



Pak-Millennium Conference 2002

Higher Education in Pakistan:
Challenges for Reform

April 13-14, 2002
Massachusetts Institute of Technology &
Boston University
Boston, USA

CONFERENCE REPORT

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Special Thanks

We are thankful to the members of the student and resident community of Boston who volunteered their time, energy and spirits to making this annual conference successful. A special note of thanks to the volunteers during the conference: *Mahera Omar and the video team, Salman Dar for photographs, and Afshan Khwaja, Imrana Zaman, Naema Baskendari for taking notes.*

Conference Program

Saturday, April 13, 2002

**Twenty Chimneys, Stratton Student Center
Massachusetts Institute of Technology
84 Massachusetts Avenue, Cambridge, MA 02139**

POLICY DIALOGUE

- 9:30-9:45 **Opening**
Dr. Tariq Banuri, Senior Research Director, Stockholm Environment Institute-Boston
Motivation of the dialogue, framework of the sessions, format of the discussions and expected outputs
- 9:45-11:15 **Fiscal solvency and financial management**
Chair: Dr. Shamsh Kassim-Lakha, President, Aga Khan University and Chair, Steering Committee on Higher Education
Presenter: Dr. Louis Wells, Herbert F. Johnson Professor of International Management, Harvard Business School
Facilitator: Dr. Adil Najam, Professor of International Relations, Boston University
Rapporteur: Bilal Zuberi/Farhan Rana
Issues:
 1. Fiscal needs: resources needed for the next 5 years, 10 years
 2. Generating resources
 3. Managing resources
 4. Investing resources
- 11:30-1:00 **Quality of higher education: people, research, curriculum and examinations**
Chair: Syed Babar Ali, Pro-Chancellor, Lahore University of Management Sciences
Presenter: Dr. Robert Edwards, President Emeritus, Bowdoin College
Facilitator: Dr. Tariq Banuri, Senior Research Director, Stockholm Environment Institute-Boston
Rapporteur: Dr. Asim Ijaz Khwaja/Dr. Tahir Andrabi
Issues:
 1. Vision for higher education quality, short-term and long-term goals
 2. Recruiting quality people: students/faculty/administrators, salaries and merit selection mechanisms
 3. The quality of research
 4. The quality of examinations/general education/curriculum
- 1:00-2:00 **Lunch**
- 2:00-3:30 **Governance and management**
Chair: Dr. Ishrat Husain, Governor, State Bank of Pakistan
Presenter: Dr. Henry Rosovsky, Dean Emeritus, Harvard University
Facilitator: Dr. Adil Najam, Professor of International Relations, Boston University
Rapporteur: Dr. Khurram Afridi/Dr. Salal Humair
Issues:
 1. Separation of governance from management
 2. Transparency of management
 3. Managing research within a university
 4. Student discipline

3:45-5:15

Management of reform

Chair: Dr. Atta-ur-Rahman, Minister of Science and Technology, Government of Pakistan

Presenter: Dr. Zulfiqar Gilani, Vice-Chancellor, Peshawar University

Facilitator: Dr. Tariq Banuri, Senior Research Director, Stockholm Environment Institute-Boston

Rapporteur: Anila Asghar/Duriya Farooqui

Issues:

1. The role of support institutions, HEC etc.
2. Monitoring reform: building a priori monitoring systems, metrics of interest, utility of the metrics
3. Scaling reform, e.g. large scale S&T education
4. Building momentum, educating society, empowering the academic community

6:00-8:30

Dinner for policy dialogue participants

Sunday, April 14, 2002
Hariri Auditorium
Boston University School of Management
595 Commonwealth Avenue, Boston, MA 02215
PUBLIC CONFERENCE

9:00-10:30	SETTING THE STAGE	
	Dimensions of the crisis	Dr. Tariq Banuri, Senior Research Director, Stockholm Environment Institute-Boston
	Current reform efforts	Dr. Shamsh-Kassim Lakha, President, Aga Khan University and Chair, Steering Committee on Higher Education
	Moderator:	Hasan Usmani, Axim Systems
10:45-12:15	REFORM AT THE UNIVERSITY LEVEL	
	People	Dr. Pervez Hoodbhoy, Professor of Physics, Quaid-e-Azam University, Islamabad
	Money	Dr. Nabeel Riza, Professor of Optics and Electrical Engineering, University of Florida and CEO, Nuonics, Inc.
	Governance	Dr. Hamid Kizilbash, Ali Institute of Education, Lahore and Former Professor of Political Science, Punjab University, Lahore
	Management of Reform	Dr. Tahir Andrabi, Associate Professor of Economics, Pomona College
	Moderator:	Duriya Farooqui, Research Associate, Kennedy School of Government, Harvard University
12:15-2:00	LUNCH	
	Introduction	Bilal Zuberi, Doctoral Candidate, MIT, and President, Pak-Millennium Conference
	Keynote speech	Professor Dr. Atta-ur-Rahman, Minister of Science and Technology, Government of Pakistan
2:00-3:30	REFORM AT THE SYSTEM LEVEL	
	People	Dr. Sohail Naqvi, Vice-President, Enabling Technologies and Former Dean, Faculty of Electronics, Ghulam Ishaq Khan Institute, Topi
	Money	Dr. Ishrat Husain, Governor, State Bank of Pakistan
	Governance	Dr. Henry Rosovsky, Dean Emeritus, Harvard University
	Management of Reform	Dr. S. T. K. Naim, Chairperson, Pakistan Council on Science and Technology
	Moderator:	Dr. Atif Mian, Assistant Professor of Finance, Graduate School of Business, University of Chicago
3:45-5:15	CHALLENGES IN IMPLEMENTATION	
	Panel discussion:	Dr. Syed Zulfiqar Gilani, Vice-Chancellor, Peshawar University Dr. Zafar Saied Saify, Vice-Chancellor, Karachi University Dr. Hunaid Lakhani, Rector, Iqra University
	Moderator:	Dr. Adil Najam, Professor of International Relations, Boston University
	Closing Remarks:	Syed Babar Ali, Pro-Chancellor, Lahore University of Management Sciences

Introduction

This report documents the proceedings of the **Pak-Millennium Conference 2002, Higher Education in Pakistan: Challenges for Reform**, held in Boston, MA, on April 13-14, 2002.

The conference had sought to focus explicitly on the implementation of processes needed for higher education reform and aid the work of policy-makers in Pakistan. The main aims were to:

- a. Inform and engage the expatriate community in a nascent higher education reform process in Pakistan.
- b. Amplify the momentum around the reform process through a community of experts who can contribute to both the short-term implementation details and the long-term vision for higher education.
- c. Engage the stakeholders from Pakistan directly to strengthen champions of reform and allow them to discover sources of support through networking.

The organizers desired to identify concrete recommendations that were a) relevant to the ground-realities of Pakistan, b) targeted a broad range of stakeholders, and c) acknowledged the political as well as the technical nature of the reform process.

We had envisaged that the tangible outputs of the conference would include at least:

- A two-day conference in Boston in April 2002, with plenaries open to the public as well as a day of structured and focused policy dialogue between invited participants.
- The creation of a broad-based network of individuals and institutions, in and outside Pakistan, embodied in an appropriate communication forum (such as a discussion list, etc.).
- A published conference report with formal recommendations of the conference, synopses of presentations, etc.

The target audience for the conference was expected to be: decision-makers, educators and other stakeholders in Pakistan, expatriate Pakistani experts, the international community interested in higher education in developing countries (e.g., international development organizations, leading international universities), and the larger expatriate community.

BACKGROUND

The conference itself resulted from the convergence of four separately motivated groups of people with a growing interest in higher education reform.

The first two of these were linked to the Government of Pakistan. One strand started with the unveiling of the World Bank's report on higher education in developing countries in Pakistan. The report of the World Bank Task Force on Higher Education, *Higher Education in Developing Countries: Peril and Promise*¹, was presented in Pakistan at the Lahore University of Management Sciences (LUMS) and the Aga Khan University in early 2001. It was a prelude to the formation of the *Task Force on the Improvement of Higher Education in Pakistan (TFIHE)*, headed by Ms. Zubeida Jalal, Minister for Education, (co-chaired by Mr. Syed Babar Ali, Pro-Chancellor LUMS, and Dr. Shams-Kassim Lakha, President Aga Khan University). Concurrently, a *Study Group on*

¹ Available from www.tfhe.net.

Science and Technology, conducted by Dr. Atta-ur-Rahman, Minister of Science and Technology, evaluated the state of higher education in the country and prepared recommendations for presentation to the President of Pakistan.

Separately and independently, a group of expatriate Pakistanis with a continuing commitment to reform loosely organized itself into *The Boston Group* (TBG) and began informing the work of both the TFIHE and the Study Group on a pro-bono basis, through informal linkages with members of the TFIHE and The Study Group. The major contribution of this group was the submission of a report to the TFIHE² with recommendations for higher education reform.

The final group was the organizers of the *Pak-Millennium Conference*, which has established itself as a serious forum for debate on development issues in Pakistan over the past few years. The 2002 conference was the latest of a series of annual conferences held in Boston for the last five years on development processes in Pakistan. In recent years, these conferences have attracted large audiences and have featured thought-leaders on the most pressing issues faced by Pakistan in the new millennium. The Pak-Millennium Board and The Boston Group shared many members, with a natural confluence of interests.

The recommendations of the TFIHE and the Study Group on Science and Technology were presented to the President of Pakistan in January 2002, resulting in the creation of a *Steering Committee for Higher Education* and a *Higher Education Commission*. The continuing momentum of the reform process encouraged members of The Boston Group and the Pak-Millennium Board to organize a conference – to involve the major stakeholders directly, and set a vision for higher education reform. To achieve this, the conference was organized as follows.

SATURDAY APRIL 13, 2002: POLICY DIALOGUE

1. **MOTIVATION:** The goal of the policy dialogue was to discuss the key strategic issues for higher education reform with a high degree of concreteness, and converge on their solutions. For this reason, attendance was by invitation-only. Around 50-60 invitees participated (a subset of the participants for this day is listed at the end of this report).

The themes of the sessions themselves followed from an issue-centric viewpoint. When one thinks about reform in terms of the most critical areas to target, with some thought, they more or less fall into the broad themes of fiscal solvency, academic quality, governance and management of reform. Part of the arguments supporting this can be found in the report of The Boston Group submitted to the TFIHE.

2. **FORMAT:** The day consisted of four sessions. Each session was opened by a 10-15 presentation and followed by a moderated discussion. Each session had a:
 - a. **CHAIR:** The chair was one of the eminent participants relevant to the discussion at hand.
 - b. **FACILITATOR:** The facilitator acted as the moderator for the discussions, making sure the discussion stayed focused, covered all major issues, and that the rapporteur noted important features of the discussion.
 - c. **RAPPORTEUR:** The rapporteur/s noted issues/decisions on a flipchart and coordinated with a note-taker who transcribed the sessions.
 - d. **PRESENTER:** The presenter had 10-15 minutes to open the discussion; either by outlining the issues to be discussed in the session, and/or his/her experience relevant to those issues.

² *Higher Education in Pakistan: Towards a Reform Agenda - A Contribution to the Task Force on Improvement of Higher Education in Pakistan* by The Boston Group. Available from www.thebostongroup.org.

SUNDAY APRIL 14, 2002: PUBLIC CONFERENCE

1. **MOTIVATION:** The public conference was meant to give visibility to the emerging reform effort in Pakistan and to bring an optimistic message to the public - of positive change.

The organization of the panels on this day reflected the sense that there are two separate but equally important foci points of reform: The University, and The System supporting the university, including the government, research institutions, and other institutions such as the UGC, or the newly proposed Higher Education Commission (HEC). While these foci have different mandates and responsibilities, in almost all cases, when thinking about reform in either of them, one runs into three critical constraints: the lack of quality people, whether faculty, students or administrators; the lack of adequate fiscal resources; and the lack of experience in managing change.

Each panelist was therefore requested to articulate the key problems in getting and retaining quality people, obtaining fiscal resources and managing change, as well as propose solutions for them.

2. **FORMAT:** The panels had 10-15 minute presentations by each panelist, and then a Q&A session with the audience.
3. **THE FINAL PANEL:** The final panel was a sit-down talk where a moderator solicited opinions of VCs of four major universities on the suggestions of the last two days and the most difficult challenges they were likely to face in the implementation of reform.

