0.99
2. Age	0.44	-0.04	0.07	0.05	0.43	-0.04	0.24	0.03	0.44	0.04	0.00	-0.00
3. Birth-status	0.39	-0.00	-0.09	0.04	0.36	0.33	-0.16	0.08	0.41	0.29	-0.04	0.01
4. Present-activity	0.41	0.11	-0.23	-0.10	-0.42	0.01	-0.17	-0.03	-0.43	0.04	-0.04	-0.01
5. Place of residence	0.33	-0.05	0.08	0.04	-0.27	-0.10	0.20	-0.10	-0.22	0.36	-0.18	-0.06
6. Level of education	0.15	0.30	-0.53	0.08	-0.33	0.20	-0.39	0.02	-0.41	-0.21	0.05	-0.01
7. Last place of education	0.01	-0.16	0.66	-0.24	0.15	-0.17	0.60	-0.11	0.33	0.42	-0.09	0.00
8. Vocational course	-0.00	0.65	0.27	0.01	-0.18	0.58	0.34	0.02	-0.09	0.26	0.65	0.05
9. Sponsorship of vocational course	0.00	-0.65	-0.26	-0.00	0.19	-0.58	-0.33	-0.01	0.08	-0.26	-0.65	-0.04
10. Marital status	0.40	-0.11	0.19	0.08	-0.31	-0.29	0.22	0.11	-0.23	0.49	-0.19	0.03
11. Settler dependent or not	0.43	-0.09	0.14	0.06	-0.36	-0.25	0.24	0.04	-0.25	0.44	-0.28	-0.03
Eiten value	4.16	2.03	1.40	1.03	4.16	1.89	1.64	1.01	4.46	1.95	1.87	1.00
Propo.	0.38	0.18	0.13	0.09	0.38	0.17	0.15	0.09	0.41	0.18	0.17	0.09
Gum. propo.	0.38	0.56	0.69	0.78	0.38	0.55	0.70	0.79	0.41	0.58	0.75	0.84

**Table 13 :** Interpretation of Principal Component for 01, 02, 03, R2 and R3

Principal component	Name of Principal Component	Interpretation
1.	Age-birth status factor	This principal component is the age-birth status factor since it has high correlations with age and birth status for all cases.
2.	Education-training factor	This principal component is related to education level, vocational course and sponsorship for training. These principal component have high correlations with those items for most cases.
3.	Activity-place factor	This principal component are present activity, place of residence and place of education. The activity-place factor has high correlations with the above items for most caces.
4.	Sex factor	This principal component is sex factor since it has very high correlation with sex and very low or negative correlations with other items for all cases.

**Table 14:** Interpretation of Principal Component for R1

Principal component	Name of Principal Component	Interpretation
1.	Dependency-Independancy factor	This principal component is related to dependence or not, marital status, present activity (employment) and place of residence.
2.	Education-training factor	This principal component is related to education level and vocational course. It has high correlations with those two items.
3.	Place of education factor	This principal is place of education factor since it has very high correlation with place of education but low or negative correlations with other items.
4.	Sex factor	This principal is sex factor since it has very high correlation with sex and low or negative correlations with other items.

in six projects, that is, 01, 02, 03, R1, R2 and R3, the age-birth status factor becomes the first principal component. Consideration for various age groups in planning and policy implementation need to be emphasized. Education-training is the second principal component which demand a special consideration for education and training programmes. Thirdly, activity - place factor is the third principal component, which includes programmes for employment and accommodation or housing. And lastly, the forth is sex factor which demands consideration for male and female programmes. For R1, the unique characteristics of the project reveals that the first principal component is dependancy-independancy factor, which is characterised by the issues of marital status, present activity (employment) and place of residence, whether with their parents or outside the projects. the second is education and training factor and third, the place of education factor and fourth is similar to other projects, the sex factor.

#### **4. Some Discussions on the Current Programmes for the Second generation. Education**

Continuous efforts have been made on formal education as the main investment for community and nation building. The emphasis on education has been realized in the settler communities which spurs out participation of the settlers in various voluntary groups and organizations at the project leve. Education Bureaux of the Scheme Development Committee(SDC) and the Parent-Teachers Association are organized at the project level and Education and Training Bureaux and the Education Fund at the regional level. At the same time the establishment of the Education Fund at the national level and the hostel projects in the capital cities of Kuala Lumpur, Petaling Jaya, Kuantan and Johore Bahru indicates an extremely detrmned efforts by the authority and FELDA communities at large in promoting education activities.

