

EXPANDING ACCESS TO HIGHER EDUCATION & IMPROVING SCIENTIFIC RESEARCH

Professor Emeritus Tan Sri Anuwar Ali President/Vice-Chancellor Open University Malaysia

3RD OIC HIGHER EDUCATION CONFERENCE 2014 • PWTC, KUALA LUMPUR • 10 NOVEMBER 2014

INTRODUCTION: STATE OF FOUCATION IN T



STATE OF EDUCATION IN THE MUSLIM WORLD

71.7%

Average literacy rate (98.1% in the developed world)

<600

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

Rankings

Majority of OIC-based universities with low rankings globally

<60%

Primary school participation in almost 20 OIC countries

Varying

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

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

SALIENT ISSUES IN HIGHER EDUCATION



Access & enrolment

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

Small contribution to research & journal publications

Disparities between genders, social classes & urban-rural locations

Slow & low-level adoption of technology

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 industryresearch 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:

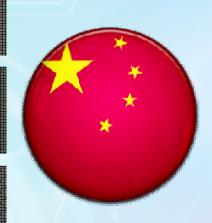


NON-OIC PERSPECTIVES - AN EXAMPLE

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

CONCLUDING REMARKS



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

