

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

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Abstract

This study revolves around the collaborative endeavors between Pakistan and China, concentrating on their reciprocal engagement in facilitating and upgrading higher education. Given China's elevated global status, the strategic partnerships between these two nations exhibit notable stability and growth, particularly evident in the case of Pakistan, where the China-Pakistan Economic Corridor (CPEC) and the One Belt One Road (OBOR) initiative have exerted a positive impact on developing economic infrastructure and cultural collaborations. This collaborative framework has not only influenced infrastructure development within Pakistan but has also spurred investment in various private sectors. Concurrently, China's global prestige has rendered its universities highly appealing to students from diverse countries, notably Pakistan. Owing to CPEC, Pakistani students benefit from enhanced accessibility to Chinese borders, facilitating their pursuit of undergraduate, postgraduate, and doctoral degrees in China. This study delineates the manifold advantages arising from the Sino-Pak relationship, elucidating their joint efforts to address educational disparities. It not only expounds upon the historical underpinnings of their educational affiliations but also delves into prospective initiatives, discerning their roles in enhancing the educational landscapes of both nations and the contiguous regions. The present study argues that in the face of comprehensive societal impact, the field of education has not been

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

neglected, demonstrating a holistic approach to bilateral cooperation that extends beyond economic and infrastructural aspects to encompass educational development. This further extends on highlighting that circumventing field of education the cooperation between both states as to trade, commerce, scientific development and strategic paternership can never be achieved, which is well addressed by the governments of China and Pakistan. Employing a exploratory, descriptive methodology, the current research meticulously examines the impact of this collaborative partnership in bridging educational lacunae and fostering mutual developmental trajectories. Prescriptively, it extends some pragmatic suggestions to forster mutual cooperation as to develop educational environment and making concrete headway.

Keywords: *Pakistan, China, education, academics, university, CPEC.*

Introduction

With its unwavering hard work and dedication, the Chinese nation has achieved enormous success in every aspect of the world. Not only has it surpassed the United States in terms of imports and exports, but it will also continue to lead Asia in the coming years as it gains the status of a major global power. At that point, the global balance of power will be able to be established, and with China emerging as a global power, not only the communist nations but also its friendly neighboring nations will grow stronger. The politics, economy, and educational system of the Asian continent will also be observed, giving every aspect of life a new hue. China, a nation with great potential for the future, borders roughly 14 other nations, four of which are in South Asia: India, Nepal, Bhutan, and Pakistan. China shares its southern border with the Islamic Republic of Pakistan. Since 1952, the two neighboring countries have maintained stable diplomatic and trade relations, based on which countless agreements have been concluded and some are well underway.

The economic history of Pak-China relationship is full of joint ventures where some renounced projects including Karakoram Highway, Pakistan Aeronautical Complex, Gwadar Sea Port, Chashma Nuclear Power Plant, Indus Highway, Thar Coal Development, Syndic Metal Project, Pakistan Sahikal Industrial Corporation have been completed in Pakistan with the cooperation of China (Riaz & Naveed, 2014). Similarly, China's investment in Pakistan's private sector has also increased from \$500 million to \$12 billion in 2006, with the following seven companies notable including Haier Home Appliances, Saif Nadeem Limited, Pak Glass Limited Glass Industries, Siala Chemical Complex, Sino-Pak Metal Foundry Nooriabad, Zhongxing Telecom Privoate Limited and Saigols Qiungqi Motors Limited. (Riaz & Naveed, 2014).

The grand and successful implementation of CPEC and One Road-One Belt in Pakistan with the cooperation of China has seen more projects that are just few steps away from the completion stages soit will see more stability and growth. With

China's access to hot water through CPEC, Pakistan-China friendship is getting better day by day and it is having an impact on other areas of life, especially one of which is education. If seen from the beginning, China's soft power strategy has brought it to the top countries in a very short period of time, and in the field of education, Chinese universities are currently very attractive for the Asian and European students and for higher education, 90 percent of Pakistanis prefer Chinese universities. (Rauf, 2012)

From a theoretical perspective, this economic cooperation makes sense when viewed through the prism of dependency theory, which holds that China and Pakistan both profit from their economic reliance. Joint project completion and growing private sector investment demonstrate a symbiotic connection in which both parties benefit from and depend on each other's financial prosperity. This theoretical framework makes it possible to analyze the power relationships, entwined interests, and common developmental objectives that Pakistan-China ties have built upon throughout their economic history.