This report presents the deliberations and the presentations of the two days. We hope these form another link in the chain of progress that has occurred over the last two years.

On a final note, as the conference organizers, we wish to thank deeply all the participants for their time, support and encouragement and most importantly, for caring about the immensely important topic of higher education reform in Pakistan.

April 13, 2002
Policy Dialogue

**Twenty Chimneys, Stratton Student Center
Massachusetts Institute of Technology
84 Massachusetts Avenue
Cambridge, MA 02139**

Following are the highlights of the policy dialogue deliberations held on day 1 of the Pak-Millennium Conference 2002. The source for these notes are the flip charts, which were used to guide and document the meeting discussions. The notes are meant to document and communicate the deliberations, but an added motivation is to move the thoughts of the participants forward from the discussions, particularly those involved in the implementation of reform. We have taken minimal editorial license in the compilation of these notes apart from that needed to fill in the blanks and or to interpret the points correctly.

The sections below correspond to the sessions during the day. The number of sessions was four, and the structure of the sessions can be seen from the conference program at the beginning of this report. The motivation is also explained in the introduction. Each session was opened by a 15-20 minute presentation by a presenter followed by a free debate on the theme of the session. For each session, a few key points from the opening presentation are noted, and the points raised in the ensuing debate are structured into:

1. **Problems**, which identify an existing problem with the Pakistani education system.
2. **Observations** about the system, which help structure thought when thinking about recommendations and strategies, as well as indicate the strength of various opinions.
3. **Recommendations**, which are the ideas that should be incorporated when designing any implementation scheme for reform. Some of the recommendations are implicit in the observations and are noted as such where they occur.

Note that the points noted in the deliberations are un-researched claims. Controversial points should therefore be taken as educated points of view, rather than strong claims on part of the participants.

Dr. Tariq Banuri opened the day with a welcome and an introduction to the conference organizers, and the motivation for the sessions. In explaining the importance of forums such as this policy dialogue, he emphasized that the distinction between groups involved in civic efforts inside and outside Pakistan has been blurred in recent times; and how groups like The Boston Group could become effective contributors to reform efforts in Pakistan. He sketched the recent history of higher education reform efforts in Pakistan including: the inauguration of the World Bank's report ("Report on Higher Education in Developing Countries: Peril and Promise") in Pakistan in early 2001; the creation of a subsequent Task Force on Improvement of Higher Education in Pakistan and The Study group on Science and Technology Education; the consequent decisions taken by the government relating to the creation of a Steering Committee on Higher Education and a Higher Education Commission, and the role of this conference in the reform efforts. He outlined the goals of the conference and the structure of the day before turning it over to the chair of the first session.

Session 1: Fiscal Solvency and Financial Management

Chair	DR. SHAMSH KASSIM-LAKHA <i>President, Aga Khan University and Chair, Steering Committee on Higher Education</i>
Presenter	DR. LOUIS WELLS <i>Herbert F. Johnson Professor of International Management, Harvard Business School</i>
Facilitator	DR. ADIL NAJAM <i>Professor of International Relations, Boston University</i>
Rapporteur	BILAL ZUBERI/FARHAN RANA

Issues

- Fiscal needs: resources needed for the next 5 years, 10 years
- Generating resources
- Managing resources
- Investing resources

Professor Lou Wells of the Harvard Business School opened the session with a few key observations about the financial management of US universities, aiming to structure the participant's thoughts on the issues in achieving fiscal solvency. Some key points of his presentation were:

1. Government cannot be the major financier of quality higher education in Pakistan because of its resource constraints. Private universities cannot maintain quality by lowering their fees to provide access. Therefore it is imperative to find other sources of funds for higher education.
2. On the allocation of university expenditure, he remarked that the major cost for a university is the salaries of the faculty. To retain world-class faculty, developing countries would need to provide salaries commensurate to their marketability. Even if one reasons from the gross average that the national income of developing countries is 1/20th that of rich countries, one can see that salaries can be 1/20th or less order of magnitude. The typical manifestation of this is brain-drain.
3. To highlight the sources of funding universities can tap into, he outlined typical funding percentages at Harvard: endowment (25%), student fees (29%), sponsored research (25%), gifts (7%) and other sources (14%).
4. He specially stressed the importance of gifts and of tapping expatriate philanthropy as a significant funding source for Pakistani universities, in addition to multi-lateral donor organizations such as USAID etc.
5. However, on the process of raising such funds, he made two important points:

- a. Faculty are not suited to the task of institutional fund-raising or financial management. For example, typical US Faculty know next to nothing about the financial management of the universities. Therefore ideas on financial management and reform need to come from other experts who should be brought into the reform efforts early.
- b. It takes a professional organization to manage the finances of universities. For example, Harvard spends an enormous amount of resources on fund-raising and financial management - activities such as alumni fund-raising have extremely competent full-time staff dedicated to the task.

Salient points of the ensuing debate are as follows.

1. Problems

- a. A major attitudinal change is required at every level of administration for proper fund-raising, fund management and resource allocation. The consensus of the room was that this attitudinal change is one of the hardest problems, amongst the host of issues affecting the financial situation of our universities.

2. Observations

- a. The credibility of institutions has collapsed completely, and donors have begun giving only to trusted individuals. The by-line *people give to people* was articulated more than once during the session, summarizing the situation of raising funds from philanthropic or industrial sources.
- b. It takes a really professional process to raise money. Raising funds from alumni, donors – even ‘closing’ deals with multi-laterals, requires the support of an organization with demonstrated expertise in the field.
- c. On realistic sources of funding for Pakistan’s universities, the following opinions were noted:
 - i. Government money is simply not enough (due to other constraints) to fund a large portion of higher education for the relevant age cohort. Even in a politically ideal situation, long-term growth of this sector cannot be sustained by government funds. However, the government can also not be let off the hook. The disproportionate amount of funds allocated to military expenditures need to be either diverted to or re-channeled into education. Specially, higher education, which can provide critical research support to even the military.
 - ii. Diaspora fund-raising could be an important source of funds if the universities build enough credibility in utilizing donor funds.
 - iii. Increased multilateral bi-lateral aid still remains an important source in the short-term, but in actuality, this source has so far been dismal. Most multilateral agencies are interested in supporting primary education only.
 - iv. Other methods of funding for students can include family support.
 - v. Privatization of public universities is a possibility, but not a political reality, in addition to concerns about commercialization of higher education.
- d. On reducing the cost of higher education, it was noted that:
 - i. There is an obvious potential in lowering costs through new technologies, which, if harnessed well, can lead to efficient use of our few good faculty and the freely available content worldwide. For instance: teams of teachers/virtual teachers can teach courses at several universities at the same time as well as models of open content such as the MIT open-courseware can be utilized for teaching.
 - ii. To efficiently use distance learning, we need to experiment with a model suited to our needs. There is no one correct model of a distance learning

initiative. For instance, the Phoenix University in Arizona and the Monterey Technical University in Mexico show how diverse the organization and methods of teaching of a successful virtual university can be.

- e. One major problem with government funding of public universities is that government funds come attached with strings. For instance, there are numerous channels through which the funds are disbursed to public universities, all of which need to be reported to. All expenses have to be audited before any purchase can be made at a university. Changing the structure of funds disbursement by the government seems a very hard process, and private money seems like a better option in the short run until the structure surrounding the disbursement and auditing of government funds is changed.

3. Recommendations

- a. Managing funds: We need a radical reorganization of the universities' financial management systems as well as different models of accountability of universities for using allocated funds efficiently.
- b. Raising funds: In the short-term, one needs to elicit the support of people who are widely trusted and reputable, to raise money from the public. In the longer term, it is imperative that universities build credibility by **efficient and visible** utilization of donor funds to harness non-governmental fiscal sources.
- c. Reducing cost: Universities must undertake initiatives to lower the cost of education by utilizing new technologies. Certainly they should capitalize on the wealth of opportunities such as MIT open-courseware initiative to learn and teach their students.

Session 2:

Quality of Higher Education: People, Research, Curriculum and Examinations

Chair	SYED BABAR ALI <i>Pro-Chancellor, Lahore University of Management Sciences</i>
Presenter	DR. ROBERT EDWARDS <i>President Emeritus, Bowdoin College</i>
Facilitator	DR. TARIQ BANURI <i>Senior Research Director, Stockholm Environment Institute-Boston</i>
Rapporteur	DR. ASIM IJAZ KHWAJA/DR. TAHIR ANDRABI

Issues:

- Vision for higher education quality, short-term and long-term goals
- Recruiting quality people: students/faculty/administrators, salaries and merit selection mechanisms
- The quality of research
- The quality of examinations/general education/curriculum

The session was opened by **Dr. Robert Edwards**, President Emeritus, Bowdoin University. Dr. Edwards talked about the imperative for quality, the tradeoff between quality and access, and the historical experiments in the US university system on the mix between general vs. specialized education. The main points of his presentation were:

1. The goals of an educational policy should not only be scientific/technological education but also civil/social/general education, for building strong institutions as well as leadership.
2. One goal of modern education is to open minds, not just fill them. "Electives" for students are supposed to have a humanizing influence by building cross-linkages with other domains of knowledge. The production of non-specialists is as important to the progress of a society as highly specialized experts.
3. Cycles occur in every educational system as academics experiment with models that answer societal needs. One always needs to experiment with a formula that suits the needs of the society, and mechanisms for evolution of the system must be inbuilt. This is only possible through autonomy of the universities and guaranteed academic freedom for the faculty. To get a sense of the cycles, he pointed out the educational/curricula development at Harvard, reflective of the history of other US universities as well, as leading academics tried to match societal needs with the higher education system.

Time-line				
<u>Pro</u>	Fill not opens minds.	Open electives & flexibility	<ul style="list-style-type: none"> • Major and distribution requirements • Highly specialized field/meritocracy 	Refocus on general education
<u>Con</u>	Rigidity	Fewer experts	Undergrad education largely ignored.	Effort needed to balance with specialization

The major points of the debate following Dr. Edwards' presentation are noted below.

1. Problems

- a. The structure of our higher education institutions actually hinders inventiveness. The lack of incentives for doing research, the lack of reward for having done quality research, the lack of linkages to the external scientific/scholarship world to stimulate ideas and the active environment in which faculty operate are killers for stimulating research.
- b. Creating confidence, and drivers/incentives for increasing quality within universities is a huge problem.
- c. Broad milieu of scholarship is extremely weak in Pakistan. Simply the independence of thought is a rare quality. Opinions and debates on issues are usually shallow and uninformed.
- d. Getting a critical mass of people to start and sustain a research culture within each university (and department within a university) and the system is a first-order problem. In string opinions, many people mentioned that this is the single most pressing problem affecting universities.
- e. Student feedback is non-existent regarding the quality of education they are receiving. In fact, the lack of feedback mechanisms in research, and in evaluating a university's performance is appalling.
- f. A form of educational apartheid (in terms of quality of education delivered) exists between Arts vs. Sciences and State vs. Private universities. The opinion of the room was divided on the latter.
- g. Our system tests content but not ability to learn or to develop frameworks of thought.
- h. Models of positive change and of quality education are so rare that it is difficult to see how change can happen, leading to further despair and fossilization.

2. Observations

- a. A fundamental problem is our attitude as a society towards inquiry and learning. For too long, the source of knowledge has been assumed to be divine, and rigidity of thought has been imposed. We desperately need a reversal of our attitude towards inquiry and scientific learning if we are to grow and produce our own body of knowledge.
- b. The student talent pool is less of a problem affecting quality since our students routinely get to the 'International Student Frontier' in spite of the quality of their undergraduate education. This is an important observation since the debate for higher education sometimes stops at the primary education stage, with the argument that problems of higher education cannot be addressed unless we deliver better primary education. While that cannot be discounted, the fact remains that the same primary schooling system produces sufficient numbers of students that excel in higher education institutions outside the country.

