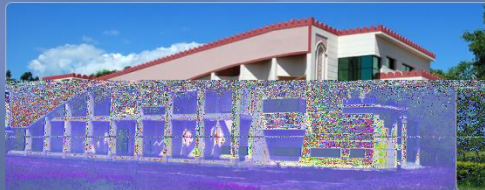




# ENHANCING REPUTATION OF THE MUSLIM WORLD UNIVERSITIES – TRENDS IN BANGLADESH

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# Enhancing Reputation of the Muslim World Universities – Trends in Bangladesh

- ▣ Reputation/Ranking of the Muslim World Universities
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# Reputation/Ranking of the Muslim World Universities

## a: Needs & Priorities

- Aim: Enhance universities' reputation & international acceptability.
- The Muslim World (OIC) , as the present status would indicate, lacks the capacity to produce knowledge to catch up within the competitive world. This is despite Islam has always encouraged *al-Ilm*, that is the knowledge & science.
- To strive for reawakening a scholarly tradition & to find new & innovative ways of assembling existing experience & skills to start or enhance knowledge-based development in the production of S&T & utilization/consumption of ICT-related items.
- Requires substantial investment/spending in education, S&T & associated technical & necessary infrastructure.

## b: More Awakening Remarks

### ☐ The Korean Innovation Story

■ Early 1960s, Korea was a typical developing country, with poor resource & production bases, a small domestic market, & a large population dependent on foreign powers for national security.

- ☐ - The economic situation was more than bleak:
- ☐ - Korea's GDP in 1961 was only 2.3 b or 82 \$ per capita.
- ☐ - It was a mostly agrarian economy, manufacturing accounts for just 15% of GDP.
- ☐ - International economic interactions were very limited.
- ☐ - In 1961, Korea's exports totaled 1 million, & imports 390 m.

Now in 2010: Export - 466.3 b, Import - 417.9 (mostly oil)

☐ Export: Wireless telecom equipment, motor vehicles, computers, steel ships, petrochemicals

☐ By making continuous & massive investments in human resource development & R&D, Korea has succeeded in building a unique innovation system.

☐ In the New Economy, knowledge, rather than natural resources, is the raw material of business.

– Center for Regional Studies, 2002

☐ Economic success is increasingly based on the effective utilization of intangible assets, such as knowledge, skills, and innovative potential as the key resource for competitive advantage.

– Economic and Social Research Council, 2005

## c: OIC's Competitiveness

### -- National Policy, Political Will & Obligation

- ▣ The necessary first step in any competitiveness agenda is to improve/standardize university education & S&T innovation.
- ▣ Durable National Policy, Political Will, & an Obligation needed—to chart a new path for internationalized university education that will secure our economic competitiveness.
- ▣ The challenges & opportunities that, if left unaddressed, will curtail our competitiveness & diminish OIC's standing in the world. Warning signals are blinking red.

# Quality Assessment in University Education

## Difficulties

- ▣ **Quality in HE is inherently difficult to measure.**
- ▣ **The production function in education is much more complex than in the manufacturing sector.**
- ▣ **Here the results are often not readily discernible in a timely, objective or useful manner.**
- ▣ **The field of quality assurance in HE is still in a state of adolescence, with varying & shifting approaches & confusion in both objectives & terminology.**

# Approaches Currently in Use Elsewhere:

- ▣ **Minimum standard accreditation;**
- ▣ **Accreditation of excellence;**
- ▣ **Supportive evaluation;**
- ▣ **Audits of internal quality assurance processes;**
- ▣ **Comparative evaluation of the state of a discipline;**
- ▣ **Benchmarking between institutions;**
- ▣ **Rankings, such as those established by the Center for World-Class Universities & the Inst. of HE of Shanghai Jiao Tong University.**

(World Bank)

# OIC Countries' Efforts so Far:

## Strategy for S&T and Innovation for the Islamic World:

- **2003** (Putrajaya, Malaysia): Strategy adopted by the 10<sup>th</sup> Session of the Islamic Summit.
- **2005** (December, Makkah-al-Mukaramah, 3<sup>rd</sup> Extraordinary Islamic Summit): Adopted the OIC ten-year Program of Action that calls for effective improvement & reformulation of the educational institutions & curricula at all levels in the OIC member states. A mechanism to meet & achieve the decision is to encourage the universities to improve their standards of quality, especially the universities with potential to become world class universities to the *rank of Top 500 World Universities*.
- **2006** (20 Nov, Kuwait City): Informal open-ended meeting of the Ministers of HE – discussed procedures & mechanisms of improvement of universities' performance; Tech. Expert Committee is formed that would urge the Member States to strive for quality education that promotes creativity, innovation & R&D.

