

Consultations on National Curriculum of Pakistan 2022-23

- Policy Dialogue - June & July 2025
- Consultative Workshops - October & November 2025



National Curriculum Council Wing
Ministry of Federal Education & Professional Training
Islamabad

ACKNOWLEDGMENTS



I wish to extend my profound appreciation to the provincial school education departments and curriculum bureaus/departments for their valuable contributions during the recent Policy Dialogue on Curriculum. Their active engagement reaffirmed the strength of our federal-provincial partnership and underscored the collective ownership required for meaningful reform.

The insights shared during the dialogue have been critical in helping the National Curriculum Council (NCC) Wing identify implementation challenges and chart a practical way forward. Building on this momentum, the forthcoming provincial workshops will provide a platform to translate dialogue into action, ensuring that curriculum reforms are both nationally coherent and contextually responsive.

I am confident that with the continued commitment of our provincial counterparts, we will advance reforms that equip Pakistan's learners with the knowledge, skills, and values to thrive in a rapidly changing world. Together, we are shaping an education system that reflects national aspirations while preparing our youth for global opportunities.

Nadeem Mahbub

Federal Secretary

Ministry of Federal Education & Professional Training

On behalf of the Ministry of Federal Education & Professional Training, I extend my heartfelt gratitude to the provincial school education departments and curriculum bureaus/departments for their unwavering support and constructive engagement during the recent Policy Dialogue on Curriculum. This collaborative exercise not only allowed the National Curriculum Council (NCC) Wing to document and recognize the key challenges in the implementation of the National Curriculum of Pakistan 2022–23 but also provided valuable insights into the diverse experiences, expectations, and realities across the federating units.



The dialogue reaffirmed the importance of working in close partnerships with provinces and areas, where the responsibility of translating curriculum into classroom practice primarily rests. The candid feedback and thoughtful recommendations shared by provincial counterparts have laid a strong foundation for evolving reforms that are both contextually relevant and nationally cohesive. It is through such cooperation that NCC Wing is able to align curriculum with emerging needs, ensure inclusivity, and promote a sense of shared ownership over the national education agenda.

Looking ahead, we are confident that this spirit of collaboration will continue to guide us in the forthcoming provincial workshops. These workshops will serve as vital platforms for collective reflection, joint problem-solving, and co-creation of strategies to address implementation challenges and strengthen the curriculum reform process. The active participation of provinces and curriculum bodies will be critical in transforming dialogue into actionable outcomes and in sustaining reforms that ultimately benefit teachers, learners, and communities across Pakistan.

I sincerely acknowledge and appreciate the dedication, commitment, and professional contributions of all provincial teams. Together, we can take curriculum reforms to the next stage ensuring that the National Curriculum of Pakistan evolves as a living document that nurtures national cohesion, equips learners with future-ready skills, and reflects the aspirations of our society.

Profound Regards:

Dr Tabassum Naz

Director

National Curriculum Council (NCC) Wing

Ministry of Federal Education & Professional Training,

Islamabad

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PART-I: Policy Dialogue on Challenges in the Implementation

1. INTRODUCTION AND BACKGROUND

The successful implementation of the National Curriculum of Pakistan (NCP) 2022–23 remains a cornerstone in achieving the country's educational goals of equity, inclusivity, and future-readiness. Recognizing the importance of collective ownership and federal–provincial cooperation, the Ministry of Federal Education & Professional Training, through the National Curriculum Council (NCC) Wing, convened a Policy Dialogue on Curriculum with active participation from provincial school education departments and curriculum bureaus in the month of July & August 2025.

The dialogue served as a critical platform for documenting the key challenges in curriculum implementation and for capturing the diverse experiences, expectations, and realities across federating units. Through candid discussions and constructive engagement, stakeholders reaffirmed the importance of translating curriculum into effective classroom practices while ensuring that reforms remain both contextually relevant and nationally coherent.

By engaging education departments, teacher training institutions, curriculum experts, and community representatives across all provinces of Pakistan, Gilgit Baltistan, AJK and ICT, the Policy Dialogue enabled a multi-level diagnostic of current practices. It facilitated subject-specific feedback, highlighted gaps in teacher capacity, resources, and assessment alignment, and provided valuable recommendations for strengthening the curriculum rollout strategy.

This research report builds on the outcomes of the dialogue, aiming to systematically analyze on-ground challenges in the implementation of NCP and to propose evidence-based strategies for reform. The study underscores the need for collaborative problem-solving, joint planning, and sustained partnerships across all provinces and areas to ensure that the curriculum evolves as a living document responsive to societal aspirations, reflective of local contexts, and aligned with global competencies.