Owing to the developments of CPEC, the numerous Pakistani students have enrolled in bachelors, masters and PhD programs and received scholarships from the Chinese government for their high performance. The People's Republic of China is currently one of the best in the field of education. On November 5, 2015, China's State Council launched the Double First-Class Plan, with two universities tasked with achieving world-class performance by 2050. Currently, two Chinese universities, Peking University and Tsinghua University have been included in the top 30 universities in the world in the Times Higher World Class Ranking, and Fudan University has been included in the top 50 world class rankings. About forty-five Chinese universities have also included English as the medium of instruction (Abrar, 2022) The main reason being to ensure the admissions and inclusion of international students and the main objective of the present research is to evaluate the performance of the students of both countries by covering the various benefits achieved under Pakistan-China friendship. Pakistan-China friendship in terms of diplomatic and trade relations is said to be exemplary for the other nations, both countries hence are further trying to remove the educational backwardness and find a solution for it.

The current study integrates empirical data with theoretical frameworks that emphasize the importance of soft power in international relations. The alliance not only acts as a diplomatic and commercial model, but it also demonstrates a coordinated effort to eliminate educational backwardness, reflecting beliefs about education as a catalyst for social and economic growth.

This study emphasizes on determining the historical trajectory and future phases of Pakistani students' admittance to Chinese colleges and universities adds to the theoretical debate on transnational education. The study investigates how existing and upcoming projects within the scope of Pakistan-China educational ties might play

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

a critical role not only in the educational growth of both countries, but also in defining the educational landscape of the whole Asian continent. This theoretical foundation highlights the significant influence that international educational alliances, such as the one between Pakistan and China, may have on regional and global educational dynamics.

ORIGINS OF PAKISTAN-CHINA EDUCATION RELATIONS

Educational exchanges between two nations enhance mutual cooperation and interests by increasing cultural understanding, connecting individuals, and strengthening diplomatic ties. Students receive exposure to varied viewpoints through academic partnerships, contributing to a common pool of knowledge that enhances bilateral ties and supports joint efforts in several sectors.

Going into the historical ties of the both states, it becomes evident that Pakistan is among the few countries that recognized China as a People's Republic in 1949. The friendly relations that began soon after creation proved over time that 'this friendship is deeper than the Arabian Sea and higher than the Himalayas.' The friendship of these two countries has not merely achieved peaceful development in the two regions, but they through mutual efforts attempted to prove it as well that the future of their cooperational relationship would become bright. If we look back at the history of Pakistan-China academic relations, it started even before the creation of Pakistan when a Chinese scholar Fang Tong translated the article India and Pakistan by a British scholar R. Palme Dutt and published it in World Affairs in 1946. It was done and thus the Chinese people were introduced to Pakistan for the first time, since then countless research articles have become the adornment of world affairs. (Rauf, 2012) Since then, dozens of scholars not just from Pakistan but also from China have written numerous research articles and papers on Pakistan-China relations.

Another breakthrough came in 1946 when Professor Ji-Xianlin opened the department of Oriental Languages and Literature for the Study of South Asian Language and Linguistics at Peking University. In the year 1954, the department of Urdu language was also established in the same university. Keeping the same tradition, the Communication University of China also undertook to provide Urdu language courses to its students. It is also worth noting here that in 1949, after the Communist Party came to power in China, China friendship entered a new phase. On January 5, 1950, Pakistan not only welcomed the communist government of China, but this date was also considered as an important link in the diplomatic relations between the two countries. The brotherly relations between the two countries began on April 24, 1950. Furthermore, Pakistan has the honour of being the third non-communist and the first Islamic country to recognize China as an independent country. Since then, both countries have been good neighbours and friends for which the evidence has been given. (Aslam & Khan, 2016)