- c. The goal of a quality education system should be to produce individuals who can think and create independently, instead of simply filling students' minds with technical details.
- d. Quality and access are competing goals. Excessive emphasis on quality could be detrimental for the system because it cannot be scaled. The balance with access is critically important. On the margin one will need to provide access at the cost of quality. The emphasis on quality vs. access can be uniform, if desired, at the specific university level not for the entire system.
- e. Among the many imperatives for quality education, building a quality faculty is central, and that requires respect for faculty as well as giving them more access to outside (as well as international) resources.
- f. The question of the relationship between quality & values such as Islam, Human rights, women's rights, needs to be explicitly considered in any directional change in the country's educational system. The impact of the values inculcated by our higher education system will pervade throughout our society, as these people will produce the thought leadership for the coming decades.
- g. The debate on general education must not be misconstrued to be a content question. The issue is not general education or not general education - not content but process in which it is delivered, and if it teaches critical and independent thinking.
- h. Higher education in Pakistan matters critically in terms of its impact on our society. The people and the curricula we use have definite long-term effects. For too long, we have treated them as secondary priorities, hoping the system will cure itself.
- i. It is definitely possible to get good faculty from within Pakistan, but we desperately need incentives to stimulate research within universities and attract competent people back to the universities. Many people who would be excellent faculty are sitting outside the system, in NGOs and the private sector because the educational system does not support them in an academic setting.
- j. We do not need to pick winners when formulating an educational policy. We should instead focus on the delivery of a core education and produce the thinkers and the problem solvers who will themselves adapt to whatever fields are in vogue in an era. In the past, attempts at picking winners have almost always failed, and any attempts in the future, for example only, to excessively focus on particular professions such as IT etc. are bound to have negative effects.

3. Recommendations

- a. There is no one right model for achieving quality within universities or a system, therefore universities must be given autonomy to set their own directions to achieve quality, with some minimal standards set by a monitoring body.
- b. In order to establish institutional responsibility/discourse, faculty must be given guaranteed autonomy to conduct research and debate issues. Institutional autonomy and intellectual freedom are absolute imperatives for quality.
- c. Government control over universities must be eliminated.
- d. Quality of faculty, curricula and students should be determined by peer review, not the government.
- e. We need to establish a culture of competition both inside institutions (inter-departmental) and between institutions.
- f. We need to set up a process to allow debate on curriculum and its linkages to society. The establishment of a process is as important as the outcome, since the final result will depend not only on the ideas proposed now, but also on the robustness of the process.
- g. Integrated/inter-disciplinary education must be made compulsory in some form, without imposing too rigid a structure – perhaps by means of electives.

- h. We desperately need incentives within universities to encourage research (not just salary pay). This is a major quality imperative, and one of the hardest problems to tackle in quality related reforms.
- i. Developing research capabilities of young faculty requires support such as career development/senior faculty mentoring, and external linkages through which junior faculty can develop research and teaching capabilities.
- j. Quality is a difficult attribute to measure, and we need to setup explicit evaluation mechanisms for the reform process itself otherwise it will be hard to replicate success and learn from failures.
- k. Government must get out of curricula design otherwise change is very hard, especially at lower levels. There is willingness on part of private sector to help public universities but we need to liberate the latter from Government controls.
- l. Leadership is fundamental to the functioning of universities. We need to support the development of institutional leadership – perhaps through constant debate, courses in administration and leadership, and linkages with outside institutions.
- m. International linkages are extremely important. The problems in Pakistan are not unique and we need to learn from the experiences elsewhere. These linkages should span research, administration, course development and all activities necessary for a university's functioning.
- n. Quality teaching can be done online/internet and pools of talented teachers can help lift the standards in other universities through such online courses. Universities need to provide programs to pool and utilize the pooled resources efficiently.

Session 3: Governance and Management

Chair	DR. ISHRAT HUSAIN <i>Governor, State Bank of Pakistan</i>
Presenter	DR. HENRY ROSOVSKY <i>Dean Emeritus, Harvard University</i>
Facilitator	DR. ADIL NAJAM <i>Professor of International Relations, Boston University</i>
Rapporteur	DR. KHURRAM AFRIDI/DR. SALAL HUMAIR

Issues

- Separation of governance from management
- Transparency of management
- Managing research within a university
- Student discipline

Dr. Ishrat Husain, Chair of the session, quickly mentioned that the discussion for this session should keep in mind that while process change is easy, value-change is a very difficult objective; that autonomy without transparency and checks-and-balances can transform into autocracy; that we need to learn from success stories for reforms within Pakistan, even if from sectors other than higher education; and that the discussion should move beyond the articulations of problems to concrete recommendations.

Dean Rosovsky then opened the discussion with a short presentation, particularly emphasizing that the causes of bad governance are remarkably common even in diverse situations and different higher education institutions, and that one does not need an ideal process in order to begin reform. He made the following points, drawing on his wide experience as an educationist, as well as his knowledge of reform in several higher education systems worldwide.

1. The act of discussion and debate on good governance of universities itself has major beneficial effects.
2. Governance reform should focus on 4-5 institutions for resource reasons. He cited the example of Indonesia in this regard.
3. The debate on governance should include both internal and external structures, including ministries. Across the world, people in higher education have realized that governance is a major impediment to academic quality.
4. Principles of good academic governance are amazingly universal and include:
 - a. Academic freedom – governance has to safeguard and/or create academic freedom.
 - b. Shared governance – means certain important functions are delegated to faculty, including almost all of the educational policy. It also means inculcating in the faculty

a sense of ownership of the institution, but certainly does not mean absolute democracy. The advantage of US institutions that executive has enough authority to move the institutions in directions of positive change. People with competence and knowledge are entitled to make decisions.

5. A social contract and debate needs to exist within universities and with other societal institutions needs to ensure good governance.
6. Meritocratic selection – an obvious principle for good governance.
7. Investment in efficient administration. The main tasks in administration within universities should be made easy.
8. The tools of such good governance are many, including: Boards, which act as buffers between universities and external factors; external peer reviews of the faculty as well as administrators; as well as secure employment for the faculty in the form of tenure.
9. Any good system of governance has an appeal procedure built into it. It should always be possible to appeal a decision to a higher level to prevent abuse.

The debate following his presentation is noted below.

1. Problems

- a. The most difficult problem in governance is changing people's attitudes towards merit, transparency and competition.
- b. The present governance structure of universities is completely outdated and does not allow for efficient or informed decision-making.
- c. The current governance structure has no mechanisms for true accountability or performance measurement.
- d. Faculty do not feel a sense of true ownership in the educational mission of the university, partly because of a lack of incentives, but partly also because imparting a sense of ownership needs a process that is non-existent in our universities.

2. Observations

- a. Governance is a key area to change to get institutions to improve, but is very often not recognized as such as other problems symptomatic of bad governance are mistaken to be root problems.
- b. Academic freedom is necessary for good governance but does not imply a carte blanche and a system of checks and balances is necessary both within and outside of universities.
- c. Distributed governance is critical to accountability and protection of academic freedom, and acts as a system of checks on the governance.
- d. Faculty should ideally be the owners of the institute, not just employees, and their efficient participation in the affairs of the university is essential to good governance. Several participants remarked, however, that giving autonomy to a sub-standard faculty is a recipe for disaster, and the experience of some public universities with excessive power in hands of the faculty has been very bitter.
- e. Some form of tenure for the faculty is very important for protection of the faculty and their academic freedom - with a post-tenure review to ensure continuity of performance.
- f. Institutions need to be democratic, but this must be prudently managed, as executive/managers need to have enough authority to get the university going in a particular direction. It is imperative that the people competent to make decisions in particular fields be matched with the right decision-making roles. Not everyone who is not competent to handle a role should be assigned one in the guise of democracy.
- g. Appointment of Deans/Chairs of departments should not be by election since elections can lead to the lowest common denominator.

- h. Merit should be the ultimate arbiter of promotion and recognition for faculty, administrators and students. However, an appeals process should be built into university processes as a check on abuse.
- i. It is imperative to have a social contract between the university and the citizenry so higher education can contribute to the public good.
- j. Applying US governance models blindly to the Pakistani situation can be very problematic, since most of the factors behind the success of US models are simply non-existent in Pakistan. We have sub-standard faculty, sub-standard examinations and a sub-standard working environment. We need to go through a phase where the standard of universities is uplifted before a "Harvard" model is applied.
- k. Government control on universities is currently through only the following mechanisms. The universities are otherwise completely autonomous.
 - i. Appointment of Vice-Chancellors.
 - ii. Funding and financial rules/audit.
 - iii. Terms of service of the faculty and administrators.
- l. The process of governance reform should harness whenever possible, but not depend on political or civic will. There is a huge demand for change from the students. We actually have good faculty, but the system makes them dysfunctional.

3. Recommendations

- a. Universities have to be taken out of the direct control of the government for good governance to take root.
- b. The focus of governance reform initially should be a few universities - doing it at all at once is a daunting task, requiring too many resources and imposing too great a risk.
- c. Government must trust academia by giving autonomy to the universities to implement reforms. There is no other choice for positive change.
- d. Governance cannot be imposed. It requires moving from 2 directions at once: from the top as well as the bottom. The reform process should both start at the top by making governance changes as well as from the bottom by empowering faculty.
- e. There should be complete separation of governance from management within a university. We need a group whose primary responsibility is to govern, such as a Board with no more than 15 members (to not dilute the decision-making capability) to act as the policy-making body of the university. The Board should appoint the VC using a transparent process and a search committee, and hold the VC accountable for the performance of the university.
- f. The VC/President must have enough authority to move the university forward.
- g. A governance reform must
 - i. Build a sense of ownership within faculty by directly engaging them.
 - ii. Build a shared model of governance that balances democratic norms and academic freedom with the ability to move the university forward on critical issues.
 - iii. Hold accountability to be a top-priority in the system.

Session 4: Management of Reform

Chair	DR. ATTA-UR-RAHMAN <i>Minister of Science and Technology, Government of Pakistan</i>
Presenter	DR. ZULFIQAR GILANI <i>Vice-Chancellor, Peshawar University</i>
Facilitator	DR. TARIQ BANURI <i>Senior Research Director, Stockholm Environment Institute-Boston</i>
Rapporteur	ANILA ASGHAR/DURIYA FAROOQUI

Issues

- The role of support institutions, HEC etc.
- Monitoring reform: building a priori monitoring systems, metrics of interest, utility of the metrics
- Scaling reform, e.g. large scale S&T education
- Building momentum, educating society, empowering the academic community

Dr. Tariq Banuri opened the session by proposing a new model for envisioning and managing reform. In asking and answering the question of how change takes place, he outlined two traditional perspectives of managing reform: as a military operation, and as a democratic process – but argued that both of these approaches had failed to deliver, and proposed that reform needs to be focused on strengthening the champions of reform. Elaborating, he mentioned that a classic view of reform is as a strategy in the military sense of the term—the use of limited resources to achieve a predetermined aim. The opposing reaction to this technocratic model takes the form of jettisoning the outcome oriented approach altogether in favor of a process oriented approach. Under this theory, only democratic reforms are considered to be sustainable, since they ended up being owned by the people. Hidden in each of these two, however, is a third approach to reform. It focuses neither on the outcome nor on the process, but on *enterprise*. The purpose of reform is to create champions of reform. In fact, one can use this approach to reinterpret earlier reforms that might have been introduced for different reasons.

He then asked Dr. Atta-ur-Rahman and Dr. Zulfiqar Gilani to open the session with their observations on the management of reform at the system and university level. Dr. Gilani has been actively initiating change within Peshawar University and Dr. Rahman has not only run the very successful HEJ Institute in Karachi University, he is also the head designate of the newly proposed Higher Education Commission (HEC), which will be the monitoring and facilitating body for higher education improvement.

Dr. Rahman talked about positive developments in Pakistan such as the reforms at the Peshawar University. He outlined some of the most important questions the participants should focus on, including some possibilities for their answers.

1. How does one create ownership among the faculty in Pakistan?
2. What is the best way to go about implementing reform?
 - a. Discussions.
 - b. Learning from others.
3. What are the most pressing areas for reforms?
 - a. Across the board reforms?
 - b. Faculty.
 - c. Examinations.
 - d. Student intake (entrance examinations).
 - e. Peer review process.
4. How does one ensure that government is an enabler?
 - a. The UGC was regarded as a failure, acting like a post office instead of a regulatory or standards lifting body.
 - b. Certain minimum standards need to be laid down and enforced by any national commission with the mandate of uplifting higher education.
 - c. Accreditation of universities needs to be done periodically in any enabling process.

Dr. Gilani's presentation focused on his experience at Peshawar University and the reform process he has helped build over the last few years.