Embedded in the aspirations of the settlers children to be educated and the expectations of their parents is the realization that the highest rewards in society go to the professions whereas specialization for a particular vocation comes later in the process of education. The emphasis has been therefore place towards an academic secondary and university education. As such, for every FELDA project a primary school is planned and in a group of projects there will be a secondary school if warranted for, otherwise provided in the nearby localities.

**The ultimate goal in education is the highest possible level one can achieve.**

Besides the Central Government's efforts in monitoring educational programmes, at various levels of FELDA organizations there are administrative mechanisms which continuously evaluate education performance. Community Development and Extension Services section at the regional and project level play signification role in determining the success of this programme. To explain the structure of the mechanisms, a schematic diagram is presented as in Figure 5.

Community education programme approach is practiced in FELDA community supplementary to the programmes and policies of the Ministry of Education. The programme approach is to speed up and materialize the education system towards achievement of education objectives for FELDA rural and newly developed communities. It is normally slow in the development of proper facilities, especially at the initial stage of settlers' entry and therefore through community project, the shortcomings could be overcome.

**Pre-education.**

Pre-education or kindergartens programme is complementary to the formal education. The result of this pre-education programme is better beginners in the primary education.

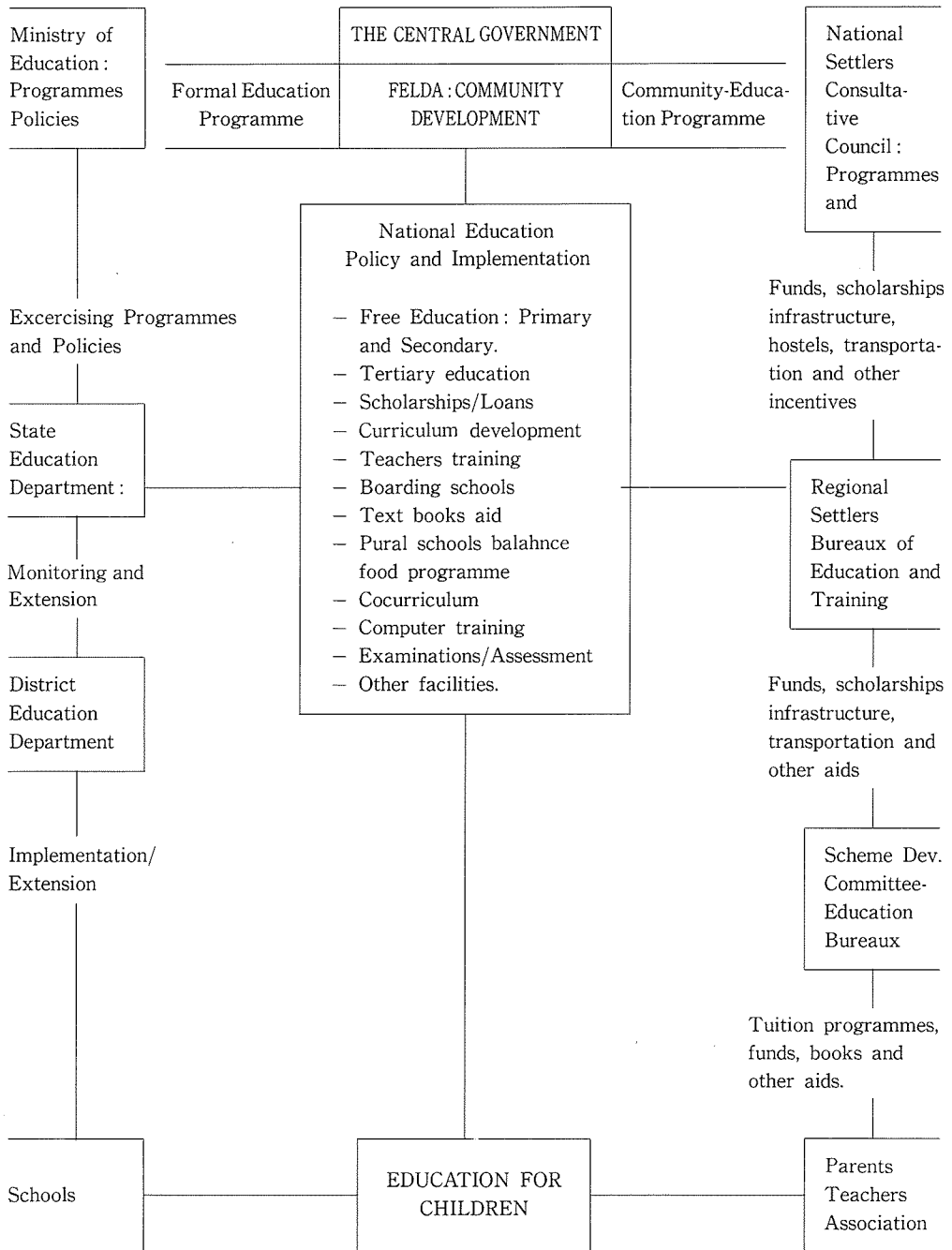
The children are very well prepared and developed self-confidence for the forthcoming school days. It is expected that all settled projects build a kindergarten school or TADIKA. Presently there are approximately 300 TADIKA's set up in all established projects, with the enrolment or more than 20,000 children.