Chinese scholars have produced many academic and literary researches regarding Pakistan in which they have made the political, economic and social situation of Pakistan their subject. The Chinese Cultural Revolution in 1966 saw significant changes in the field of research, due to which both countries got to see and read excellent research on each other's culture. In the year 1971, a research paper entitled *Modern Bagasse Paper Mill* has been written under the auspices of the China Technical Association, which discusses the development of paper technology in Pakistan. This article was well received in Pakistan and China. (Shahbaz & Mustafa, 2019) In 1978, the Chinese Association for South Asian Studies was established in China and the next year, the *Journal of South Asian Studies* also started its regular publication. A 5-year program plan was also created under the auspices of the same journal, compiled by Qumra Suri from Pakistan and Zhang Lianfang from China. After that, Pakistan-China academic relations entered a new era, as evidenced by the fact that the number of articles, which was 8 in 1976, increased to 183 in 1986 and 337 in 1996. Till the year 2006, 742 research articles were written on the eternal friendship of the two countries, while in the year 2020, their number has increased to a surprising extent of 1200, these have taken into account the different aspects of life in both countries. (Xuepei & Tong, 2019)

It is also worth noting here that till the year 2007, the colour of politics prevailed on Pakistan-China education relations, which is the reason why the progress seen after the year 2007 regarding education was not seen before that. It has been observed that China Pakistan relations continued to move forward since the China adopted reform and opening policies in 1978, while China Pakistan interactions have historically been limited to mostly inter governmental contact, with limited people to people interactions, which has been identified as one of the core weaknesses in the durability of the two countries relations. China considers Pakistan as the most trustworthy neighbour and reliable partner, while there was no specialized Pakistan research institution/centre in China until 2007. (Fatmia & Malik, 2020)

In theorizing the aforementioned findings, one might consider frameworks from diplomatic history, political economy, and international relations theory, examining the intricate interplay between political considerations, economic reforms, and the evolution of Pakistan-China educational relations. The theoretical lens provides insights into the complex structure of the bilateral relationship, giving light on the interdependence and developing dynamics that characterize the two nations' educational partnership. China's recognition of Pakistan as its most trustworthy neighbor and reliable partner introduces theoretical considerations related to alliance theory and regional geopolitics. This perception may contribute to the durability of their relations and influence the prioritization of educational collaboration as a strategic aspect of their comprehensive partnership. The absence of a specialized Pakistan research institution or center in China until 2007 raises theoretical

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

questions about the depth of academic engagement and the potential impact of such institutions on bilateral understanding and cooperation. The establishment of such entities post-2007 could be seen as a response to recognized gaps and a commitment to fostering deeper scholarly ties.

IMPORTANT EDUCATIONAL DEVELOPMENTS

With the cooperation of the government of Pakistan and China, the agreement to teach Urdu language in Chinese universities was signed in 1954, which was signed by the then Chinese Prime Minister Zhou Enlai and Pakistani Education Minister Fazlur Rehman, and thus Urdu language began to be taught in Chinese universities. Under this agreement, a group of Urdu expert teachers and research scholars were sent to China. Since then, six centers of Urdu and Pakistan studies have been established in every major university in China. (Bilal & Ali, 2019) Although learning English is not less than a challenge for Chinese students, many scholars come to European countries to learn English and Pakistan to learn Urdu. So far, about 9 agreements have been signed between the two countries. In which countless projects and research work have been done on the culture, politics, economy and history of both countries. In view of the educational exchanges between the two countries so far, about seven thousand Pakistanis are studying in various universities in China. Cultural delegations were also exchanged to highlight the culture of the two countries. The Chinese and Pakistani governments signed a cultural agreement in March 1965 in Rawalpindi, under which it was found that it is possible to exchange cultural delegations between the two countries every year (Chinadaily, 2016). In the field of science and technology, significant progress was also seen between the two countries, according to a report, there has been great research in these two fields, which is very fruitful.