1. Some practical observations on the reform process as it has unfolded at Peshawar University are:
 - a. One needs to focus on some mundane tasks first to get over the hurdle of acceptance.
 - b. Reform is not possible without the participation of people. It has to be an inclusive process.
 - c. Conditions prevailing are not conducive to change. For instance, the lack of a motivated cohort of faculty and administrators willing to experiment with change, the presence of vested interests, and the attitudinal fossilization of the system as a whole are endemic in the system.
2. There are two major hurdles to reform.
 - a. Government rules and regulations, e.g. the syndicate, external financial controls, etc.
 - b. Internal factors/resistance to change, which is manifested in the politics of pressure, which have been practiced for so long that the first natural reaction of the system to change is to pressurize the change agents. The causes of this might be several, including mistrust of the change agents and their motivations, as well as a natural fear of change in the order of things. As an example, he outlined the tremendous resistance from all the department heads to change in their admissions process to increase the quality of incoming students – prior to a proposal for change, every department had its own process for admitting students, leading to a lack of uniformity, bias and associated problems.
3. Some other observations on the process as it happened at Peshawar university:
 - a. The importance of an inclusive process for bringing about change cannot be overstated. For instance, the development of new financial rules at Peshawar University was carried out in an inclusive fashion, involving administrators and faculty. Similarly, the difficulties in developing performance criteria required the inclusion of faculty and teachers in colleges and minimized resistance.
 - b. On the need to change the culture and conduct of participation, he noted that the Syndicate meetings, and in general most meetings regarding the business of the university, were usually unstructured with a loose agenda-without a real process of debate. Peshawar University is re-examining the Rules of Business of the Syndicate to make it a true governing body.

- c. There is a definite willingness on part of most people to bring about change, notwithstanding the individual interests that will get hurt in the process. And the broader social/political context and financial structures have important implications for managing reform.

Subsequently, the room debated the following points.

1. Problems

- a. The issue of faculty quality within a university is critical to the management of change. For change to propagate itself, it is critical that the faculty, which is the lifeblood of the university, take advantage of the enabling environments created for reform. Several participants remarked about the lack of enough positively motivated and able faculty in universities for the change process to gain momentum. Some proposals for bettering the quality of faculty were discussed including possibly the idea of regular exams such as the GREs for continuing faculty.
- b. Another critical factor in the management of change, and more broadly in the management of universities is the non-existence of training for university administrators and VCs. Administrators usually do not have any management experience prior to their jobs and learning, if any, is expected to happen during the process. This leads directly to a solidification of the status quo and to the lack of fresh ideas in university management.
- c. An important issue in managing reform is developing instruments for measuring performance and tracking the progress of reforms according to metrics agreed upon **prior** to starting implementation.

2. Observations

- a. Three related points leading to the argument and the need for an agency such as the Higher Education Commission were discussed:
 - i. The participants agreed unanimously that the University has to be the focal point of any Higher Education Reform, and no reforms imposed from above as a matter of policy were likely to succeed.
 - ii. Notwithstanding the efforts of universities such as Peshawar University, most agreed that the University, in Pakistan, does not have the capacity to reform itself either in terms of faculty, students, management, intellectual, or fiscal resources.
 - iii. Therefore another agency/support organization is needed to build the capacity of the individual Universities to reform themselves and avail of the resources and positive change in other universities. This institution should not be a post-office like the UGC, neither should it be a policy-making body, but should be a regulatory body. Its exact powers and relation to Universities should be well debated and designed to empower it to influence positive change.
- b. The question of lack of quality intellectual resources, i.e. students and faculty, in the system was brought up as another cause of intellectual stagnation and lack of impetus for change. It was observed that:
 - i. The admission system into the universities does not guarantee that the best students, who are likely to become agents of positive change, are afforded the best opportunities. Cheating is rampant in the high school as well as university examination system. At the very least, university admission tests are needed that test skills relevant to higher education. These tests can either be administered by a national testing service or by groups of universities themselves.

- ii. The lack of faculty quality and intellectual capacity is indicated by their research performance. In the year 2000, only 670 papers were published in all over Pakistan. This is less than the research output of a single medium sized US. While only one indicator of the capacity for change, and with a health respect for the differences between Pakistan and the US, this is an ominous sign indeed of the state of the system.
- c. The role and dire need of appropriate incentive-based allocation of funds in management of change was discussed. The current mode of financing has no mechanisms for rewarding universities making positive change, leading to a lack of incentives. The Federal Government provides the finances and the universities making the budget internally to utilize the funds, as an automatic mechanism devoid of the performance of the university.
- d. The role of private Universities in the reform process was considered. Private universities being unencumbered by the bureaucracy of public universities have room for experimentation with the incentives-based models and some such as Agha Khan University and LUMS have done very well. They could serve as resources and models for limited experimentation for public universities. But the possibility for this is limited by the ability of public universities to absorb change. The current state of public universities is such that even cross-departmental learning is non-existent. For instance, the Physics department at Quaid-e-Azam University, and the departments at Peshawar University are isolated from each other, some being excellent in their respective fields, but unable to be centers of influence for positive change within the university. The tendency for departments that excel within their universities is to isolate themselves from the rest of the university as a means of self-preservation.
- e. University can and should have a dialogue for reform within them, involving the administration, faculty and students, the government and the society at large. The impetus for reform should come from both the administration and the faculty through a process of engagement. Peshawar University reform initiatives are an example of moving from both ends towards shared governance, based on the belief that giving responsibility to people makes them behave more responsibly.
- f. It was recognized that the need for a university to be the focus of reform does not mean the Government does not have a role in it. The role of the government is to create an enabling environment for change, such as, for instance, through opening up funds for public and private universities, through joint programs between the faculties of universities from separate sectors as well as other mechanisms.
- g. Strengthening the reform process was also thought possible by linking the process with industry and mechanisms for achieving this were discussed.

3. Recommendations

- a. A significant portion of the recommendations focused on the creation of the Higher Education Commission as an enabling body for reform. While the exact mandate of the HEC and its powers should be decided through consultations with universities, it should be an autonomous body with at least the goals
 - i. Supporting research and enhancing quality of education within universities.
 - ii. Disbursing performance based funds and creating other incentives for building a competitive atmosphere within and between universities.
 - iii. Promoting good governance within universities, by requiring the separation of management and governance as pre-conditions for allocation of funds.
 - iv. Not interfering in the governance of universities. The HEC should not be a policy-making body, and under no circumstances interfere in the internal affairs of universities. Universities must be totally autonomous and self-governing. The role of the HEC should be that of support, not policy making.

- v. Addressing the systemic problems with accountability and financial mechanisms of existing universities.
 - vi. Pressing the government to remove constitutional provisions that are a major hurdle to reform, including outdated university acts and bureaucratic procedures.
 - vii. Encouraging the creation of, or creating, rating mechanisms for universities, which by themselves could become their monitoring processes.
- b. The selection and performance measurement of a VC was discussed. The current process of seniority and nomination by the chancellor was criticized. The recommendation of a search committee for finding a competent VC was discussed and in principle was found to be a good idea, but fraught with political and operational difficulties - not the least of which was the lack of well-qualified and trained university administrators.
 - c. A strong recommendation from several quarters was to reach out to the general faculty about the reform process, as well as solicit the input of other actors, such as the students, employers, parents and society at large.
 - d. The need for a social contract between the higher education institutions and society was acutely felt as the relevance of our higher education system to society at large was questioned. The survival of society and its symbiotic relationship to higher education was highlighted, as the participants agreed in principle that creation of independent thinkers and leaders was critically tied to a sound higher education system.
 - e. On the practicalities and implementation of the reform process, the need for researching and documenting the reform process was strongly recognized. All agreed that in order to learn from reform, adequate documentation, monitoring and control mechanisms, and a priori metrics for evaluating the success of the reform process should be in place before the process begins, not afterwards. Teams of researchers need to be employed for this purpose, and it was thought feasible to harness some of the expatriate academics' abilities for the purpose.

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Public Conference

**Hariri Auditorium
Boston University School of Management
595 Commonwealth Avenue
Boston, MA 02215**

Session 1: Setting the Stage

Panelists

Dimensions of the crisis

DR. TARIQ BANURI

Senior Research Director, Stockholm Environment Institute-Boston
Member, Steering Committee for Higher Education

Current reform efforts

D. SHAMSH KASSIM-LAKHA

President, Aga Khan Universities
Chairman, Steering Committee for Higher Education
Minister of State, Government of Pakistan

Moderator

MR. HASAN USMANI

President/CEO, Axim Systems, Inc.

The first panel of the day focused on outlining the existing system and state of higher education in Pakistan as well as defining the context for the reform efforts in public higher education in Pakistan. The audience was also brought up to the speed on the activities that had taken place in Pakistan as well as soliciting their support for the process.

Dr. Tariq Banuri

Dr. Tariq Banuri's presentation was titled "Dimensions of Crisis" and it described the status of higher education in Pakistan and the imperative for reform at all levels. Using figure 1, Dr. Banuri explained that due to deficiencies in the input and the processes of higher education, the system was producing graduates who lacked the ability to 'think and create independently. Additionally, the system was functioning such that new knowledge creation by the system outputs was minimal.

Dr Banuri outlined the many factors that indicate to a general erosion of quality, efficiency and productivity of the higher education system in Pakistan. Despite a series of initiatives taken since 1947, such as the Pakistan Education Conference (1947), Sharif Commission on National Education (1959), Educational Policies

(1970, 1972, 1979, 1992, 1998-2010) and the Educational Sector reforms (2001), the system had only responded negatively and the universities and colleges had further degraded in quality.

The following set of problems indicate the severity of the crisis that faces higher education in Pakistan:

- ❖ Low coverage, low access by poor, low equity
- ❖ Low quality of education and research
- ❖ Inadequate quantity and quality of resources: financial, infrastructural, human

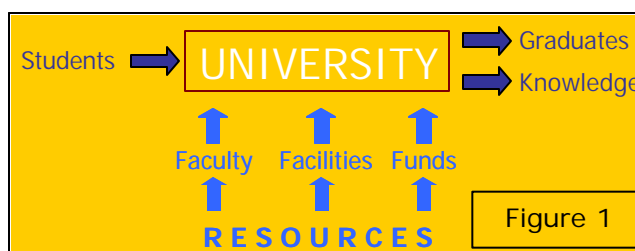


Figure 1

- ❖ Weak and eroding systems of governance and management

Figure 2 describes the current distribution of higher education institutions in Pakistan but the current coverage by these institutions is not even 2.6 percent of the relevant age cohort (i.e. approximately 474, 823 out of 18 million).

Dr. Banuri showed that further analysis of the current institutions shows that 88% of them are public owned, 12% are privately owned, 70% are colleges and 30% have the university status.

A analysis of the expenditure on higher education (per pupil) shows that the publicly owned institutions in Pakistan are simply not able to afford the level of expenses that quality higher education institutes abroad have to make.

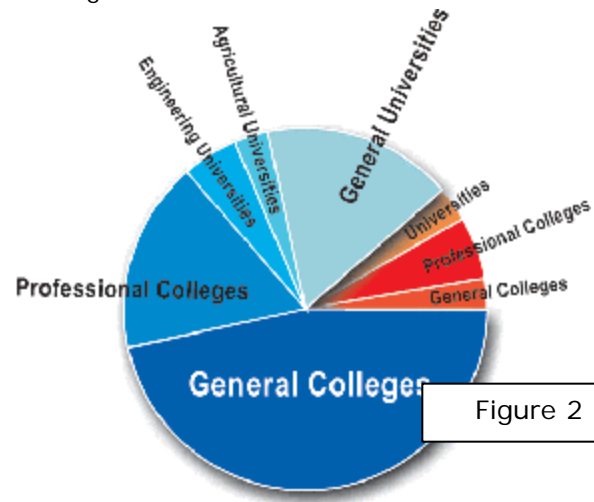


Table 1 shows the differences in total enrollment and expenditure (per pupil) between the public and private institutions for higher education in Pakistan. In comparison, the per pupil expenditure for Indian IIT (Bangalore) was Rs 96,000, for IIT (Kanpur) was Rs 107,400 and for Singapore University, it was Rs 646,000.

