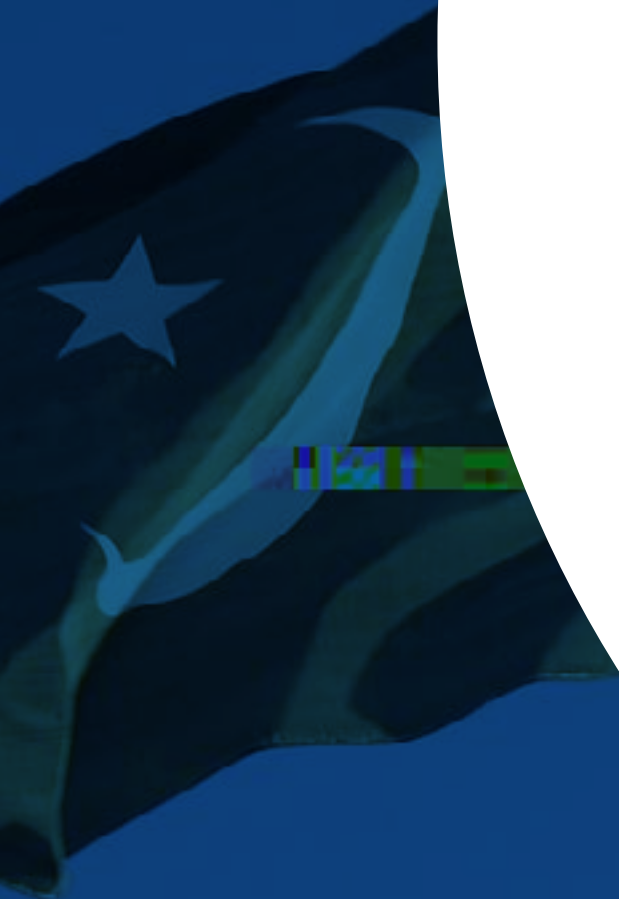




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# EXECUTIVE SUMMARY

- <sup>1</sup> On Monday 29 May 2017, the Pakistani Higher Education Commission (HEC) held a consultative conference on the draft Higher Education Commission Vision 2025 document.<sup>1</sup> The document sets out the development ambitions for the sector for 2017- 2025. The purpose of the conference was to contribute to the creation of an implementation plan for the Higher Education Commission Vision 2025. This note contains a review of the draft policy and includes reference to potential opportunities for collaboration. A detailed summary of the policy is included in the annex.

# HIGHER EDUCATION CONTEXT

- 2 The Pakistani higher education system was subject to significant neglect in the latter decades of the twentieth century with low levels of public investment.<sup>2</sup> Since the establishment of HEC in 2002 funding has increased in reflection of a new emphasis of the role of universities as drivers of socio-economic development.<sup>3</sup>

## Context

- 3 The roles, responsibilities and procedures of HEC are set out in a presidential ordinance from 2002.<sup>4</sup> Its functions are wide ranging and include plans to:

*Formulate policies, guiding principles and priorities for higher education institutions for promotion of socio-economic development of the country;*

*Prescribe conditions under which*

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to establish 20 new Tier I universities, 120 new Tier II universities and 150 Tier III institutions, or community colleges. Most this directed growth is expected to come from within the public sector. It is assumed that these shall be created through a combination of expanding existing institutions as well as creating completely new institutions. The objective of the policy is for there to be 300 universities by 2025, 195 of which shall be public and the remaining 105 private. The HEC website currently lists 183 degree awarding higher education institutions. In brief, the roles of the Tier I, II and III institutions are, respectively, to develop research excellence, create employable graduates and deliver vocational training

**Research innovation and commercialization:** Considerable emphasis is placed on the role of universities in supporting Pakistan's economic development. To support this the Higher Education Vision 2025 sets out plans for the creation of Offices of Research, Innovation & Commercialisation at all Tier I institutions and 100 Tier II institutions. Additionally, the document calls for the creation of business and technology centres and industrial and technology parks in each of the provinces. Reference is made to opportunities for international collaboration in this area.