## OIC Countries' Efforts so Far (contd.):

- **2007 (19-21 February, Teheran):** A Tech. Expert Committee drafted a document containing proposed criteria, procedures & mechanisms for ranking of universities in the OIC region.
- **2007 (29-30 April, Teheran):** The draft was distributed to all member states.
- **2008 (Oct., 4<sup>th</sup> Islamic Conf. of the Ministers of HE & Scientific Res., Baku, Republic of Azerbaijan):** Strategy is updated; sustained & enduring investment in capital development is stressed representing the knowledge, potential, drive, skills & all other essential attributes. It also highlighted the Islamic perspective on education.
- The amended document was placed at this meeting after the Representatives of OIC member states reviewed the draft document with the aim of seeking consensus on the proposed criteria. The conference recommended further examination of the subject & document

## OIC's Efforts (contd.):

- **2009** (May, 37<sup>th</sup> Council of Foreign Ministers of the OIC member states, Damascus): OIC General Secretariat is requested to convene an extraordinary meeting of the Ministers of HE & Scientific Res., in collaboration with ISESCO, to receive the feedbacks with the purpose of preparing a document as a basis for future decision & implementation.
- **2010** (Riyadh, Extraordinary Meeting of the Ministers of HE & scientific Res): A Preparatory Tech. Committee of Experts was held on 24-25 April 2010. The university rankings document was debated, & it was recommended to amend the criteria, procedures & mechanisms for OIC university ranking as **“Key Performance Indicators for Universities in the Islamic World to compete with world class universities”**.
- **2010** (19-20 October, 5<sup>th</sup> Islamic Conferences of Ministers of HE & Scientific Res., Kuala Lumpur): The recommendations of the Riyadh meeting were reviewed and sent to to the OIC General secretariat and ISESCO to prepare draft document on **“Key Performance Indicators for the Universities in the Islamic World”** and to present it to the Extraordinary Islamic Conference of the Ministers of Higher Education and Scientific research to be hosted in KSA.
- **2011** (4-5 Oct., Extraordinary Session of Islamic Conference of Ministers of HE & Scientific Res., Riyadh): The document **“Key Performance Indicators: A Guide for Assessment and Quality Enhancement for Universities in the Islamic world”** is approved, ICMHESR-EO/2011/2.1).

# OIC's Efforts (contd.):

- ▣ **Key Performance Indicators (KPI) were identified for five major criteria:**
  - a. Research capable University:** Research, Teaching, International out-look, Facilities, Resources, and Supporting Staff, Socio-economic impact (each criterion has 5 to 11 distinct indicators)
  - b. Enhancement of QA in Teaching University:** Teaching, Research, International out-look, Facilities, Resources, and Supporting Staff, Socio-economic impact (each criterion has 5 to 11 distinct indicators)

# OIC Countries' Efforts

## ▣ Proposed KPI for Quality assessment

The proposed KPI in OIC document builds on the efforts of fellow experts & policy makers carried out in Baku, Tehran, Damascus, Kuala Lumpur, & Riyadh.

Having been developed into a KPI document, it should contribute to the significant improvement of the quality of the OIC member states universities' programs and activities.

These KPI are profoundly based on the deep understanding of the nature of challenges & problems under which the universities of OIC member states operate.

These KPIs merge the international expectations & standards in HE performance together with OIC universities capabilities, resources, & expected challenges. They also respond carefully to OIC local communities' needs & foresee their hoped future.

## FUIW's effort:

- ▣ Charter of FUIW, Article (4)b: Calls for upgrading & developing HE to meet the Islamic countries' requirements & needs in terms of human resources.
- ▣ 2004 (3rd General Conf. of FUIW (Univ. of Sharjah, UAE, 9-11/03/2004): invited the Federation's Secretary General to “devise specialized projects to develop HE in the Islamic world”.
- ▣ 2003 (Tripoli, Libya, 6-9/09/2003): In response to the Resolutions of the 2nd Islamic Conf. of the Ministers of HE & Sci. Res., which called for energizing the role of HE & Sci. Res. institutions in developing the society, improving the performance of the educational system, upgrading the quality of educational institutions & developing the skills of their human resources, the following action was taken:

## FUIW's effort:

- ▣ The General Secretariat, drawing on its accumulated expertise & relying on the experiences & references of educational institutions concerned with HE, has drawn up the Draft "Strategy on the Promotion of University Education in the Islamic World".  
This is likely to step up the efforts exerted by HE institutions in the OIC Member States, & in appreciation of the mission of education aim at edifying the personality of the Muslim, enhance the integrity of the society, protect its cultural identity & keep abreast of universal achievements in the different knowledge subjects.
- ▣ **2006 (17-20 December, Jordan)** - Regional Experts Meeting held jointly by ISESCO, ALECSO & FUIW:  
Recommended to set the standards for evaluating performance & improving quality in HE.
- ▣ **2007 (4-5 April, Kuwait)**: for adoption by the 4th General Conference of the FUIW: Outcome: "Guide to Quality and Accreditation for the Universities of the Islamic World" is prepared

# OIC Countries' VC Forums: 2012, 2013

- **VC's Forum 2012** (11-12 June, Organized by the FUIW, in association with ISESCO, CIIT (Host), the HEC of Pakistan, & MS&T (Pakistan) at Islamabad).

**Title: Higher Education in the Islamic World Challenges and Opportunities.**

188 Rectors, Presidents & VCs of Muslim World Universities assembled in Islamabad .

- **Resolution of the VC Forum 2012:**
  - VC Forum should be held on annual basic as it provides an excellent opportunity for collaboration among Muslim countries. OIC universities have tremendous research & academic resources innovations in product development which needs to be channelized through such forums.
  - The Top management of OIC member states should be encouraged to support this annual event.
  - VC annual forum agenda should include in COMSTECH agenda.
  - There should be a proper secretariat for this forum (to manage scholarships/funding and planning the forum annually).
  - Finally the need for creating an Endowment Fund for this forum was discussed & establishment of a proper secretariat to manage the annual VC Forum activities such as scholarships, exchange of faculty & students.

# VC Forums 2013 (23-24 Sep. 2013, Islamabad)

Title: **Universities in the Islamic World: Challenges of Internationalization**

VC Forum 2013 aims at providing a platform to the university leaders in the OIC member states in forging linkages for :

- ▣ **Initiating joint academic programs,**
- ▣ **Promoting research,**
- ▣ **Pooling resources,**
- ▣ **Offering scholarships,**
- ▣ **Promoting exchange of students,**
- ▣ **Establishing centres of excellence and so forth.**

# Trends in Bangladesh -

## Structure of Higher Education

There are 5 types of higher education available in the country. These are:

- i. General Education;
- ii. S&T & Engineering Education;
- iii. Medical Education;
- iv. Agricultural Education;
- v. Distance Education.

In addition, the higher education sector also provides Vocational & Madrasha education.

Capital Dhaka  
Largest City Dhaka  
Area 56,977 sqmi  
Population 161 m  
GDP - per capita 1,700 \$  
GDP (real growth rate) 6.3 %  
Parliamentary Democracy  
Administrative Units

7 divisions, 64 districts



# Universities in Bangladesh

## a. Public Universities

- ▣ A teaching cum residential university was set up first in Dhaka in 1921.
- ▣ The second university was set up in Rajshahi in 1953.
- ▣ In total, 6 public universities in the country before 1971.
- ▣ During the last 42 years, HE scenario has greatly been transformed.

**No. of public universities (including Engineering, Medical, Agricultural, Veterinary etc.) = 34**

## b. Private Universities

- In the 1990s the government realized the need for setting up private universities as it was clear that the public universities in Bangladesh would not be able to meet the increasing demand for higher education.
- The government recognized & appreciated the initiatives taken, in the early nineties by a group of educationists to establish private universities.
- After due examination of their proposals, the government felt the necessity of enacting the legal framework under which private universities could work. As a result the National Parliament passed the Private University Act-1992, which is now superceded by a new Act 2010.

**Number = 71**

# Accrediting Agency

At present there are several professional organizations that function, in a limited sense, as non-governmental accrediting agencies:

- ▣ The Bangladesh Medical and Dental Council (BMDC),
- ▣ Institute of Engineers in Bangladesh (IEB),
- ▣ The Institute of Architects in Bangladesh,
- ▣ Pharmacy Council.

In 2003 IEB formed the Board of Accreditation of Engineering & Technical Education (BAETE) to oversee the growth & quality of Engineering & Technical education in the country.