	Public Sector	Private Sector
Total Expenditure (Rs mn)	4,575.67	1,420.43
Total Enrollment (000)	117.83	21.49
Per pupil expenditure (Rs)	38,833	66,094

Referring to Figure 1 where attempts can be made to improve the system inputs into higher education, Dr. Banuri argued that reforms in higher education should focus on the following four spheres:

- ❖ System Issues
 - Governance and management
 - Management information systems
 - Code of conduct for universities
- ❖ Resource Issues
 - Restoring fiscal solvency
 - Recruiting and retaining faculty
- ❖ Academic quality
 - Quality of education
 - Quality of research
- ❖ Management of reform
 - Immediate and short-term processes
 - Long-term vision and goals

Dr. Banuri finished his presentation by soliciting support of all stake-holders, especially the audience that comprised mostly of Pakistani diaspora abroad, to do whatever they can to support the nascent reform process in Pakistan. He pleaded with the audience that every small effort from their side (be it in money, gifts-in-kind, time, other resources) will go a long way in supporting the effort that has already been started in Pakistan.

Dr. Shamsh Kassim–Lakha

Dr. Shamsh Kassim-Lakha's presentation on "Current Reform Efforts" elaborated on the activities that are underway in Pakistan to initiate reform efforts at the various levels. Highlighting the role of Higher education as the pathway for development of Pakistan, Dr. Lakha introduced the audience to the work done by the Presidential Task force on Improving Higher Education and the newly established Steering Committee on Higher Education.

Dr. Lakha stressed that in Pakistan only 2.6% of its eligible population (in 17-23 age group) is currently enrolled in higher education institutions. This number compares very low to the other countries, such as USA (79.7%), Korea (54.8%), Saudi Arabia (13.9%), Iran (12.7%), Indonesia (10.6%) and India (6.2%). Dr. Lakha mentioned the growing concern in the international circles on the state of higher education in developing countries and he was happy to note that Pakistan is one of the first countries to act upon the recommendations and initiatives mentioned by the global task force on higher education.

Two distinct groups led the process preceding the formation of the Steering Committee on Higher education:

- ❖ Task Force on the Improvement of Higher Education in Pakistan – *constituted by the Ministry of Education.*
- ❖ Study Group on Improvement of Scientific and Technical Education – *constituted by Ministry of Science and Technology.*

The Pakistan Task Force methodology included consultation with:

- ❖ over 700 individuals in Pakistan
- ❖ Faculty
- ❖ Students
- ❖ Alumni
- ❖ Administration
- ❖ Employers in Industry, Government, NGOs
- ❖ Government Officials
- ❖ Pakistani experts on educational policy-making
- ❖ Pro-bono input from international experts
- ❖ World Bank-UNESCO
- ❖ The Boston group
- ❖ Commissioned background papers

Dr. Lakha stressed that as result of the long process that the Task force went through, several creative ideas emerged on the possibilities of reform of higher education. However, not many of them were new and seemed already stated in the many reports and educational policies that Pakistan has seen emerge in its 50 year history. The key difference, as stated by Dr. Lakha, was the strong skepticism on the will to reform. The consultations had clearly indicated that the presence of good idea was not a problem but the implementation of those ideas was the key ingredient that previous reports and policies were missing.

Dr. Lakha mentioned that according to the Task force and the Steering Committee, the focus of the reform should at the universities, while reforming the support institutions as well. University reforms will aim for adequate empowerment and autonomy to these institutions while streamlining the processes that govern them.

Some of the salient features of the University reform efforts are listed below:

- ❖ Separation of governance and management
- ❖ Mobilization and management of additional financial resources

- ❖ Curriculum reform
- ❖ Foster public-private partnership
- ❖ Raise educational quality at all levels through improvements in Higher Education
- ❖ Avoid early specialization
- ❖ Enhance General Education

Going into the details of the separation of Management and governance, Dr. Lakha mentioned that the Senate and Syndicate had been left ineffective under the current complex and intertwined system, whereas the Vice-chancellor is left with indecipherable executive powers or is in a continuous conflict with the syndicate and the senate. On the faculty level, Dr. Lakha mentioned that the university faculty pay should be de-linked from the National Pay Scale, performance and market based compensation should be adopted and recruit of new faculty should be done on contract basis, with performance-based tenure. At the curriculum level, the Task Force has recommended that the bachelor's degree should be 16 years (at Honors level) and the eligibility for Masters should be 16 years of education. This would allow Pakistani graduates to be at par and acceptable to other international institutions. On the financial management level, Dr. Lakha emphasized the need for induction of modern financial management systems, as well as external review and peer evaluation of all university programs. At the curriculum level, the Task Force has recommended the following:

About 48% of financial needs of a university are currently met by the Government and the rest via fees and other incomes. However, the total resources available are inadequate to sustain good academic and research programs at any of the universities and hence there is a dire need to mobilize additional financial resources.

The Task Force had the following recommendations to make regarding mobilization of additional financial resources for Pakistani Universities:

- ❖ Pakistanis currently spend around \$300 million on Overseas Universities that could be diverted to Pakistani universities if the quality improved.
- ❖ Allocation of additional Rs 5 billion per year to Universities for recurring expenditure by Government.
- ❖ Creation of Rs 20 billion endowment for research and development.
- ❖ Linking university funding by Government with performance and need.

To qualify for additional government funds, Universities must generate at least 25% of such funds through:

- ❖ Fundraising
- ❖ Tuition fees
- ❖ Other income generating activities – grants, consultancy, etc.

Dr. Lakha stated that the Task force had also recommended the abolition of the University Grants Commission and the establishment of a new support institution for the higher education structure, called the Higher Education Commission (HEC). The HEC will have an independent Board of Governors, will be associated with the Ministry of Education but not associated with it, and will have the following functions to perform:

- ❖ Support quality assurance
- ❖ Serve as national resource to support Higher Education
- ❖ Plan, develop, and accredit public and private universities
- ❖ Link funding to performance and need
- ❖ Raise funds for itself and Higher Education institutions

Dr. Lakha finished his presentation by advising the audience on what they can do to support and contribute to this reform process. He suggested that the Pakistani-Americans and Pakistanis in the USA can form associations and other formal/informal networks that can:

- ❖ help develop human resources
- ❖ help develop institutions of higher education
- ❖ Assist in recruitment of faculty
- ❖ Assist in placement of visiting faculty
- ❖ Engage in collaborative research
- ❖ Help review and develop curriculum
- ❖ Assist in the enhancement of quality of education in colleges
- ❖ Assist in fundraising
- ❖ other creative forms of such networks.

Question and Answer Session

Following the presentations, there were a few questions from the audience.

In response to a question on the other levels of education (primary, secondary) which are important to support higher education, Dr. Lakha responded that the Government of Pakistan is going through reform at all lower levels as well. However, the Steering Committee and the Task Force focused only on higher education.

In response to a question on the Government's response to the Task force recommendations, Dr. Lakha answered that the Task force laid out all the recommendations in front of the President himself and the Government accepted almost all of the recommendations and initiated ways to implement it. It is clear, Dr. Lakha stated, that the Government willingness to genuinely initiate reforms is there and the presence of several key Government officials at this conference was yet another testimony to that.

In response to a question on what new changes were they proposing and if new technologies (such as distance education) were discussed, Dr. Lakha answered that not much is new. The story is the same, but the difference is that of implementation. This time around, the reform is placing a lot of emphasis on identifying ways in which real implementation can take place on ground. In addition, the Government has also promised a lot more financial support to this effort, which is required. About new technologies, Dr. Lakha stated that the Government was researching and initiating the potential but it seemed the technologies were not developed enough to be discussed in detail as yet.

In response to a question on how will the Task force and Steering Committee present their recommendations to College Principals, Dr. Lakha stated that the Steering Committee had a 7-month time frame to perform in. He foresees the universities to get going on the reform process and the colleges picking it up in a decent amount of time. Dr. Banuri replied that are individuals who engage in the process of change. The Steering Committee provides the governmental support to those individuals so they are not alone in their efforts. These individuals infecting others with reform-mindedness is very important. Handing down instruments of change from top down is not very effective but strengthening the champions of reform is the best way to achieve reform. As for the government's support of reform, Dr. Banuri mentioned that the government does not always commit to change – it is usually individuals within the government who commit to reform and change. We need to build that momentum at a robust pace.

In response to a question on the cost of education in Pakistan and how will unemployment problem of graduates get solved. Dr. Lakha answered that people will send their children to schools in Pakistan if they feel that quality of education imparted is up to the mark. Parents are

not always excited about sending their children abroad. If as few as 10% of the students who go abroad stayed in Pakistan, the money saved could help subsidize other students. Dr. Lakha stated that University=job=success. If the jobs aren't there, one will have to create them. Dr. Banuri replied that out of the graduated students in Pakistan, 100,000 can't find jobs because the quality of education is poor. Therefore the first order of concern was to improve the quality, which will in turn create economic opportunities.

Session 2: Reform at The University Level

Panelists

People

DR. PERVEZ HOODBHOY

Professor of Physics, Quaid-e-Azam University

Money

DR. NABEEL RIZA

Professor of Optics and Electrical Engineering, University of Florida and CEO, Nuonics, Inc.

Governance

DR. HAMID KIZILBASH

Ali Institute of Education, Lahore and Former Professor of Political Science, Punjab University

Management of Reform

DR. TAHIR ANDRABI

Associate Professor of Economics, Pomona College

Moderator

MS. DURIYA FAROOQUI

The second session of the day focused on reform at the university level. In particular, the panel concentrated on issues of governance, money, role of people, and management vis-à-vis reform. The panelists touched on the issues of developing quality faculty in the public universities and colleges, establishing transparent control systems, creating world class institutes of research, and the critical role of political will in sustaining reform. This was followed by a discussion between the audience and the panelists. The panel was moderated by Ms. Duriya Farooqi.

Dr. Pervez Hoodbhoy

Dr. Pervez Hoodbhoy emphasized the fundamental role of faculty and students in a university setting. According to him, a university fundamentally constitutes faculty and students; “all rest is ancillary.” He pointed out that there is a crisis of people in higher education. Many proposals for reform in the past appeared on the scene, but fizzled out without making any difference. Dr. Hoodbhoy stressed that it was important to focus on the problems, their analysis, and possible solutions in order to address the ills confronting higher education. He said that the report produced by the Task Force was useful. However, his question was, how would its impact be different from the earlier reports?

Pervez Hoodbhoy, in his speech, characterized the following main problems prevalent in the public universities in Pakistan. He explained that he was speaking in reference to physical sciences “where assessment is a little more objective” and it is easier to make “definite statements” in that domain. One of the most serious issues he identified was related to the

quality of the faculty. He pointed out that a majority of the faculty members in hard sciences do not use textbooks. They mostly rely on notes handed down by the earlier generation of professors. Rote memorization is common even at the university level. In some cases, religious orientation of the faculty heavily influences the teaching of science subjects. A physics professor, for instance, is known to teach scientific experiments and their results in conjunction with Quranic verses. In most universities the prospective faculty are required to recite religious prayers during their job interviews. In 2000 only 670 papers were published in Pakistan in all the universities. These studies were mostly repetitions of research published elsewhere. Hoodbhoy explained that in the past a number of science faculty members were sent to the US for higher training. Unfortunately only 30 completed their Ph.D., while the rest could not pass the qualifying exams and other Ph.D. requirements. Lack of resources and expensive equipment for research and teaching purposes was also a major problem pointed out by Dr. Hoodbhoy. The questions he raised in relation to these issues were: How does one deal with this serious situation? How does one increase the number of foreign trained and qualified faculty in Pakistani Universities?

Dr. Hoodbhoy did not believe in any "quick fix" to the problem of staffing the public universities with qualified faculty. He prescribed a number of solutions to address the problems he had identified in his presentation. He cautioned that his "prescription" might be interpreted as "heresy." These are highly "unusual solutions," he added, in a highly "unusual situation." He pointed to the option of acquiring quality faculty from neighboring countries, such as India. He stated that efforts for improving science education should be geared towards the creation of basic competence in mathematics, physics, chemistry and life sciences. He suggested that people having good content knowledge and superior pedagogical skills should be imported from the US and Europe as master teachers. These master teachers should engage in faculty development at Pakistani Universities. He also suggested that standardized examinations, such as GRE, should be instituted for Pakistani faculty. Successful completion of these examinations should be tied to monetary incentives, such as a substantial raise in salary. Hoodbhoy offered another novel solution in relation to the problem of resources. He suggested that a centralized facility should be created to serve the need of teaching labs. Several hundred identical labs should be set up in universities and colleges. The junior faculty should be trained to use the standardized equipment. In Hoodbhoy's opinion, these solutions did not guarantee success, however they offered a better chance of success than the other alternatives.