Along with the sustained development of their friendly relations, Sino Pakistani cooperation in science and technology has grown in depth, which developed from individually independent exchanges into inter-governmental cooperation like that of joint committee of science and technology. Since signing the agreement on cooperation in science and technology in 1976, the Chinese and Pakistani Governments have held 15 meeting and signed 417 inter-governmental cooperation progress science and technology. (Syed & Tariq, 2018)

According to the MOU signed in the year 2008, Pakistan-China University campuses were opened in both countries and in the same year, Pakistan established a Culture and Communication Center at Tsinghua University in China. Pak Study Centers were established in Peking University in 2008 and Fudan University in China in 2009 with the aim of academic exchange between the two countries. The following year, 2010, saw another major development, when the Pakistan China Center was established in Islamabad, to provide guidance to Pakistani students on

In the year 2011, the Sindh provincial government made it necessary to study Chinese at the primary and middle levels, on the other hand, the Chinese Ministry of Education launched the Project for Promoting Regional and Country Studies Bases in November 2011. In the same year, Xuzhou Normal University, which is located in Jiangsu Province, established Sino-Pak Educational and Cultural Studies. In 2012, the Chinese Ministry of Education changed the name of this university to Jiangsu Normal University. From September 2013 to June 2016, China's West Normal University and Yunnan Nationalities University established the Pakistan Research Centre (Wei & Mahmood, 2017).

China has given innumerable scholarships to Pakistani students and researchers, which is the reason that currently around 8000 Pakistani students are engaged in their research in China while 15000 Chinese technicians are working in Pakistan. About 300 Pakistani students are learning Chinese language with the establishment of Pakistan China Institute. (Kayani & Ahmed, 2013).

The establishment of Pakistan-China University campuses, cultural centers, and research initiatives demonstrates the enduring commitment to academic exchange, contributing to the enrollment of thousands of Pakistani students in China and the presence of Chinese technicians in Pakistan. This sustained partnership reflects the depth and breadth of the bilateral relationship, shaping not only educational landscapes but also cultural, scientific, and technological dimensions between the two nations.

CPEC SCOPE OF EDUCATION

CPEC appears to be the driving force behind Pakistan's development on the one hand, and it has proved to be the mainstay of friendship between the two countries on the other. Under this, progress has been seen in almost every sector in Pakistan, but this important agreement also covers all sectors of development, such as infrastructure, power generation, energy, agriculture, industry, health, social and educational sectors, etc. Thanks to CPEC, successful completion of around 22 major projects in Pakistan has seen significant development in energy and transport sectors. Under CPEC, a network of motorways and highways has been laid all over Pakistan, thanks to which transportation has become easy, short and comfortable, and at the same time it has had countless positive effects on commercial traffic. Under the Belt and Road Initiative's numerous multi-sector infrastructural growth projects, it has not only impacted cultural values, but also significantly increased economic development (Mobley, 2019). CPEC is a multi-billion dollar project under which the region will be transformed into a free trade zone by making free trade between Pakistan and China possible, keeping in mind the economic development. Although CPEC is in its nascent stages, analysts from both countries are hailing it as a 'game changer' for the region. In fact, this giant project is not only playing an important

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

role for the development of the economy, yet it has fostered significant progress has been seen in the education sector as well. In terms of education, CPEC has an important target to increase rural education in Pakistan and aligning it with the requirements of the 21st century is the need of the hour.

In May 2015, the University Alliance of Silk Road UASR pledged cooperation with Pakistan in higher education, including training and research in various fields such as business law, engineering, information technology, and medicine. According to the World Bank, Pakistan should establish new schools and universities in rural areas, the construction of new schools will also stabilize economic development and increase employment opportunities. The biggest problem of children in rural areas is access to city schools and colleges, which can be solved by building more schools and colleges there. The scope of Pakistan-China educational relations expanded when the Consortium of Universities CPEC was established in 2017, which currently includes 10 Pakistani and 9 Chinese universities. (Ministry of Education, 2016)

The Consortium's quick progress marks a quite new opening of educational cooperation leading to industrial, business infrastructure cultural and socio economic cooperation between the two brotherly countries of China and Pakistan. (Kyani & Ahmed, 2013)

Under this ambitious project, the Burns School will work together to develop the field of commerce, these schools will jointly establish research centres as well as training centres, and such linkages will build international academic and professional relationships will lead to doing and exchanging knowledge. (Nasir, 2021)

The successful holding and completion of the 4th Exchange Mechanism Conference has made the educational relations between the two countries even more pleasant. Due to the outbreak of Corona virus, the educational activities were affected all over the world, the two countries, notheless, have established the China Pakistan Higher Education Research Institute, which gave a new direction to the education of the two countries. The establishment of this great institution in the fourth conference further strengthened the education of Pakistan. (Khan & Urooj, 2019)

During the Conference, Parallel thematic sessions were also held covering various areas of mutual cooperation, including promotion of collaboration research, curriculum designing, instructional content and assessment methodologies, teaching reforms and talent training. CPEC related industrial agricultural, energy and educational cooperation (Shahbaz & Mustafa, 2021).