# Accreditation Council for Private Universities of Bangladesh (ACPUB):

- ▣ The ACPUB is established under an Act enacted by the government.
- ▣ The Council is mandated to advise the UGC & the Ministry of Educ. on the degree of compliance of the provisions of the PUA.
- ▣ The Council will provide a legal framework to establish an institutionalized monitoring system that will ensure quality & standards of education.

The ACPUB is yet to start its function.

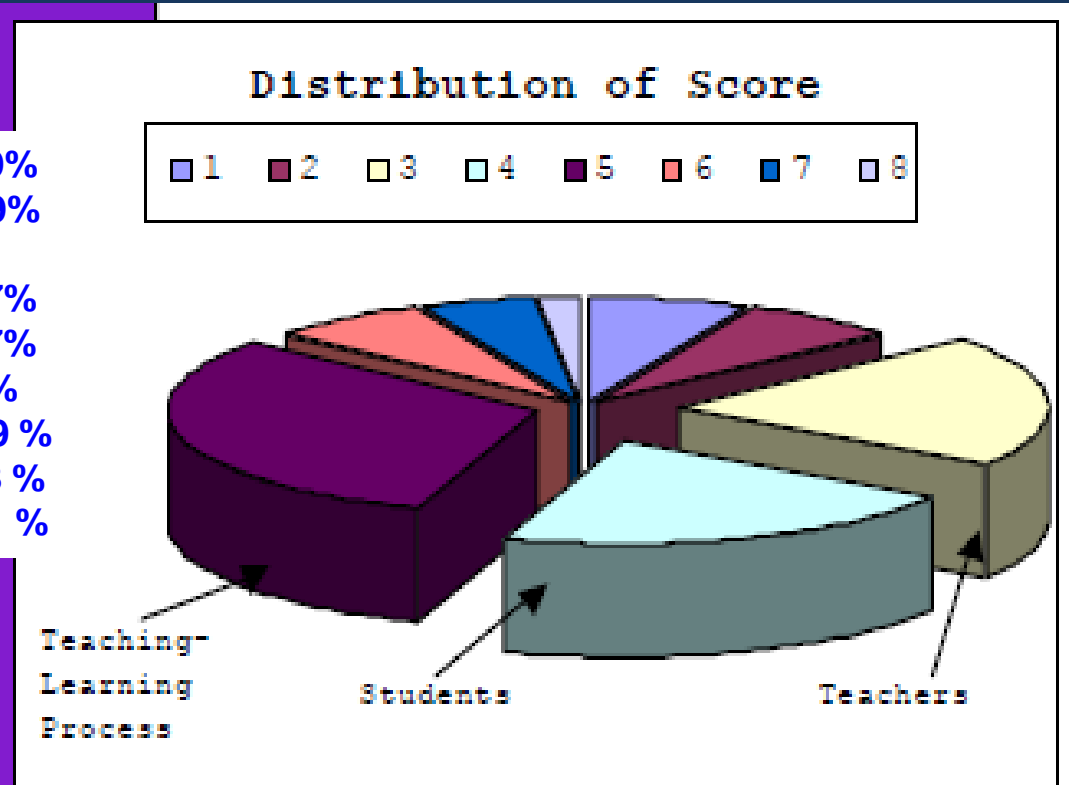
# Board of Accreditation for Engineering & Technical Education (BAETE)

**In 2003 IEB formed the Board of Accreditation of Engineering & Technical Education (BAETE) to oversee the growth & quality of E&TE in the country.**

- ▣ **The Board is an autonomous body, independent of IEB.**
- ▣ **The Board as a nongovernmental organization examines & accredits Engineering degree programs in Bangladesh.**
- ▣ **The Board evaluates whether programs in engineering education conducted by institutions of HE such as universities reach the levels expected by society & accredit those programs that reach such levels.**
- ▣ **Bangladesh Professional Engineers Registration Board (BPERB) requires that applicants for PEng status have an accredited degree (recognized by BAETE)**

# Accreditation Parameters & Their Weightages

1. Mission, Goals, Organization = 6.9%
2. Financial, Physical Resources = 6.9%
3. Human Resource:
  - Faculty+staff = 20.7%
4. Human Resource: Students = 20.7%
5. Teaching-learning process = 31 %
6. Supplementary process = 6.9 %
7. Industry-Institution interaction= 4.8 %
8. Research & Development = 2.1 %



# Steps in the Accreditation Process

- Institute submits the information & data according to the proforma provided by the BAETE.
- Critical study of the information furnished to the BAETE.
- Furnish additional information, if sought by the team.
- Visit the Institution (Lab, Libraries/Workshops & other infrastructures).
- Discussion with the management etc enumerating the Program's strengths & weaknesses.
- Finalization of the report by the Visiting Team.
- Submission of the report to the Sectoral Committee.
- The Sectoral Committee forwards the report with its observation to the BAETE.
- Decision of the BAETE on the assignment of appropriate Grade.