Dr. Hamid Kizilbash

Dr. Hamid Kizilbash started on an optimistic note. Comparing Pakistani public universities to private or foreign universities did not make any sense in his opinion. "It takes hundreds of years to create a university like Boston University," he stated. "Education in Pakistan is doing the best it can with the quality of faculty it has," he added. Dr. Kizilbash used Punjab University as a reference point for his remarks pertaining to governance and reform at the university level. "Reform in higher education requires us to take a different perspective from what Dr. Hoodbhoy said", argued Kizilbash. He commended the work done by the Task Force on Higher Education and reiterated his conviction in people as agents of change. Dr. Kizilbash recommended that the Task Force should focus on the following measures: a) free the public universities from government control, b) improve management by separating it from policy, c) create transparent systems, and d) institute a merit-based system. He stressed the importance of developing effective control mechanisms in the process of reform. The Public Universities have been surviving for the past 50 years in darkness. There seems to be a lack of concern and care about education, he maintained. Punjab University, for instance, has only 380,000 volumes in the library. Hamid Kizilbash pointed to the problem of finding a good Vice Chancellor and quality faculty for Punjab University. For a political science faculty position advertised at the Punjab University, only five candidates applied none of who was competent for the job. Speaking about

the dynamic of the reform, Kizilbash advised the Task Force to be patient. Reform will “require sensitivity to the patient,” he cautioned. We cannot start at the level of Foreign Universities like Boston University, he further added. His advice was that The Task Force should proceed from where things are at the moment. Imposing international standards on the public universities is not a feasible idea. The faculty should be helped to learn the GRE material first before demanding quality instruction and research from them. He suggested that taking smaller steps of discovering honesty and integrity in people should be the first step in the direction of reform.

Dr. Nabeel Riza

Dr. Nabeel Riza dwelled on the idea of establishing a world class research university in science and technology in Pakistan. Money is a critical factor, he stated, but it is not enough. Although a society needs educated people at all levels including high school, college, and university graduates, it is important to invest in few to create a quality institution of research. You need few highly educated and competent people to pursue and sustain high technology research activities, he argued. Very few people, for instance, in the US are supported by the industry. Dr. Riza suggested that a team of world class researchers should be brought to Pakistan to build institutions of excellence.

Active or former successful scientists and engineers should be gathered for this purpose, he further added. Dr. Riza stressed the importance of creating a “pristine” small environment that would have a great impact on the nation. He advised that traditional and novel sources of money should be exploited for the purpose of establishing the institute. In the US, for example, federal government, state, and industry are major sources of finances for research institutes. In addition, alumni and community also provide funds for research. The research institute in Pakistan could carry out small-scale innovative and balanced research programs supported by the industry, he suggested. Furthermore, the enormous investment should connect to concrete and new products for the industry. He also suggested that a multi-university research center could be established in Pakistan to pursue inter-university collaborative projects.

Dr. Tahir Andrabi

Dr Tahir Andrabi, in his speech, highlighted the crucial role of “political will” in sustaining the reform. “Reform will happen if there is a political will to change,” he argued. In essence, according to Dr. Andrabi, “building a community of reformers” is essential to initiate and sustain reform. He was of the opinion that the current reform effort was centered on a “supply side” as opposed to a “demand side view.” He contended that any reform would succeed only if a large number of people demanded and supported it, not because it intended good social objectives. He stressed the role of parents, students, and community as “social entrepreneurs” in this regard. He echoed Professor Hoodbhoy’s idea of building an “intellectually vibrant faculty” in Pakistan. Achieving basic competency on the part of the faculty in content and pedagogy should be the way to proceed at this point. “Good physics instructors in colleges is the way to go,” he maintained. In his opinion, higher education is not about modeling world class institutions in Pakistan. The idea of a world class research university would resonate with very few people in the general public since university education relates to a small number of people in Pakistan. On the contrary, there is a “real grass roots demand” for quality elementary and secondary education in Pakistan, he stated. A mushroom growth of private schools has occurred even in the rural areas in response to this demand.

Dr. Andrabi pointed to the lack of credible statistics on education. “Planning in Pakistan is done in a black hole,” he said. He deemed it necessary to have data on higher education before embarking on the reform. He suggested to the experts on the Task Force to study the earlier reforms in higher education to learn from the lessons gained from those experiments.

Question and Answer Session

The presentations of the panelists were followed by questions from the floor. The conversations among the panelists and the audience centered on the following main points:

- ❖ Dr. Kizilbash emphasized the role of effective leadership in creating centers of excellence in academia
- ❖ Dr. Hoodbhoy argued that Pakistani universities should tap into the human resources of the neighboring countries, such as China, India, and Russia. He was in favor of importing qualified faculty from these countries.
- ❖ Dr. Andrabi clarified that he was not advocating for technical and vocational education only. He said that there was a need to produce people with Bachelors and Masters degrees to develop a general educated workforce in Pakistan.
- ❖ Dr. Hoodbhoy touched on the prospects of developing cooperation between Quaid-e-Azam University and Pakistan Atomic Energy Commission. The physical science graduates from the university could be hired by the Atomic energy Commission, which in turn, could send its experts to teach at the University.
- ❖ Dr. Kizilbash suggested that it is important to support the faculty who are willing to change in every way possible.

Session 3: Reform at The System Level

Panelists

People

DR. SOHAIL NAQVI

Vice President, Enabling Technologies and Former Dean, Faculty of Electronics, Ghulam Ishaq Khan Institute, Topi

Money

DR. ISHRAT HUSAIN

Governor, State Bank of Pakistan

Governance

DR. HENRY ROSOVSKY

Dean Emeritus, Harvard University

Management Of Reform

DR. S.T.K. NAIM

Chairperson, Pakistan Council on Science and Technology

Moderator

DR. ATIF MIAN

Assistant Professor of Finance, University of Chicago

The third session of the day was focused on reform at the system level. The thematic structure of this panel was the same as that of the previous session on Reform at the University Level. The overarching system represented a different point of entry for higher education reform and it called for a thematically parallel discussion on macro challenges that are systemic in nature with more widespread implications. After the panelists addressed concerns related to People, Money, Governance and Management of Reform, a question and answer period closed the session.

Dr. Sohail Naqvi

Dr Naqvi's presented his solution oriented approach by first emphasizing the need to think about higher education as a system. The input for this system was provided by primary and secondary school. Elements within the system included the government, funding bodies, accreditation institutions, private industry and most importantly the people: university administration, faculty and students.

Before discussing what was wrong with the system, Dr. Naqvi said it was important to acknowledge what was right with it. For example he pointed out that many third year students in US colleges do not know how to integrate however he never encountered this amongst his students in Pakistan. In fact, Dr, Naqvi suggested that not only were technical skills not a problem for Pakistan but in some respects students were overwhelmed with only technological

training. This left an educational gap in the kind of education that is relevant for the development of an individual.

Dr Naqvi asserted that there is a need to focus on higher education because good teaching is unsustainable without research. Furthermore there are talented individuals who choose to work in Pakistan and they need an intellectually stimulating environment to be productive. Dr Naqvi pointed out that there is tremendous opportunity to even use existing resources more efficiently through better governance. He asserted that solutions are needed on a basic and elementary level. After all research could also be done with a computer and a piece of paper.

A new vision rather than new institutions are needed, suggested Dr. Naqvi. There should be agreement on targets of a four-year university program (including development of core values and ethics). The role of a university is to collect, disseminate and create information while also educating the educators. Good teaching is unsustainable without research and the role of research is to find solutions for problems within their context. "Give them constraints but allow them to work," said Dr. Naqvi.

Concerning reform, Dr Naqvi expressed the need for defining success, charting the path to progress and then allowing the process to unfold. Merit, quality assurance and assessment are vital. In terms of governance, he suggested some basic principles:

- ❖ Management
- ❖ Delegation
- ❖ Devolution of power
- ❖ Respect for boundaries
- ❖ Effective Communication
- ❖ Leveraging technology

Dr Naqvi stressed that the Faculty is the backbone of any institution and we need to build a culture that will recognize that. Altering habits and culture will require active change management. Providing an intellectually stimulating environment and professional growth is key for faculty. He gave the example of GIK. Despite massive funding and a board independent from the government of Pakistan, the institution failed to retain good faculty once it changed some rules of the system.

"People matter", Dr. Naqvi said in closing. If good people were hired, provided the basic enabling environment, rewarded for performance and generally looked after, Dr. Naqvi was sure that one would get excellence.... even from a developing country like Pakistan.

Dr. Ishrat Husain

To address the financial aspect of the educational morass, Dr. Hussain began by first tempering some of the expectations regarding financing of higher education. Pakistan's fiscal deficit had reached unrealistic proportions and the first priority was its reduction. Due to rampant tax evasion, Dr. Hussain explained that the expansion of resources was constrained. As a result development expenditure was likely to suffer until the fiscal situation stabilized and scope for expansion of funds for education was low.

In terms of allocations of existing resources there are competing sectors. Often there is a push to maximize short-term return by investing in sectors such as agriculture. Dr Hussain had often observed serious dissention and debate in this regard. After sector allocations, intrasectoral allocations are determined. For the last 20 years, the conventional wisdom at the World Bank was to prioritize primary and basic education because the private returns to education are

relatively much larger in higher education. Thus, often it can be a challenge to even convince donors to invest in higher education.

The next critical concern Dr Hussain discussed was efficiency in resource usage. Currently the Pakistani government provides 50-60% of expenditures for universities and 100% for colleges. How effectively these resources are used, Dr Hussain illustrated with a recent experience. As Governor of state bank of Pakistan, he had advertised for 30 vacancies at the State Bank for which a Masters degree in economics was required. 3000 applicants took the qualifying exam that tested introductory graduate economics. Much to Dr. Hussain's dismay, only 14 people passed the qualifying test for candidacy!

On this note Dr. Hussain raised the issue of divorcing funding from provision of education. Can the same 3 billion Rupees given to public institutions be used more effectively in the form of merit based scholarships, vouchers etc for private education? Even if funding is given to public institutions it must be based on performance, governance, system modernization, faculty quality, curriculum and metrics of quality. Improving the cost benefit ratio will help convince people that resources can be effectively utilized in higher education. Internal resource mobilization through a system of grant matching could also supplement funding and command fiscal responsibility.

Proposing public private partnerships, performance linked funding, and resource mobilization through matching, Dr. Hussain ended with the optimistic view that financing is a tractable problem that can be overcome for the purpose of improving higher education in Pakistan.

Dr. Henry Rosovsky

The Dean Emeritus of Harvard University began his remarks by emphasizing the need to think of higher education as a rational tiered system. Within this system the role of each institution must be clearly articulated and understood. Rather than perceiving the problems as black and white he proposed choosing a middle ground.

Dr Rosovsky was quick to point out that conventional measures of the return to higher education are faulty because they only capture the effect on income. He argued that the indirect benefits of higher education were far greater than the direct economic benefits. It can deliver elements such as leadership, entrepreneurship, research and potentially even democracy. Dr Rosovsky expressed his view that higher education is more important today than ever before. It is particularly important for participating in the global economy (not just to innovate but also to take advantage of existing technology).

To address the financial aspect of the educational morass, Dr. Hussain first focused on the funding sources of education. After pointing out the problems of high deficits, indebtedness and rampant tax evasion, he quickly concluded that the Hence,

In Dr. Rosovsky's opinion governance was the greatest obstacle to achieving and improving quality of higher education anywhere in the world. Governance represents the "rules of the game" and helps the system function. As a starting point, he emphasized the need to follow some general principles that are widely accepted:

- ❖ Academic freedom
- ❖ Shared governance
- ❖ Developing a social contract
- ❖ Meritocratic selection of students
- ❖ System that maximizes capacity to teach and do research
- ❖ Faculty promotion and appointment with peer review

Dr. Rosovsky cautioned that although governance should not become an end in itself, it is however critical for establishing rule of law and due process, which in turn could help bring the talented Pakistani diasporas back home. If it succeeds in doing that, it would illustrate how important governance is for a system and individual institutions.

Dr. S.T.K Naim

Dr. Naim's comments were focused on the work and programs of the Ministry of Science and Technology. She indicated various arenas in which progress was being made and new policies were being adopted.

The Council for Science and Technology in Pakistan, which Dr. Naim chairs, coordinates all scientific activities in Pakistan. It recently organized peer reviews of 528 institutions of learning. Departments were also rated based on citations database, and impact assessment.