According to the Long-Term Plan (LTP) of CPEC, not merely the training of Pakistani government ambassadors and local government officials will be made possible in China, but more and more Pakistani students will be sent to Chinese universities, especially Xinjiang, for higher education.

BTBU Beijing Technology and Business University, after the successful launch of Pakistan Study Centre in 2016, organized a wonderful seminar titled "International Seminar on China Pakistan Economic Corridor Scientific and Technological Cooperation," with the aim of working together in the fields of science and technology. Research was to be done so that both countries could show the essence of knowledge and art in these fields as well (Wei & Mahmood, 2017). Pak-China academic relations continued to support each other as possible during the coronavirus pandemic. The consequent lockdown caused deep damage to the country's economy, the daily routines of the students were also affected. Out of 211 universities of Pakistan, 128 are public universities in which around 500,000 students are engaged in education. Due to the Corona Virus, when online classes were launched, it was a new and complex experience that the younger generation was not even aware of, and it was especially difficult for areas where electricity and internet are not available today, not even possible. Even before the Corona Virus pandemic, the Higher Education Commission under CPEC approved the education plan in 2015, which was also signed by both countries after giving final approval. Under this project, it was announced to give blanket Wi-Fi coverage to Pakistani universities (Aslam & Khan, 2016). This mega project will be completed by 2024 and will benefit 128 public universities. Under this project, first 400 smart classrooms will be constructed, out of which the first 200 smart classrooms are in the process of completion. Under this agreement, the use of digital technology in universities will be ensured. Distance education will also be implemented to make the university education even more purposeful so that the outbreak of epidemics in the future does not hamper the educational activities and women can also benefit from this who are unable to go to university due to job. (Bilal, 2019) The very positive effect of the friendship between China and Pakistan is also visible in the field of education, currently 32,000 Pakistani students are studying in various universities in China, which speaks volumes for the success and cooperation of CPEC.

EXISTED EDUCATIONAL PROBLEMS AND THEIR SOLUTION

Illiteracy is a very important problem in Pakistan, a country of about 218 million people, and with every passing day, where the population is increasing rapidly, on the other hand, the rate of illiteracy is also getting higher. The Constitution of Pakistan mandates the provision of free primary and secondary education to all children in the state. Article A-25 of the Constitution of Pakistan guarantees absolutely free basic education to all children between the ages of five and 16 years. (Ministry of Education, 2009) There are about 5 stages of education in Pakistan, according to the new education policy 2009, the Ministry of Education has set its target of 100% by ensuring inclusion of every child for primary level education and also expected that by the year 2015 the literacy rate will be 86% but this has not been possible at all and the National Educational Policy 2009 has also failed miserably

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

to achieve its goals. (Fatima & Malik, 2020)

The arrival of CPEC and its outstanding performance in various fields also had a profound impact on the education sector in Pakistan. One Belt-One Road Initiative has brought the two countries even closer, but there are still many difficulties in solving educational problems in Pakistan. (Mobley, 2019) If we look back at history, it is clear that the literacy rates of Pakistan and China were exactly the same when both countries got their independence. Both countries started their development journey with 20 percent literacy rates, but a look at the 2015 statistics shows that China has 93 percent primary school enrollment and an enviable literacy rate of 93 percent. While if we look at the literacy rate of Pakistan, it is 58% and the number of children going to primary school is around 60% which is very disappointing. (Xuepei & Tong, 2017) It is also worth noting here that Pakistan government provides scholarships and grants to universities but primary and secondary education is left at the mercy of provincial and district governments. Due to the lack of funds in the primary sector, the desired results are still not being achieved, not even one percent of the funds received by higher education in Pakistan is allocated to primary education. The main plan of the Higher Education Commission is to get more and more Pakistani students from foreign universities to get Ph.D. But till now there is no master plan regarding basic education in Pakistan