**Enhanced equitable access to higher education:** The document calls for an expansion in participation in higher education. This is in part a reflection of an anticipated increase in demand as well as a conscious desire to increase the number of skilled graduates needed to meet Pakistan's economic ambitions. Included within this is a desire to widen participation and provide greater funding for economically disadvantaged students to complete undergraduate and postgraduate programmes.

**Excellence in leadership, governance and management:** The appointment of Vice Chancellors is to be led by 'Search Committees' who are to appoint in an apolitical manner based on excellence. A secondary tier of academics, equivalent to Pro-Vice-Chancellor, are to be appointed with responsibility for academic affairs, student support, budget responsibility and

research and institutional development. This leadership reform will be supported by improved monitoring of quality within institutions and the implementation of a higher education leadership programme.

**Increased quality with highest UMSYA [Wéi U]ÜW]cbg** Increase educational attainment amongst full-time academic staff to ensure that 40% have PhDs by 2025. To achieve this, a substantial programme of funding will be implemented to support scholarships for domestic and overseas PhD study. Additional split degree programmes will be developed and offered.

**Enhanced quality of curricular content Zef U`~Yj YgcZYXi W]cb'c FYX** All bachelor programmes will be extended to four years, with a dynamic ongoing review process to refresh and revise curricula. In parallel, a National Qualifications Framework consistent with the Bologna Agreement will be implemented. Assessment staff will be trained to support the review and monitoring of academic programmes.

**Planned ICT for Education for 2017 – 25:** ICT is expected to enable much of the planned expansion and improvement of the sector. The ICT programmes included in the Vision document focus on increasing capacity. An example includes a scheme to provide free laptops to promising students.

**Financial management to sustain growth:** The plan requires a significant expansion of government funding for higher education. To complement this funding ensure institutional sustainability, and enable greater participation, institutional leaders and staff will be instructed in good financial management and directed to identify alternative sources of revenue.

### International dimension

<sup>13</sup> HEC's Higher Education Vision 2025 has a strong domestic focus with international engagement principally framed as a means to improve the quality of the domestic system rather than as an end in itself. Nonetheless, considerable international collaboration is suggested. This ranges from established funding commitments for extant schemes to more general references to where such collaboration may be beneficial. Further



# ANNEX ONE:

## Summary of the Higher Education Commission Vision 2025

<sup>15</sup> A summary follows of the Higher Education Commission Vision 2025 document which is available on the HEC website.<sup>19</sup> As before, please note, that though the document appears final it has been referred to as a draft<sup>20</sup> for discussion and so it is reasonable to expect further detail or documentation in future, particularly focused on the implementation of the policy.

### 1) Introduction

#### Guiding principles

<sup>16</sup> The document refers to the improvement of the higher education system in Pakistan since 2002 and sets out the 'guiding principles' by which progress has, and shall continue to be made. In short, these are that a transition is required from an agrarian state to a knowledge economy, globally competitive institutions are essential to this transition, and participation in this should be equitable.

#### Development of the plan

<sup>17</sup> The Higher Education Vision 2025 supersedes HEC's Higher Education Medium Term Development Framework II (MTDF-II)<sup>21</sup>, which covers the period 2011-15. Development of the Vision 2025 document began in the closing stages of that period and is intended to reflect its successes and failures. Additionally, the policy had input from the World Bank's Pakistan: Tertiary Education Support Project (TESP) team. TESP<sup>22</sup> was approved in March 2011 and will close on Friday 30 June 2017. The project has a total cost of \$2.015 billion and is intended to, 'improve the conditions of teaching, learning and research for enhanced access, quality and relevance of tertiary education.'<sup>23</sup> Additionally, input was gathered during a consultation session with relevant stakeholders. A subsequent consultation day was held in May 2017 with the draft policy as the basis for discussion. The outcomes of this latter session were not available at the time of writing but are expected to focus on measures to implement the policy.