# Evaluation:

Self-Study Report: Initial evaluation on the basis of data submitted by the institution to BAETE in the form of a Self-Study Report.

On-Site Visit: The Self-Study Report will be supplemented by an on-site visit by a carefully selected team representing BAETE and its participating Bodies. The purpose of the on site visit is three-fold:

- ▣ The intellectual atmosphere, the morale of the faculty & the students, the stability & continuity of the faculty & the students, the caliber of the staff & student body, & outcome of the education offered as evidenced by the character of the work performed to be documented written statement.
- ▣ Institution will have provided the team with a random selection of graduates' transcripts from each of the programs under evaluation.
- ▣ The visiting team should help the institution assess its strong as well as its weak points.

# Visit Report:

The team's factual findings are presented orally to the institution. The opportunity is presented at this time for the correction of factual errors in the team's observations.

The statement to the institution will generally include statements like:

- ▣ **Statements of fact**
- ▣ **Statements of compliance**
- ▣ **Statements of concern**
- ▣ **Statements of weakness**
- ▣ **Statements of deficiency**
- ▣ **Statements of observation**

The visiting team reports its findings & recommendations in writing to the appropriate Sectoral Committee for editing & transmission to BAETE (the Board).

# Network of Accreditation Bodies for Engineering Education in Asia (NABEEA)

## Bangladesh Takes Part



The network (NABEEA) was established at the first General Assembly, held on August 8, 2007 at Penang, Malaysia.

This network is expected to promote Engineering Educ. and develop mutual co-operation towards better accreditation systems in Asia.

## Participants (2007): 8 Jurisdictions, 12 Organizations, 24 Participants

**Bangladesh:** (BAETE),

**Chinese Taipei:** (IET – Inst. Of Engineering Education Taipei, & CTEMC-Chinese Taipei APEC Engineering Monitoring Committee),

**Japan:** JABEE (Japan Accreditation Board for Engineering Education), IPEJ (Institute of Professional Engineers, Japan)