Due to the lack of management and competence for proper running of public primary school network, the quality of education and course curricula is poor. Student's dropout rate is very high, probably in the range of 30 to 40 percent. (Rauf, 2012)

The main cause of lack of education in Pakistan is poverty, due to which even today 2 crore children are deprived of basic education. Due to poverty, they are also deprived of a balanced diet and due to lack of adequate food, they fall sick again and again and cannot focus on their studies properly and thus such students are deprived of significant performance in the field of education. According to a source, the number of children receiving basic education in Pakistan in the year 2011/12 is about 60%. Government educational institutions have to improve their performance and give good results. Government schools are also non-existent in the villages, by expanding the scope of schools there, the children should get basic needs like education near their homes.

Pakistan also has no major institution for teacher training, while there are 300 small training centres across the countries which are inadequate for teacher training. So far, the number and quality of teacher training programs in Pakistan have not been addressed. If the situation is compared with the neighbouring country of China, it is clear that there are 510 colleges and universities providing teacher training and almost all secondary schools. Kindergarten teachers are trained in

schools. About 740,000 graduate teachers every year not only receive training in teaching but also bring out new research in teaching curriculum and methodology (Xuepei & Tong, 2019), while this is completely absent in Pakistan. Until now, there is no mechanism in Pakistan that can evaluate the educational performance; the main reason for the failure of the 2009 education policy is the insufficient education budget until the government increases the budget from 2% to 15%. Until then, there will not be sufficient success and development in the government sector, especially at the primary, middle and secondary levels. Training of teachers should also be ensured by increasing the number of schools in remote areas. The Educational Accountability Mechanism in China is very clear, a similar model should be brought to Pakistan with the support of CPEC and the most important thing is that the timely implementation of this master plan can achieve substantial results.

A LOOK AT THE FUTURE

China is currently emerging not only as a global power but also capturing the attention of the whole world with its excellent performance in all spheres of life. If we talk about the education sector, China's Peking University and Tsinghua University are currently in the list of 30 best universities in the world. Pakistan-China friendship took another step in the year 2004 and historic agreements were made regarding higher education under which 300 best students were given scholarships in the year 2004 and this rate reached 1000 students in the year 2018/19 and received educational scholarships from the Chinese government. In the year 2018, an estimated 2,700 Pakistani students obtained masters and PhD degrees (Shahbaz & Mustafa, 2019). Pakistani students in China are studying in various subjects such as medicine, engineering, computer science, business administration, finance, chemistry, architecture, international law, journalism, etc. China has established Offshore Campuses in various countries of the world, including countries like Australia, Japan, Malaysia, and Thailand (Bilal & Ali, 2019). It is necessary that such campuses should be opened in Pakistan so that the scope of research can be expanded along with the quality of life.

Pakistani universities should do research in collaboration with Chinese universities so that the scope of research is high. Along with the CPEC benefits, both the countries need different and more innovative benefits in terms of education so that this important sector of life gets the place and attention it has needed in Pakistan for 75 years.

It is believed that under the framework of CPEC, collaboration between China and Pakistan will continuously increase. Pakistani students are completing their education in China or Chinese students completing their education in Pakistan will be of great support to CPEC projects as these people will be well conversant with the local culture, language, customs and working habits (Nasir, 2021).

Educational development is very important to achieve economic development,

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

but it is a matter of concern that basic education in Pakistan is not being given the attention it should be given because more than 60 percent of children live in villages and do not even have the basic necessities of life there, they are born in the such current situation. The educational backwardness in Pakistan can be removed with the support of CPEC, but it is the task of the Pakistani government to formulate a national development program. The need of the present time is for visionary policy makers to see how they can revolutionize education in Pakistan by presenting the best projects and collaborating with mega projects like CPEC.