**Vocational training.**

Drop-outs at the secondary - three and secondary - five levels are relatively high. Even though those who have completed form five levels with certificates of first, second or third grade, there is no guarantee that they will acquire certain profession. At this juncture the settlers and their children realize that vocational training is necessary to open up for better employment anywhere in this country. Besides the main objective of vocational training to provide better prospects for real job opportunities, at the same time it facilitates the growth of occupational activities in the newly developed settlement. FELDA has identified 15 categories of vocational courses, seemingly profitable for the second generation, namely:

- 1) Motor mechanics (cars and motorcycles).
- 2) Vehicle automotive.
- 3) Electrical wireman.

Figure 5: Schematic Diagram of Settlers Children Education Programme



- 4) Radio-television repairs.
- 5) Welding.
- 6) Spray-painting.
- 7) Woodwork and furniture.
- 8) Building construction (cementing & brick laying).
- 9) Heavy vehicle driving-all these are for males;
- 10) Tailoring.
- 11) Handicraft.
- 12) Typing, shorthand and basic computer
- 13) Kindergarten teachers.
- 14) Restaunt and food catering and;
- 15) Food processing and storage.

- for the females. From 1985- 1990 it is expected that 5,000 people will be trained in the various field of vocational training, with the estimate of \$M 18,000,000/- expenditure.

#### **Entrepreneurship development.**

Opportunities for business enterprises in FELDA settlement projects are very encouraging. The focus, now, by the organization is on the growth centres. As the continuation of vocational training and developemnt of apprenticeship in the various fields, on the job training as well as enterpreneurship courses are also given to those who have completed vocational training. At the same time incentive to open businesses in the growth centres are provided in the form of spaces, loan and credit facilities.

#### **5. The Need For An Integrated Planning And Policy Implementation.**

Similar to the integrated approach in land development and settlement whereby, all round emphasis has been given towards a comprehensive programme development, viz. the preparation of land, provision of infrastructure, settlers basic facilities, transportation of produce, processing, marketing and research as well as other advisory services; the focus on the second generation, too, need to be streamlined. As the basis for land development and settlement is agriculture, that is: oil palm, rubber, cocoa and coffee; the basis for second generation programme is therefore, education and training. The and result of agriculture is the quality of produce and high yeild, whereas education end training will yeild qualified second generation and better employment. FELDA agriculatural sector in fact, demands a flexibility of expansion in terms of spaces as well as activities. Otherwise, its stagnancy will inhibit any possibility of economics and business expansion. Planning for the second generation will provide a balance growth in the FELDA settlement communities.

Considering for integrated second generation planning is reflected from the analysis of the attributes of the children in the earlier part of this paper. Comprehensive planning should have been realized from the serious problems face by the second generation settlers, as Tunku Shamsul Bahrin and Lee Boon Thong described it: "The problems facing the second generation settlers were serious. For those who could continue with their education,



this problem could be delayed somewhat but those who were forced to leave school whilst still in their teens, the issue could be critical not only for themselves but also for FELDA. While thousands of such children have left the schemes to find employment elsewhere, there have also been others who have stayed back to help their parents or to be idle. (Bahrin, T.S. and Leong, T.B, 1988).