Dr. Naim elaborated on the role of the Council in the areas of knowledge creation and knowledge cultivation.

Concerning knowledge creation, Dr. Naim described the efforts being made to strengthen Ph.D. programs in Pakistan. These include new scholarships for incoming students.

Dr. Naim pointed out that the standards of research and education at the university level have deteriorated over time. Part of the reason is that the faculty does not have PhD's and do not get an opportunity to go abroad and upgrade their qualifications. This is being remedied by sponsoring faculty for post-doctoral work abroad. This year, fifty people were sent to post-doc programs abroad. For non-PhD's (less than 35 years of age) the Council is funding doctoral education abroad, under the teaching and research scholarship program

For knowledge cultivation, Dr. Naim explained that funding has been provided for strengthening the research infrastructure of high-performance organizations; The criteria are similar to the ones mentioned above. Emphasis is placed on agricultural research and biotechnology, since these fields directly benefit the industry and increase exports.

Additionally, pure and applied research is also being provided financial assistance, as is the case with the Physics department at Quaid-e-Azam University in Islamabad.

Dr. Naim also described some of the monitoring and selection processes. Peer-review teams are being used to select research projects which should be funded. Finally, the projects are being monitored very closely, but international participation in the monitoring process would be very welcome.

Question and Answer Session

At the end of the session there was time for questions, the salient points of which are summarized below:

- ❖ In the last two years, tax collection has increased by 30%, which is a significant improvement. There is a massive reform of the Central Board of Revenue currently in progress.
- ❖ Performance-based funding and employment is difficult because it can result in an under-representation of people from interior and rural areas. To address this, remedial measures can be provided via special internship programs

- ❖ The Ministry of Science and Technology is taking measures to encourage young, highly educated Pakistanis to contribute to academia in Pakistan. For Pakistanis who have been educated abroad, an immediate grant of Rs 500,000 is made if they join a University in Pakistan.

Session 4: Challenges in Implementation

Panelists

DR. SYED ZULFIQAR GILANI
Vice Chancellor, Peshawar University

DR. ZAFAR SAEID SAIFY
Vice-Chancellor, Karachi University

MR. HUNAID LAKHANI
Rector, Iqra University

Closing Comments

DR. SHAMSH KASSIM-LAKHA
Chairman Steering Committee on Higher Education in Pakistan

SYED BABAR ALI
Pro-Chancellor, Lahore University of Management Science

Moderator

DR. ADIL NAJAM
Boston University

The last session of the day was structured as a panel discussion designed to facilitate a conversation between University leaders from Pakistan and those attending the conference. In particular, the panel sought to focus on issues of practical implementation. The three primary panelists – Vice Chancellors of Peshawar University and Karachi University and Rector of Iqra University – were asked to present brief opening comments rooted in their extensive experience of actually running major Pakistani universities and reflecting on the day's preceding discussions. This was followed by an extended conversation with the panelists based on questions from the floor. The panel discussion was followed by concluding comments from Dr. Shams Kassim-Lakha and Syed Babar Ali.

Dr. Syed Zulfiqar Gilani

Opening comments by Dr. Zulfiqar Gilani focused on the strategy of reform he has adopted since being appointed the Vice Chancellor of Peshawar University. He pointed out that although he had been a long serving faculty member at the University, he consciously assumed his new office "with a clean slate" and without any preconceived notions about what needed to be done. Opening up to ideas for improvement from all quarters facilitated a sense of confidence amongst the faculty and students and has encouraged them to become forces for change rather than resistors to change.

Prof. Gilani began the reform effort at Peshawar University with a two-pronged strategy. For the short to immediate term, the goal was to ensure the smooth day-to-day running of the University. For the medium to long term, the goal was to identify and reform those institutional

processes that are most important in turning the University into a world-class institutional of higher learning capable of producing enlightened citizens for a pluralistic society.

Adopting this strategy for evolutionary reform meant focusing first on identifying and nurturing the agents of reform. Those who shared a vision of a better vision and are committed to taking action in that direction. Simultaneously, there is a need to those structures and processes within the prevailing system that are most in need for change. Trying to change everything overnight is neither feasible nor desirable. Instead, one must adopt a concerted but measured strategy for change. One that identifies key individuals and key processes. One these principal elements are in place they can themselves spur more institution-wide change. Efforts to impose sudden change without first creating a constituency for reform and prioritizing key tasks will only encourage resistance.

Another important ingredient in this process is the need for patience. On the one hand there are the day-to-day pressures of running a large institution. The tasks requiring immediate attention must never be ignored, even if they are of less importance to the longer-term goals, because that might trigger a lack of confidence in the leadership. On the other hand, only must not rush too hurriedly into ad-hoc solutions to complex institutional problems. It is always desirable to think through the changes one proposes, consult stakeholders, and understand the cultural and regulatory contexts within with the change will have to operate.

The final set of challenges Dr. Gilani highlighted relate to leadership rather than strategy. Leaders of universities must be seen to be fair to all sides and open to all ideas. Adopting a participatory style of leadership is especially important in universities, which are seats of learning. Importantly, this also creates a sense of ownership for the reform process amongst key constituencies. According to Dr. Gilani, university leaders must be able to create awareness, build ownership, state problems with clarity, keep an open mind, and maintain objectivity. Towards this end, Peshawar University has now set up two groups of parallel consultations; one with faculty and one with the administration. The purpose is to discuss issues and possible solutions with these key stakeholders and encourage them to design their own solutions. The most essential aspect of such discussions is that all members are considered equal, whether they are staff, professors, or vice chancellors. They all sit together to brainstorm solutions for micro issues facing the university.

Dr. Zafar Saeid Saify

As the Vice Chancellor of one of Pakistan's largest universities, Dr. Saify began by focusing his comments some of the key problems that university heads in Pakistan have to face. He then went on to suggest how innovative leadership can, in fact, get around these problems and how meaningful change can be achieved.

In terms of problems, he singled out two key challenges. The first of these is the 'trade-unionization' of teachers, employees, students and their parties. He pointed out that university heads have to deal with a whole host of trade unions who often employ strong-arm tactics in dealing with the university leadership. While representation itself is a desirable thing, the undue politicization of these process and the deep involvement of political parties in these discussions has resulted in a degeneration of the dialogue. This process distracts from the possibility of reform because the focus of the discussion moves away from the issues at hand and quickly becomes political.

The second critical challenge he highlighted relates to the provision of finances from the University Grants Commission. According to Dr. Saify there are 47 different channels of financing that universities have to follow. These lead to myriad bureaucratic paths within the University

Grants Commission and the Ministry of Education. Understanding and managing the flow of finances becomes a major distraction from the university's mission of teaching and research and drains important human resources away from more important and fruitful activities.

However, Dr. Saify stressed that his message was not one of total gloom. Change could come about when there was a desire to seek innovative solutions. He gave the example of converting the University accounts system to 'double-entry' accounting. When Karachi University tried to do so, the hurdle they faced was not within the university but at the government department of audit. Officials at the audit department insisted that they did not have expertise in 'double-entry' accounting and therefore could not accept them. Karachi University found an innovative solution by asking its department of computer science to prepare an audit program and provide training to the audit department officials in its use. This allowed capacity building within the audit department and a smoother system of accounting for the university.

As another example, Dr. Saify pointed out that institutions are capable of attracting financing both nationally and internationally. He pointed out that seven institutions within Karachi University now operate at internationally competitive levels. Grants of Rupees five billion have been raised for a variety of research institutions, including those dealing with genetics, drugs and language. The key message, however, is that universities have to themselves find innovative solutions to their problems.

Hunaid Lakhani

Mr. Lakhani based his brief comments on his experience as the Rector of Iqra University, a private sector institution. He too began with emphasizing that a practical approach needs to be taken to higher education rather than an idealistic one. Having been part of various national discussions on higher education, he focused his comments on the four critical steps that needed to be taken.

First, according to Mr. Lakhani, government should be kept as far away from higher education as possible. This is not to suggest that there is no place for public sector universities. However, this is to stress that direct involvement of government bureaucrats and politicians in the running of these institutions should be minimized to the extent possible.

Second, there is a pressing need for quality human resources in higher education. Without trained human resources it is not possible to get good curriculum and faculty. This is the biggest challenge being faced by Iqra University and by the higher education sector in Pakistan. Giving the example of his institution, he pointed out that there are seven campuses of the university all over Pakistan. These have attracted good students from Pakistan as well as from abroad, including the Middle East. The key challenge was to find quality teachers and not quality students.

Third, there are too many institutions being created without oversight and quality control. Some even offer students fake degrees. More importantly, there are no jobs for these students. This creates a lack of faith in higher education amongst the public. There is need to control the growth of bad quality institutions in higher education.

Finally, Mr. Lakhani argued that in terms of scholarships and other government support there should be no differentiation between private and public universities. Scholarships should be given to students without specifications about whether they want to join a public or private school. They need to decide on their own- that is what would result in better quality of institutions. Education should be measured by its quality and not by whether it comes from a government or private university.

Question and Answer Session

The opening statements were followed by three rounds of questions from the floor (a total of sixteen speakers from the floor asked questions. Amongst other issues the questions related to:

- ❖ The importance of meritocracy in education.
- ❖ Internships as hand-on higher education.
- ❖ Raising the public confidence in Pakistani universities.
- ❖ The role of politics and politicians in higher education (including the military).
- ❖ Whether private universities invest in the quality enhancement of their faculty.
- ❖ Problems of depoliticizing campuses.
- ❖ The role of students and parents as stakeholders.
- ❖ The role of the media in the education reform process.
- ❖ The lack of 'demand' for higher education in Pakistan.
- ❖ Integrating 'madrasahs' into the formal education system.
- ❖ Language of instruction.
- ❖ Problems of the examination system.

These and other questions generated spirited responses and conversation within the panel and between the panel and the floor. While it is not possible to capture the entirety of these discussions, some of the important points raised in these conversations are presented here.

- ❖ According to Dr. Gilani, meritocracy is a key issue. Unfortunately there is a long tradition of making decisions based on factors other than merit. Changing this culture will take time but effective steps need to be taken, and are being taken. Dr. Saify added that Karachi University is also putting a lot of emphasis on merit based sections; including for its staff.
- ❖ On internships, some departments in Peshawar University already have internship programs and others are considering starting such programs. The problem is finding industries and enterprises in accepting university students as interns. There is also a move towards creating 'practical training' programs within the curriculum to encourage internships by students.
- ❖ According to Dr. Gilani, while there are many actors in the reform process the most important actors are teachers, students and the alumni of universities. One must not depend on government or on outside agencies for reform. To be meaningful, it must come from within.
- ❖ On government involvement in the affairs of universities, Dr. Saify pointed out that such interference happens but it depends on the strength and resolve of the University leadership. If educationists stand firm on their principles, politicians will back down. However, this required a deep resolve and courage by educationists themselves. Mr. Lakhani added that the best solution was to ensure that the Board of Governors comes from the private sector and has full independence. He said that government should be kept as far away from the actual operation of universities as possible. However, Dr. Gilani pointed out that the relationship between universities and government should be a mutually supportive one. He said that while government officials must not be allowed to dictate to universities, there was a need for a healthy relationship of support between government institutions (not politicians) and government universities.
- ❖ Dr. Saify reiterated that trade unionism in universities was a major problem. He said that since student unions have now been banned for 20 years it may be appropriate to also ban other forms of unions. He felt that resolving the undue politicization of these groups is a key issue. Dr. Gilani's views on the subject were different. He pointed out that the focus must be on why these unions agitate. These are reasonable people and can be reasoned with. He felt that the Vice Chancellor needs to give clear message that

lobbying and pressure groups will not work. If there's justice, then the need for such issues will not arise. Solve the issues from the root case- find out why they started; don't let people walk over you. In this regards he pointed out that at Peshawar University each department now has student societies that organize activities. The university provides support for such activities. This channels the energies into productive directions rather than politics. The problem of agitation and politicization, he said, was the problem of a failed system. The solution is to fix the system. The main steps in doing so must be to maintain the dignity of the teaching profession.