While on the one hand, thanks to CPEC, a network of highways, expressways, railway tracks and airports is being laid in Pakistan, due to which transportation will improve, the education sector is also benefiting from it and improving its quality as much as possible. Major areas of development in industrial capacity building sectors are chemical, pharmaceutical, home appliances, constructional material and equipment, engineering goods, agro iron and steel industry will have a huge scope for related fields of education (Fatima & Malik, 2020).

CPEC is a comprehensive project that has scope not only for trade but also for multilateralism. This mega project has not only seen progress in many sectors of Pakistan, but under the latest technology, a significant improvement in civilization and culture has also been seen. Education sector will be a new direction for CPEC which will provide better standard of living along with high quality education to the coming generations. There is a need to increase the education budget so that adequate results can be achieved easily. With the educational benefits of CPEC, Pakistan's education will not only eliminate corruption but Outdated Curriculum, Dropout issues, the old procedure of examinations will not only be completely changed but their alternative means will also be seen. And problems like lack of uniformity in education, lack of quality teachers, poor administration will also be solved.

KEY RECOMMENDATIONS

- a) Education budget should be increased to 15% of the national GDP and made mandatory so that the education sector gets a new lease of life.
- b) Monitoring teams should be formed to check and check the proper use of resources in educational institutions so that corruption in the education sector can be resolved
- c) Training of teachers on modern lines and familiarity with the methods and objectives of the educational curriculum should be ensured as much as possible.
- d) By issuing educational scholarships at the primary level, the dedication of students to acquire knowledge can be increased.
- e) The scope of mega projects like CPEC will have to improve the quality of education in Pakistan; in this context the objectives of China's education policy can be benefited.

- f) *The best research scholars and educationalists can be utilized to formulate the national curriculum, so that the curriculum can be adapted to the requirements of the 21st century and guarantee better quality of education.*
- g) *With the support of China's education experts, a new national education policy can be formulated. In this regard, it is the duty of the Pakistani government to implement the education policy without any delay so as not to hinder the desired results. Don't be born.*
- h) *The scope of research should be taken out of the university level and taken to the secondary and primary level so that the answers to the rote questions in the exams can be avoided and the students can write thoughtful and researched answers.*
- i) *Under the comprehensive project of CPEC, there should be exchange of maximum educational delegations between the two countries so that the quality of education can be raised by benefiting from the educational experiences of both the regions.*
- j) *Thanks to Pakistan-China friendship, not only the industrial revolution is happening in Pakistan, but there has also been immense progress in transportation, on the other hand, the education sector is also waiting for it to be an integral part of a mega project like CPEC. It should be made so that both countries can improve the literacy rate of Pakistan.*

CONCLUSION

At the end of this discussion, this may safely be concluded that both Pakistan and China are two friendly neighbours sharing their common interest on most of the occasions. In order to develop their mutual ties, a number of mega projects have been materialized by both the countries. The biggest example in this regards is start of CPEC with multi-dimensional objectives, under which the economic benefits are being received by both the countries especially Pakistan where countless job opportunities are being created. Similarly, development in transportation has made traveling across the country easy and comfortable due to which along with commercial and trade areas have been highlighted but the educational sectors have also move forward because where almost all areas of life are being affected, then how is it possible that the field of education is neglected.

The history of Pakistan-China educational relations is very old, so far, about 9 educational agreements have been concluded between the two countries, under which thousands of Pakistani students have completed their education from Chinese universities and even today a large number of them are pursuing higher education there and are engaged and undergoing research. Presently, 6,156 Pakistanis are obtaining their PhD degree, 3,600 are studing in master about 11,100 are looking for their bachelor degree. In addition to this about 3,000 are striving for their gole with the short term exchange programs across China. Most of these students are enrolled in

A STUDY OF PAKISTAN-CHINA COLLABORATION FOR THE ELEVATION OF HIGHER EDUCATION

Chinese language and history, engineering, medical and computer science programs. It is seen that by expanding the scope of education with the support of CPEC, more and more schools and educational institutions are being opened helping to uplift the literacy rate of the country significantly. Similarly by ensuring the technical training of teachers and offering research-based curriculum, the quality of education will be enhanced, however, there is a proper need for the formulation of a comprehensive national policy on both ends in order to address the neglected parts of educational sector of higher level.



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