2. OBJECTIVES:

- Identify practical challenges encountered during curriculum implementation.
- Identify on-ground challenges in curriculum implementation
- Engage a wide range of stakeholders including officials from education departments, teacher training institutions, and curriculum experts to gather their insights.
- Obtain evidence-based insights to guide the design of future curricula.
- Gather subject-specific input to guide targeted interventions and inform future curriculum development and support strategies
- Monitor the effectiveness of current rollout strategies and gather suggestions for improvement.

3. ABSTRACT

The National Curriculum Council Wing, Ministry of Federal Education and Professional Training (MoFEPT), conducted a nationwide Policy Dialogue to identify and address challenges in implementing the National Curriculum of Pakistan (NCP) 2022–23. The dialogue aimed to assess curriculum relevance, inclusivity, teacher readiness, and alignment with national educational goals, while fostering federal–provincial collaboration for effective and context-responsive implementation.

The study adopted a mixed-methods approach, integrating quantitative surveys and qualitative focus group discussions across all provinces and regions. Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, South Punjab, Gilgit-Baltistan, Azad Jammu and Kashmir, and the Islamabad Capital Territory. Guided by the CIPP framework (Context, Input, Process, Product), the analysis engaged 816 respondents for quantitative data & 8 FGDs, including education officials, curriculum experts, teacher trainers, and school leaders. This combination provided a comprehensive overview of systemic strengths, gaps, and opportunities for reform.

Overall findings revealed that most stakeholders viewed the NCP as progressive, inclusive, and aligned with national priorities. More than 70% of respondents endorsed the curriculum's relevance to Pakistan's identity and its integration of 21st-century competencies such as critical thinking, problem-solving, and digital literacy. However, respondents also identified key challenges, including curriculum overload, limited contextualization, and uneven implementation across provinces. Provinces such as Punjab and South Punjab demonstrated strong preparedness, while Balochistan and Khyber Pakhtunkhwa faced persistent gaps in teacher training, infrastructure, and resource availability.

Teacher readiness and professional development emerged as critical factors influencing implementation success. Although many teachers expressed confidence in subject knowledge, only about half had received formal training with follow-up support. Weak orientation on pedagogical standards and inadequate access to digital resources limited effective classroom delivery. Respondents called for continuous professional development programs, hands-on workshops, and capacity-building in formative assessment, inclusive education, and ICT integration.

At the school-level, leadership support and structured planning were strong in Punjab, ICT, and Gilgit-Baltistan but weaker in Balochistan and Khyber Pakhtunkhwa, where poor supervision, insufficient instructional time, and inadequate infrastructure hindered implementation. Monitoring mechanisms were inconsistent, with only 65% of respondents reporting active oversight systems.

Findings from assessment and outcome analysis showed generally positive perceptions regarding student engagement and learning progress; however, rote-based evaluation remains a major constraint. Alignment between assessments and Student Learning

Outcomes (SLOs) was strongest in Punjab and Gilgit-Baltistan, while weaker provinces continued to rely on traditional examination patterns. Teachers emphasized the need for competency-based assessments that measure higher-order thinking, creativity, and problem-solving skills.

Qualitative insights highlighted overlapping curriculum content, lack of local contextualization, and minimal inclusion of regional languages and indigenous knowledge. Stakeholders recommended simplifying complex subjects (such as Science, Mathematics, and English), ensuring cultural relevance, and introducing emerging themes like climate change, entrepreneurship, and digital literacy.

The report concludes that the National Curriculum of Pakistan (2022–23) provides a robust foundation for quality education and national cohesion but requires stronger systems for delivery and monitoring. Sustainable implementation depends on addressing disparities in teacher capacity, infrastructure, and resource allocation.

Key recommendations include:

- Simplifying and contextualizing curriculum content to reflect local realities.
- Institutionalizing continuous professional development for teachers and administrators.
- Ensuring timely provision of textbooks and digital materials aligned with NCP standards.
- Shifting toward competency-based assessments and reducing reliance on rote learning.
- Strengthening monitoring, feedback, and provincial ownership of the implementation process.
- Enhancing inclusivity and accessibility for learners with diverse needs.

The Policy Dialogue reaffirmed the shared federal–provincial commitment to advancing curriculum reform in Pakistan. The NCP 2022–23 offers a strong foundation for transforming education; however, its success depends on collective action and ensuring that every teacher is equipped, every school is supported, and every learner benefits from a curriculum that reflects both national values and global aspirations.