#### Context

##### Vision 2025

<sup>18</sup> As noted, the Higher Education Vision 2025 document is part of a broader 'Vision 2025' agenda setting out a path for socio-economic development over the next eight years. In brief, the Vision 2025 plan aims to make Pakistan the next 'Asian tiger'.<sup>24</sup> This will be achieved through 'seven pillars for development': sustained indigenous inclusive growth; energy, food & water security; democratic governance institutional reform and modernisation of public sector; human and social capital; private sector led growth; developing a competitive knowledge economy through value addition; modernise infrastructure and strengthen regional connectivity. Higher education has relevance across most of these 'pillars' but is principally framed in terms of human and social capital.

##### UN Sustainable Development Goals

<sup>19</sup> Vision 2025 also seeks to align with the UN's Sustainable Development Goals<sup>25</sup>, with commitments to progress in: (1) No Poverty, (4) Quality Education, (5) Gender Equality, (8) Decent Work, (9) Industry, Innovation & Infrastructure and (13) Climate Action.

##### One Belt One Road (OBOR)

<sup>20</sup> Notably, but not surprisingly, China's One Belt One Road (OBOR)<sup>26</sup> initiative is explicitly referenced in the policy. OBOR includes collaboration in education<sup>27</sup> as an explicit dimension and consequently it is referenced in the Higher Education Vision 2025 document as one mechanism by which to meet development objectives and provide skilled employment.







### Enhanced quality of curricular offerings

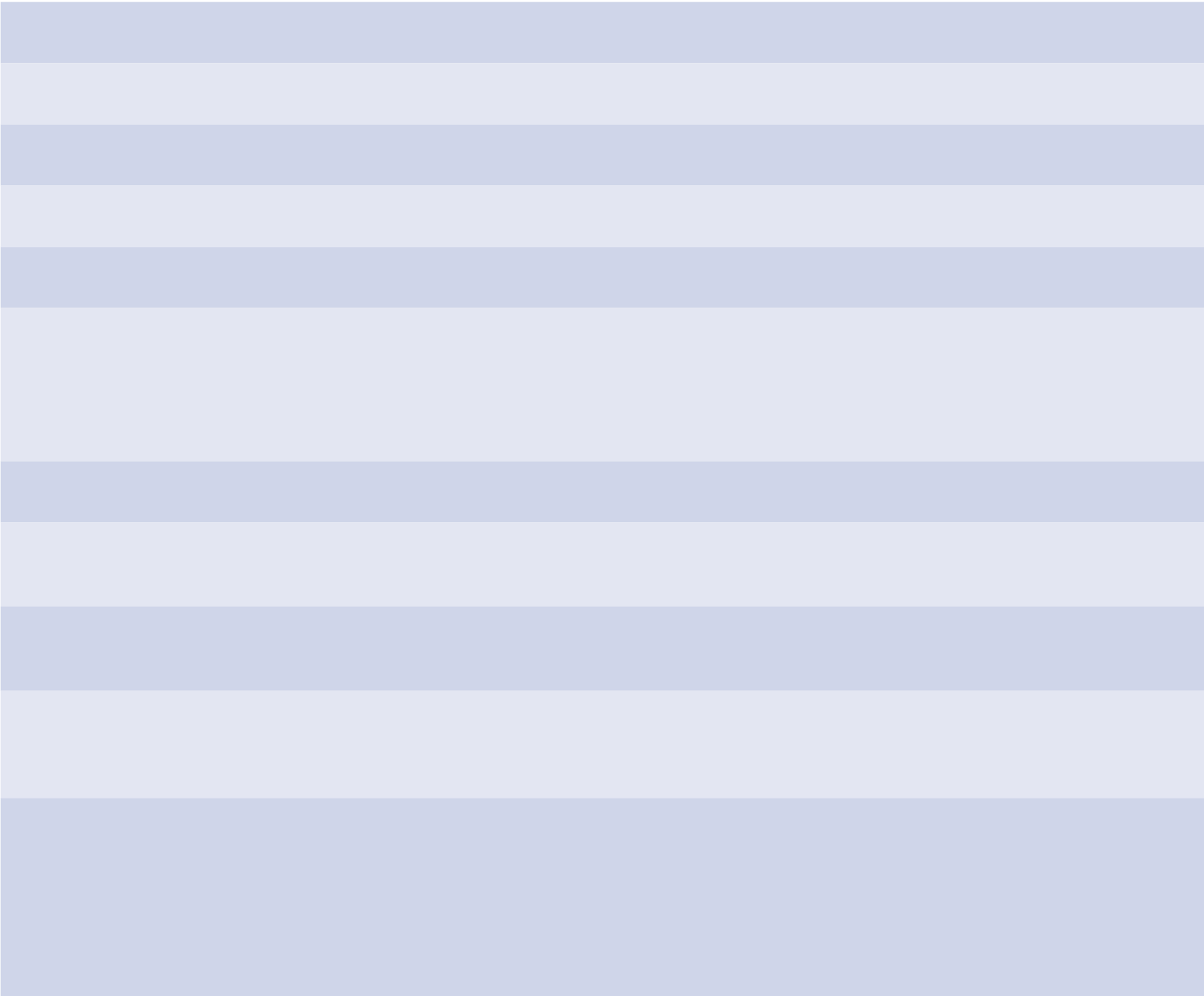
- 33 Vision 2025 aims to standardise and improve the quality of higher education. Measures proposed include replacing all one and two-year Bachelor degree programmes with four year, 136 credit hour degree programmes consistent with the Bologna principles.
- 34 There will be a strong emphasis on embedding work experience into degree programmes. This will include the creation of 2+ 2 year degree programmes with integrated internships and work programmes.
- 35 Quality Enhancement Cells will be created within universities to monitor and report on the quality of instruction and develop and implementation of academic honour codes (it is unclear what the detail of these would include).
- 36 Additionally, changes are proposed to the current system of curriculum review every three years by National Curriculum Review Committees to create a process that is more dynamic and so better able to respond to changes in knowledge or understanding

