



EXPANDING ACCESS TO HIGHER EDUCATION & IMPROVING SCIENTIFIC RESEARCH

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INTRODUCTION:

STATE OF EDUCATION IN THE MUSLIM WORLD

71.7%

Average literacy rate
(98.1% in the developed world)

<60%

Primary school participation in
almost 20 OIC countries

<600

Total number of universities in all
OIC countries
(USA alone has almost 6,000
universities)

Varying

Tertiary-level participation rates:
<10% in Cameroon
>30% in Malaysia & Turkey

Rankings

Majority of OIC-based universities
with low rankings globally

Females

Generally low:
Literacy & tertiary enrolment rates
Representation in Science &
Engineering

INTRODUCTION:

SCIENTIFIC DEVELOPMENT IN OIC COUNTRIES

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

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%

NATIONAL STRATEGIES:

NON-OIC PERSPECTIVES – AN EXAMPLE

Higher education a primary mechanism for boosting national growth

Increasing enrolment of students from rural areas

Promoting elite universities:
Increase funding
Freedom in selecting students



Increasing number of PhD candidates in Science & Engineering

Consolidation of smaller universities

Emphasising quality by focusing on publications & international rankings & activities

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

RESHAPING HIGHER EDUCATION IN OIC COUNTRIES

**Leverage on the
private sector to
expand access**

**Align universities' missions
to national objectives**

**Seek expertise from
other institutions &
countries**

**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