EXPANDING ACCESS TO HIGHER EDUCATION & IMPROVING SCIENTIFIC RESEARCH

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<th><strong>INTRODUCTION:</strong></th>
<th><strong>STATE OF EDUCATION IN THE MUSLIM WORLD</strong></th>
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<td><strong>71.7%</strong></td>
<td><strong>&lt;60%</strong></td>
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<td>Average literacy rate (98.1% in the developed world)</td>
<td>Primary school participation in almost 20 OIC countries</td>
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<td><strong>&lt;600</strong></td>
<td><strong>Varying</strong></td>
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<td>Total number of universities in all OIC countries (USA alone has almost 6,000 universities)</td>
<td>Tertiary-level participation rates: &lt;10% in Cameroon &gt;30% in Malaysia &amp; Turkey</td>
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<td><strong>Rankings</strong></td>
<td><strong>Females</strong></td>
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<td>Majority of OIC-based universities with low rankings globally</td>
<td>Generally low: Literacy &amp; tertiary enrolment rates Representation in Science &amp; Engineering</td>
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ISLAM’S GOLDEN AGE:
• Spanning the 7th to 13th Century AD
• Far-reaching developments in Science, Medicine, Mathematics, Physics, Architecture, etc
• Massive impact to the world, especially during the Renaissance period

THE SITUATION TODAY:
• Average 642 researchers per million people (the EU average is 6,494)
• Only 1.8% contribution to global GDP expenditure on R&D (80% by developed countries)
• Only 4.3% contribution to global high-technology exports (46% by USA & the EU; 20% by China)
• Dismal numbers of published articles & patent applications
SALIENT ISSUES IN HIGHER EDUCATION

Access & enrolment

Disparities between genders, social classes & urban-rural locations

Low budgets for higher education, scientific activities & R&D

Slow & low-level adoption of technology

Small contribution to research & journal publications

Insufficient representation in university rankings
NATIONAL STRATEGIES:
OIC PERSPECTIVES – AN EXAMPLE

- Empowering public universities & encouraging growth of private institutions
- Hiring & retaining high quality faculty members
- Upgrade curricula to include soft skills → making graduates more employment-ready
- Championing lifelong learning as the 3rd pillar in human capital development
- Strengthening industry-research collaboration
- Mainstreaming & widening access to technical & vocational education & training (TVET)

MALAYSIA'S TARGETS:
- 60,000 PhD holders by 2023
- 200,000 international students by 2020
- Increase higher education participation rate to 40%
### CHINA’S TARGETS:

- Increase higher education enrolment rate to 40% by 2020
- 30 world-class research universities by 2020
- 195 million university-educated citizens by 2020

### National Strategies:

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<th>Higher education a primary mechanism for boosting national growth</th>
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<td>Increasing enrolment of students from rural areas</td>
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<td>Promoting elite universities:</td>
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<td>- Increase funding</td>
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<td>- Freedom in selecting students</td>
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<td>Increasing number of PhD candidates in Science &amp; Engineering</td>
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<td>Consolidation of smaller universities</td>
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<td>Emphasising quality by focusing on publications &amp; activities</td>
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Leverage on the private sector to expand access

Seek expertise from other institutions & countries

Align universities’ missions to national objectives

Hire & retain quality faculty members: both local & foreign

Diversify delivery mechanisms: Role of ODL

Encourage & provide incentive schemes for postgraduate enrolment
EXPANDING SCIENTIFIC RESEARCH IN OIC COUNTRIES

- Provide better funding
- Improve coordination between governments, private sectors & research universities
- Provide ample scholarships for postgraduate research
- Encourage joint research within OIC
- Leverage on international quality assurance standards & performance indicators
ENSURING A POSITIVE OUTLOOK FOR HIGHER EDUCATION & SCIENTIFIC RESEARCH IN THE MUSLIM WORLD

Still many critical issues in education that need serious attention

Crucial for OIC countries to work together

Many examples in both OIC & non-OIC countries that can be emulated at institutional & national levels
THANK YOU