- ❖ On the issue of Madrassahs, both Dr. Gilani and Dr. Saify pointed out that it was possible and desirable to integrate Madrassah education into the formal university system. This could certainly be done at the level of Islamiat departments.
- ❖ Dr. Saify and Dr. Gilani both pointed towards the importance of teaching in local languages and also bringing coherence between schools operating in multiple language systems. However, both stressed that the resources required for doing so were not present. The solution, they suggested, will have to go one step at a time. However, efforts in this direction should begin as soon as possible.

Dr. Shams Kassim-Lakha

At the end of the panel discussion, Dr. Shams Kassim Lakha was asked to share some concluding thoughts on the discussions during the entire day. In appreciating the level of discourse both from the various speakers on the various panels and from the floor, he said that he had learnt much from the discussion and the following were amongst the key points that were highlighted for him:

- ❖ There is a need for social contract between the government, the faculty and the students. The government is important but there is also a need for a fence.
- ❖ To improve education, teaching and research, there is a need for improvement in university governance.
- ❖ Reforms should take place within universities. There is a need for multifaceted resolutions to be formed without imposing reforms.
- ❖ Universities should be the focal point of reforms. Without that reform, everything else would wipe out. Government institutions should support, not control universities.
- ❖ Attitudinal changes are critical. There needs to be confidence to change our lives, our country etc.
- ❖ Public sector cannot work alone. The private sector's quality assurance needs to be brought into the public sector. You should have a free for all policy, good education never made any money!
- ❖ If you do fulfill your contract with students and teachers, then your grievances will end. If administration provides a nurturing environment for learning, then the students will not agitate.
- ❖ Dignity of the teaching profession is critical; respect yourself to get respect from others.
- ❖ If you create genuine liberal arts education, and allow people to think and question and encourage open forums of questions, then that will form the basis of true and meaningful democracy for Pakistan.
- ❖ There are examples of great achievement in the Pakistan education system. Karachi University has done an outstanding job in fund raising. Peshawar University has reconstructed itself from within. This shows that it is possible to bring about change. There's hope for Pakistan's higher education system.

Syed Babar Ali

At the end of the day, Syed Babar Ali was asked to share his concluding thoughts. He thanked the organizers for two days of intense and fruitful discussion on a critical issue and commended the Pakistani community in Boston for taking up such a challenge. He encouraged them to keep working on areas of importance to Pakistan's future and assured them that they would find receptive ears for their ideas within Pakistan.

Speakers' Bios

SYED BABAR ALI

Pro-Chancellor, Lahore University of Management Sciences

Syed Babar Ali is Pro-Chancellor of LUMS (Lahore University of Management Sciences); sits on the boards of a number of Pakistani and multi-national companies; has served as Minister of Finance in a care-taker government, and has been the President of the World Wildlife Fund for Nature. He is also a member of the Business Advisory Council of the IFC. He has served as the Co-Chair of the Task Force on Improvement of Higher Education convened by the Ministry of Education, and as a member of the World Bank's Task Force on Higher Education.

Dr. TAHIR ANDRABI

Associate Professor of Economics, Pomona College

Tahir Andrabi is currently Associate Professor of Economics at Pomona College. He was a postdoctoral fellow in political economy at Harvard and a visiting scholar at MIT in 1992-93 and a senior research associate at STICERD, LSE during 1994-95. His current research interests in Pakistan lie in analysis of private education and issues of industrial organization in the manufacturing industry.

Dr. TARIQ BANURI

Senior Research Director at the Stockholm Environment Institute-Boston

Dr. Banuri received a B.E in Civil Engineering from Peshawar University in 1970, an M.A. in Economics from Punjab University in 1972, and an M.A. in Development Economics from Williams College in 1978. He received a Ph.D. in Economics from Harvard University in 1986. He has broad experience in Pakistan in policy development through a combination of research and analysis, and organizing and leading multi-stakeholder participation. He is currently a member of the Steering Committee on Higher Education, a guiding body for higher education reform in Pakistan.

Dr. ROBERT H. EDWARDS

President Emeritus, Bowdoin College

Robert H. Edwards has served as president of Bowdoin (1990-2001) and Carleton (1977-1986) Colleges. From 1968 to 1977 he was the representative of the Ford Foundation in Pakistan and the head of its Middle East and Africa office. He served from 1986-1990 as head of the Office of Health, Education and Housing at the Secretariat of the Aga Khan, assisting in the work of the Aga Khan Development Network in South Asia and East Africa. He is a trustee of the Aga Khan University and of MaineHealth; a member of the Board of Visitors of the University of Maine; and a member of the Council on Foreign Relations and the American Academy of Arts and Sciences.

Dr. ZULFIQAR HUSSAIN GILANI

Vice-Chancellor, University of Peshawar

Dr. Gilani is the Vice-Chancellor of the University of Peshawar. He has undertaken major initiatives to reform the university into a world-class seat of learning. He has recently served on the Task Force on Improvement of Higher Education in Pakistan, and is a member of the Steering Committee for Higher Education.

Dr. PERVEZ AMIRALI HOODBHOY

Professor, Department of Physics, Quaid-e-Azam University

Dr. Hoodbhoy holds a B.S. (Mathematics and Electrical Engineering '73), M.S. (Solid State Physics '73) and a Ph.D (Nuclear Physics '78) from the Massachusetts Institute of Technology. He is currently a Professor of Physics at the Quaid-e-Azam University. Dr. Hoodbhoy's research interests are in Quantum chromodynamics, hard processes, spin phenomena, supersymmetry, quark effects in nuclei, conformal field theory, topology and quantum mechanics.

Dr. ISHRAT HUSAIN
Governor State Bank of Pakistan

Dr. Ishrat Husain assumed the office of Governor, State Bank of Pakistan on 2nd December 1999, prior to which he had served in the World Bank in various capacities over 20 years. Among the positions he held at the World Bank were Country Director for Central Asian Republics, Director, Poverty and Social Policy Department, Chief Economist for Africa, Chief Economist for East Asia and Pacific Region and Chief of the Debt and International Finance Division. He also served as World Bank's Resident Representative in Nigeria. Dr. Husain holds a Master's degree in Development Economic from Williams College and Ph.D in Economics from Boston University. He is a graduate of the Executive Development Program jointly sponsored by Harvard, Stanford and INSEAD.

Dr. HAMID KIZILBASH
**Society for the Advancement of Education and Former Professor of Political Science,
Punjab University**

Hamid Kizilbash is active in promoting quality education for the rural poor in Pakistan as a member of the Society for the Advancement of Education (SAHE). Dr. Kizilbash taught political science at the University of Punjab for 25 years and helped set up the Ali Institute of Education in Lahore for quality professional preparation of elementary teachers. During 1998 he was a Visiting Scholar at Teachers College, Columbia University. He has written extensively on Pakistan politics, international relations and issues of education. For seven years he was associated with the Neemrana dialogue between India and Pakistan, to promote peace. He has a Ph.D. from Duke University.

Dr. SHAMSH KASSIM-LAKHA
President, Aga Khan University and Chair, Steering Committee on Higher Education

Dr. Shamsh Kassim-Lakha is the President and founding Trustee of The Aga Khan University, a component of the Aga Khan Development Network (AKDN). Dr. Kassim-Lakha has served on the boards of several governmental, professional, research and private organizations, including the Pakistan Medical Research Council, Habib Bank Limited, Pakistan Centre for Philanthropy which he chairs, and on many senior governmental advisory panels in areas of finance, energy, environmental protection, health and education. In March 2002, the President/Chief Executive of Pakistan appointed him as Chairman of the Steering Committee on Higher Education with the status of Minister of State to oversee the improvement of higher education in Pakistan.

HUNAID LAKHANI
Rector, Iqra University

Hunaid Lakhani is the Rector of Iqra University in Pakistan. Iqra was founded to offer education comparable in quality to overseas universities, and now has seven branches in the main cities of Pakistan, more than 3000 students, and collaborations with foreign universities.

Dr. SYEDA TANVEER NAIM
Chairperson, Pakistan Council on Science and Technology

Dr. Syeda Tanveer Kausar Naim obtained her Ph.D from Sussex university, UK. Gained further experience of research and teaching at Queen Elizabeth College, London, Bonn and Bochum universities, Germany, the Australian National University, Canberra and Quaid-e-Azam university, Islamabad. Since 1986 she has worked at the Pakistan Council for Science and Technology and has tried to develop this organization from a statistic collecting to a policy research institute. The Council is an advisory body to the Government of Pakistan and is also the secretariat of the National Commission for Science and Technology (NCST), the apex decision making body, headed by the president of Pakistan.

Dr. SOHAIL NAQVI
**Vice President, Communication Enabling Technologies and Former Dean, Faculty of
Electronics at the GIK Institute**

Dr. S. Sohail H. Naqvi obtained the BS (with highest distinction), MS and Ph.D. degrees all from Purdue University. He joined the University of New Mexico (UNM) as Assistant Professor of Electrical Engineering in 1988, and became an Associate Professor in 1994. He joined the GIK Institute, Topi, Pakistan, in 1994 as Associate Professor and Interim Dean of the Faculty of Electronics. In 1998 he returned to the US to work at Bio-Rad Inc. as Staff Scientist. In Jan. 1999 he became Professor of Electrical Engineering and Dean, Faculty of Electronics at the GIK Institute. Dr. Naqvi joined Communication Enabling Technologies (CET), Pakistan as Vice President Operations in Jan 2000. CET, Pakistan is a branch office of CET, USA; a voice over packet infrastructure component provider.

**Prof. Dr. ATTA -UR-RAHMAN, HI,SI,TI,
Minister for Science & Technology and Director, H.E.J. Research Institute of
Chemistry, University of Karachi**

Prof. Atta-ur-Rahman was appointed by the Chief Executive of Pakistan as the Federal Minister for Science and Technology on 14th March, 2000. He is the Director of H.E.J. Research Institute of Chemistry, Karachi University which has been selected as the Third World Centre for Science & Technology in Chemical Sciences. Prof. Atta-ur-Rahman obtained his Ph.D. from Cambridge University (1968) and later had the rare distinction of being appointed as a Don at Kings College, Cambridge (1969-1973). He is the only scientist from the Pakistan beside late Prof. Abdul Salam (Nobel Laureate) who has been awarded the prestigious degree of Doctor of Science (Sc.D.) by the Cambridge University (UK).

**Dr. ZAFAR SAIED SAIFY
Vice-Chancellor, Karachi University**

Professor Saify is the Vice-Chancellor of Karachi University. He has been associated with the university since 1963, training postgraduate students and supervising M. Pharm, M. Phil and Ph.D. students. His publications in national and international journals have made him a known figure in the field of Drug Design. He is a well-known exponent of the promotion of science in all fields and has appeared in the national (PBC, PTV) and international media (BBC). His extensive work and publications have made him one of the foremost scientists of Pakistan.

**Dr. NABEEL RIZA
Professor, University of Central Florida and Founder, Nuonics Inc.**

Dr. Nabeel Agha Riza holds a doctorate from the California Institute of Technology. After completing his Ph.D in 1989, Dr. Riza joined the General Electric Corporate Research and Development Center, where he initiated and led the GE Optically Controlled Radar Project. In 1995, he joined the School of Optics/CREOL at the University of Central Florida where he is Full Professor and Head of the Photonic Information Processing Systems Laboratory. Dr. Riza is a Senior Member of the IEEE and serves as the Chairman of the IEEE Lasers and Electro-Optics Society (LEOS) Orlando Chapter. Dr. Riza is the founder of Nuonics, Inc., a high technology optics company in Orlando, Florida.

**Dr. HENRY ROSOVSKY
Dean Emeritus, Harvard University**

Henry Rosovsky, an economist, is the Geyster University Professor Emeritus at Harvard University. He is the former Dean of the Faculty of Arts and Sciences and a former member of the Harvard Corporation.

**Dr. LOUIS T. WELLS JR.
Herbert F. Johnson Professor of International Management, Harvard Business School**

Professor Louis T. Wells is the Herbert F. Johnson Professor of International Management at the Harvard Business School. He has served as consultant to governments of a number of developing countries, as well as to international organizations and private firms. His principal consulting activities have been concerned with foreign investment policy and with negotiations between foreign investors and host governments. His research interests include multinational enterprises; international business-government relations; foreign investment in developing countries; and foreign investment by firms from developing countries. Professor Wells received a BS in Physics from Georgia Tech and his MBA and DBA from the Harvard Business School.

Other Participants

HASSAN ABBAS

Master's candidate, Fletcher School of Law and Diplomacy, Tufts University

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