The established factors relating to second generation attributes will be pre-requisites for the proposal of the second generation programmes. The present model as has been discussed in the second part of this paper could present as a benchmark for the new recommendations.

Explanatory notes on the above highlighted proposals will clarify salient issues for effective implementation of the programmes, as follows:

#### **Rural community education programme.**

The second generation programme and development, too, attached great importance to its educational process. The community members are encouraged to be fully committed in education activities. By educational means they will be made to realize the need for effective programme for children's education. More support from parents not only in the parents - teachers association programmes but also other voluntary services to upgrade the standard of rural schools in terms of modern facilities and conducive learning environment. The facilities in the schools should be kept up at par with those of the urban standard.

#### **Emphasis on agriculture education and training.**

The dislike for employment in agricultural sector and out-migration of children for cheap employment in the urban areas can be solved by developing an effective educational system in agricultural field. From as early as in primary school the children should be developed hobbies in agricultural field which can be included in the co-curriculum of those schools in FELDA communities. Agriculture schools or agriculture vocational schools should be set up in FELDA regions or complexes of FELDA projects. Priorities for the settlers children should also be given for enrolment in other agriculture schools, colleges and universities.

FELDA can set up its own agriculture training center as formrly planned for the Keratong Training School in Pahang. This would enable those children who could not continue their formal education in the higher institution to have better skills in agriculture. The curriculum will cover basic agriculture, Practical training in all aspects of planting, handling agricultural equipments. processing agricultural produce for food and other light industrial works related to agriculture.

#### **Employment in agricultural sector and FELDA growth centers.**

The set up in FELDA settlements should be complete in its entities as new growth centres, except for the individual-project concept or small group-project concept, whereby their expansions are rather limited. However, they should be dependent on other established growth centres. For four or more projects grouped together, the concept of development would provide sufficient scope for expansion of growth centres, with at least

**Figure 6:** List Of Programmes And Policies For Consideration

Category of Factors/ Attributes of Second Generation.	Emphasis in the Present Programmes	Emphasis in the Proposed Programmes	Policy Aspects for Consideration
1. Age-Birth Status Pre-education (0 - 6)  Primary (7 - 12)	<ul style="list-style-type: none"> <li>- baby and health care.</li> <li>- pre-education schooling.</li> <li>- creches.</li> <li>- health, balance-diet programme</li> <li>- primary schooling</li> <li>- co-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>- baby and health care.</li> <li>- pre-education schooling.</li> <li>- creches.</li> <li>- health, balance-diet programme</li> <li>- primary schooling.</li> <li>- co-curriculum (including agricultural hobbies).</li> </ul>	<p>Rural health</p> <p>Pre-education.</p> <p>Primary education. Rural community education.</p>
Secondary/ Tertiary (13 - 24)	<ul style="list-style-type: none"> <li>- secondary schooling.</li> <li>- hostels.</li> <li>- pre-university.</li> <li>- university/ professional.</li> <li>- co-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>- secondary schooling.</li> <li>- hostels.</li> <li>- pre-university.</li> <li>- university/ professional.</li> <li>- co-curriculum (emphasis on agricultural technique).</li> </ul>	<p>Secondary education.</p> <p>University education. Training for professionals.</p>
Unemployed School - leavers (17 and above)	<ul style="list-style-type: none"> <li>- youth organization</li> <li>- employment.</li> <li>- vocational training.</li> </ul>	<ul style="list-style-type: none"> <li>- youth organization.</li> <li>- employment. (emphasis on agricultural industries)</li> <li>- vocational training. (including agricultural vocation training)</li> <li>- leadership/ scheme management.</li> </ul>	<p>Vocational training.</p> <p>Employment in agriculture.</p> <p>Youth organization.</p>
Employed-married (25 and above)	<ul style="list-style-type: none"> <li>- transfer of ownership.</li> <li>- youth organization.</li> <li>- leadership/ scheme management.</li> <li>- employee welfare (Salary and benefits).</li> </ul>	<ul style="list-style-type: none"> <li>- accomodation/ housing</li> <li>- youth organization.</li> <li>- leadership/ scheme</li> <li>- transfer ownership</li> </ul>	<p>Space for housing.</p> <p>Transfer of ownership.</p> <p>Scheme management.</p> <p>Youth organization.</p>