**Korea:** ABEEK (Accreditation Board for Engineering Education of Korea)

**Malaysia:** EAC (Engineering accreditation Council, Malaysia), IEM (Institution of Engineers, Malaysia)

**Philippines:** PATE (Philippines Association for Technological Education)

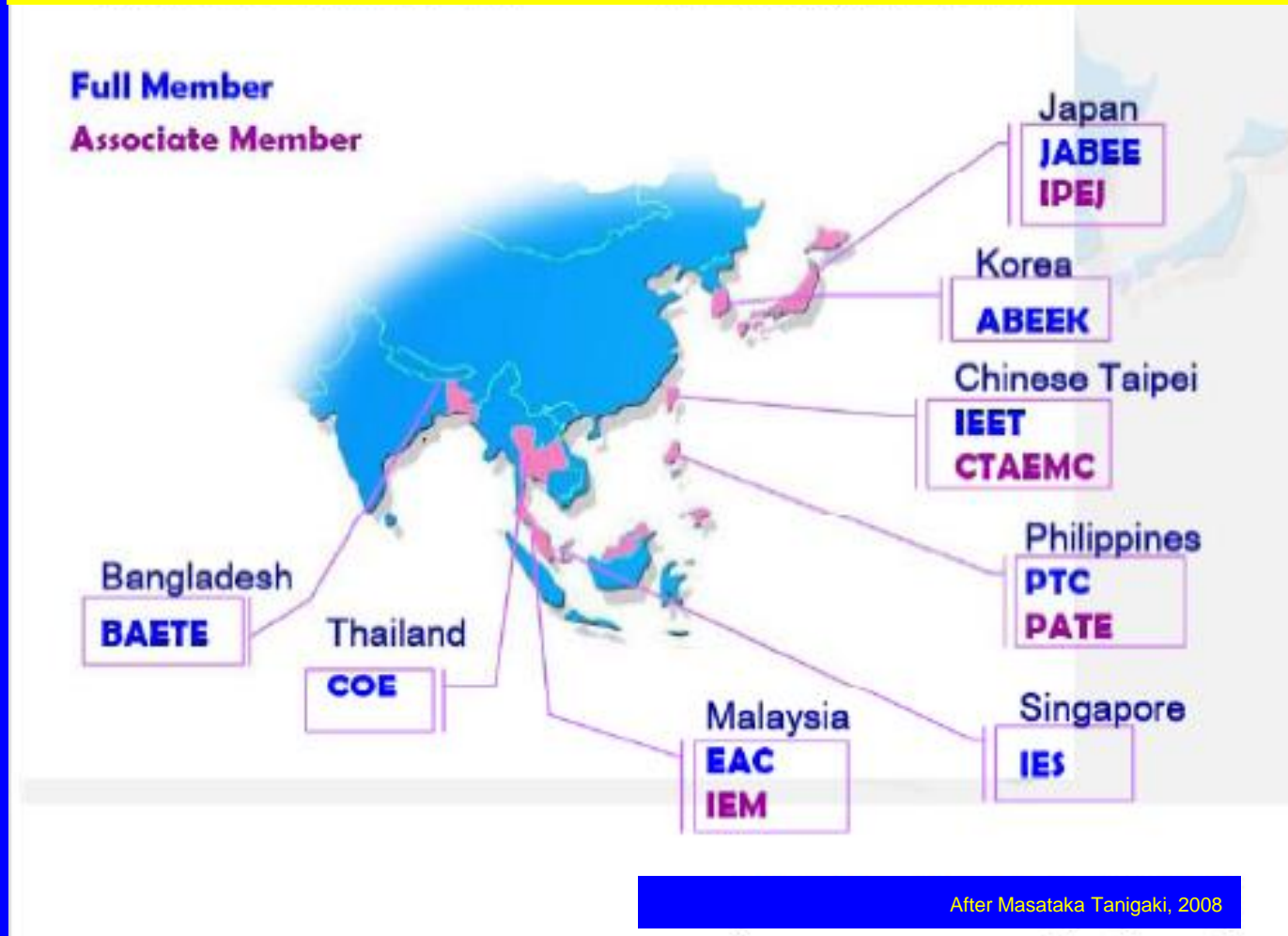
**Singapore:** IES (The Institution of Engineers, Singapore)

**Thailand:** Council of Engineers, Thailand

*[After Masataka Tanigaki, 2008]*

# Members of NABEEA

As of August 2008



# Goal, scope & Activities of NABEEA -- Levels of Cooperation & Related Tasks

- ❑ Cooperation among Engineering Education Accreditation Bodies/Agencies in the region can be processed in the following four levels. NABEEA seeks Level III as its immediate goal:
  
- ❑ **Level I: Preliminary level**
- ❑ **Level II: Identification of similarities & dissimilarities**
- ❑ **Level III: Harmonization of the Accreditation system in the basic level**
- ❑ **Level IV: Recognition of substantial equivalence of Accreditation system.**

# Activites: Recent Meetings

No.	Time	Meeting
1	12, Jun. 2012	9th COUNCIL MEETING, <b>Sydney Australia</b>
2	<b>October 2012</b>	10th COUNCIL MEETING & 6th GENERAL ASSEMBLY, <b>PAKISTAN</b>

# Final Remarks

- ▣ **Foundation for future success: a well-educated workforce.**
- ▣ **The necessary first step in any competitiveness agenda is to improve/standardize university education & S&T innovation.**
- ▣ **The challenges & opportunities that, if left unaddressed, will curtail our competitiveness & diminish OIC's standing in the world. Warning signals are blinking red.**
- ▣ **The field of quality assurance in HE is still in a state of adolescence, with varying & shifting approaches and confusion in both objectives & terminology.**
- ▣ **A successful application of the KPI for quality assurance in universities from the OIC region would demand full commitments, support and cooperation from all interested parties of the OIC member states.**

## Remarks (contd.)

- All participating member states are expected to share the proper understanding of the KPI's consequent actions, for their own HEI's benefit & the fulfillment of the OIC targeted achievements & goals.
- We can thrive in this century only with informed leadership & concerted action that prepares Muslim World to compete.
- Durable National Policy, Political Will, & an Obligation needed – to chart a new path for internationalized HE that will secure our economic competitiveness.
- Encouraging steps toward strengthening S&T capacity necessary - but no retreats when it comes to providing adequate resources & following through on implementation.
- The germ for an innovation can appear anywhere, but it will mature into a real innovation only if it can grow in a supportive social ecosystem (supported, nurtured, & protected in a variety of ways).

# Thank you