No 'major programmes' are proposed under this strategic priority.

FEEDBACK  
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# Cost projections for HEC Vision 2025

<sup>45</sup> A summary of the cost projections of HEC Vision 2025<sup>38</sup> is included below with available delineated budgets for key initiatives.





**Action plan of HEC Vision 2025**

**Objective**                      **Enhanced equitable access to higher education**

**Activities**

- Establish new universities to increase access to higher education
- Enrol and graduate 200,000 students in postgraduate programmes
- Increase capacity for teacher training programmes
- Increase funding for existing tuition fee waiver and laptop distribution schemes
- Direct all institutions to raise philanthropic funds to provide scholarships for disadvantaged students
- Fund 7,000 scholarships for domestic PhDs during 2017pf                      M                      hDs durin7pP2rin7- mma





25. <https://sustainabledevelopment.un.org/?menu=1300>
26. [http://www.cbbc.org/cbbc/media/cbbc\\_media/One-Belt-One-Road-main-body.pdf](http://www.cbbc.org/cbbc/media/cbbc_media/One-Belt-One-Road-main-body.pdf)
27. <http://en.ndrc.gov.cn/newsrelease/201612/P020161207645765233498.pdf>
28. <http://www.hec.gov.pk/english/HECAnnouncements/Documents/Announcement/HEC-Vision-2025.pdf>
29. <http://www.hec.gov.pk/english/HECAnnouncements/Documents/Announcement/HEC-Vision-2025.pdf>
30. <http://www.hec.gov.pk/english/HECAnnouncements/Documents/Announcement/HEC-Vision-2025.pdf>
31. These include energy, water, agricultural development, nutrition, environment, manufacturing and IT.
32. <http://pc.gov.pk/web/yearplan>
33. <http://www.hec.gov.pk/english/HECAnnouncements/Documents/Announcement/HEC-Vision-2025.pdf>
34. [http://hec.gov.pk/english/scholarships\\_Mh\\_pk/](http://hec.gov.pk/english/scholarships_Mh_pk/) //www.q m