Category of Factors/ Attributes of Second Generation.	Emphasis in the Present Programmes	Emphasis in the Present Programmes	Policy Aspects for Consideration
2. Education- Training			
Formal Education.	<ul style="list-style-type: none"> <li>- academic education</li> <li>- Professional training</li> </ul>	<ul style="list-style-type: none"> <li>- academic education and profession.</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture school</li> <li>Agriculture vocational school</li> </ul>
Vocational Training.	<ul style="list-style-type: none"> <li>- artisans or other vocational skills</li> </ul>	<ul style="list-style-type: none"> <li>- artisans or other vocational skills</li> <li>- agriculture vocational skills</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture vocational training centre.</li> </ul>
3. Activity- Place.			
Place of Education.	<ul style="list-style-type: none"> <li>- in the project.</li> <li>- in the nearby towns</li> <li>- in the capital cities</li> <li>- boarding schools</li> <li>- FELDA Hostels.</li> </ul>	<ul style="list-style-type: none"> <li>- similar</li> </ul>	
Place of Residence.	<ul style="list-style-type: none"> <li>- FELDA house lot</li> <li>- other personally acquired places</li> </ul>	<ul style="list-style-type: none"> <li>- FELDA house lot.</li> <li>- other personally acquired places.</li> <li>- housing programme in or nearby FELDA Settlement</li> </ul>	<ul style="list-style-type: none"> <li>Housing</li> </ul>
4. Sex			
Specified Female Programmes.	<ul style="list-style-type: none"> <li>- women institute/ organization</li> </ul>	<ul style="list-style-type: none"> <li>- women institute/ organization</li> <li>- voluntary health nurses group</li> </ul>	<ul style="list-style-type: none"> <li>Women organization</li> <li>Rural community health</li> </ul>
Specified Male Programmes.	<ul style="list-style-type: none"> <li>Nil</li> </ul>	<ul style="list-style-type: none"> <li>- voluntary security group</li> </ul>	<ul style="list-style-type: none"> <li>Internal security- Rural areas.</li> </ul>

the minimum of 10,000 population at its initial stage of settlement.

With the emphasis on vocational training and the idea of institutionalizing agriculture into the rural education system, it is expected that suitable skills would be resourcefully put to practice in the business or other career opportunities at the growth centres.

One would foresee the establishment of workshops, horticulture nurseries, food processing, agricultural business - including tools and machines, sales of food from agriculture, besides other normal household provisions in every FELDA market place or business centre. The activities in all these centres will be fully participated by the settlers children or the second generation settlers.

### **Housing.**

The policy laid down in the group settlement ordinance regarding housing only permits one family on a quarter acre houselot. However, for the natural growth of the settlement especially at the growth centre, it will also take other population who will be directly involved in the agricultural activities of the settlement and other related activities, such as schools, health services, security and other businesses. The authority should allow certain scope of flexibility in the housing policy for further expansion of the settlement projects at the same time encourage the establishment of housing estates at the peripherals of FELDA Settlements.

### **Other programmes.**

Other programmes namely youth organization, women's group, voluntary health or nurse group and voluntary security organization should be encouraged and mobilized to the fullest extent. This would provide social incentives and enhance community participation in the development of the settlement project. Such activities, too, would ensure that the youth especially, are fully occupied and refrain them from drugs involvement, delinquencies and other social abuses.

## **6. Conclusion.**

Community participation is the means of achieving a successful programme for the second generation. The proposed integrated planning and policy implementation should no longer be blurred and must be fully operative. It must not also be an excessive optimism as against a complete realism. Aims and objectives must be translated into action. It is not an ambitious plan to make the settlers really committed in the second generation programme both through financial and physical means, since the community is self-contained and closely related to the management.

Similar to the 'package deal' of the land development and settlement programme, the programme for the second generation should envisage an integrated approach covering all levels of age groups: pre-education, primary school, secondary and tertiary education, school leavers, the employed and married groups. The implications of such programmes are effective education and training facilities and the retention of sufficient number of active population to be gainfully employed in the FELDA agricultural sector, filling in the gap of the ageing group and the need of the continuation of land development and settlement activities.

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