4. METHODOLOGY

This study adopted a mixed-methods research design to comprehensively explore the implementation challenges of the National Curriculum of Pakistan (NCP) 2022–23. The rationale for using this approach was to combine the breadth of quantitative data with the depth of qualitative insights, thereby capturing diverse perspectives from stakeholders across provinces and regions.

The mixed-methods framework integrated a diagnostic survey (quantitative) with focus group discussions (qualitative). This combination ensured triangulation, allowing for validation of findings across data sources while providing a holistic understanding of curriculum implementation challenges.

4.1 Framework

The study was guided by the CIPP Model (Context, Input, Process, Product):

- **Context** – Examined needs, problems, and opportunities to define curriculum objectives.
- **Input** – Assessed resources, strategies, and action plans to achieve objectives.
- **Process** – Monitored curriculum implementation, fidelity, and adjustments.
- **Product** – Evaluated outcomes, effectiveness, and impact.

4.2 Data Collection Tools

a) Quantitative Tool:

- **Tool:** A structured survey was developed based on the CIPP model (Context, Input, Process, Product).
- **Administration:** The survey was disseminated both online (via digital platforms) and in-person (to stakeholders with limited internet access).
- **Question Format:** A Likert scale was used to capture perceptions, attitudes, and levels of agreement across thematic areas, ensuring consistency and ease of analysis.
- **Respondents:** Education officials, school leaders, teachers, and subject experts from multiple regions participated, ensuring representativeness of perspectives.
- **Coverage:** The survey captured responses from diverse geographic areas and institutional settings, reflecting variations in curriculum implementation.

b) **Qualitative Tool:**

- **Purpose:** To complement survey findings by eliciting in-depth, context-specific insights.
- **Participants:** Senior stakeholders, including provincial curriculum experts, teacher trainers, school administrators, and policymakers.
- **Structure:** Each FGD was guided by a semi-structured, open-ended questionnaire designed around nine thematic areas, ensuring both consistency across groups and flexibility for participants to elaborate on their experiences.
- **Data Collection:** Discussions were facilitated in a neutral setting, with moderators ensuring active participation, capturing diverse voices, and avoiding dominance by a single group.
- **Output:** The FGDs produced rich qualitative data highlighting nuanced implementation challenges, institutional bottlenecks, and recommendations for improvement.

4.3 Stakeholders

Participants selected for the research:

- Teachers, head teachers, and school leaders
- Curriculum developers and education administrators
- Provincial/area education departments and curriculum bureaus
- Teacher training institutions
- Assessment experts

4.4 Sampling Strategy

Field deployment was conducted across all provinces and regions (Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, South Punjab, Gilgit-Baltistan, AJK, and ICT) to reflect diverse local contexts and realities.

A purposive sampling technique was employed to ensure participation from stakeholders directly engaged in curriculum design, delivery, and oversight. Care was taken to include respondents from different:

- Geographical regions (to reflect provincial and regional variations).
- Institutional levels (schools, teacher training institutes, curriculum boards).
- Roles and responsibilities (teachers, administrators, policymakers).

This approach provided a balanced sample capable of representing the diversity of implementation contexts in Pakistan. The survey was administered through both online platforms and in-person sessions, ensuring participation from stakeholders.

4.5 Sample size selected / Data Collection from the provinces

A total sample size of 784 respondents was determined using a 95% confidence level and a 3% margin of error, distributed across all provinces and regions. To ensure equal representation, 98 respondents were allocated to each province. Accounting for an anticipated 5% non-response rate, the target was adjusted to 102 respondents per location. The detail of the whole sample size as below:

Location	≈ Teachers + ≈Stake holders	Sample Size	FGDs
Punjab	187398 + 2000	102	1
South Punjab		102	1
Sindh		102	1
Khyber Pakhtunkhwa		102	1
Balochistan		102	1
Gilgit Baltistan		102	1
Azad Jammu and Kashmir		102	1
Islamabad		102	1
Total		816	8

4.6 Data Analysis

- **Quantitative data** were analyzed to generate frequency distributions and percentages across response categories, enabling cross-provincial comparisons.
- **Qualitative data** were thematically coded to identify recurring strengths, challenges, and suggestions. Emerging themes were triangulated with survey results for validity.

5. PROVINCE WISE QUANTITATIVE ANALYSIS AND FINDINGS

5.1. Section I: Context – Relevance, Awareness, and Inclusivity

The analysis of stakeholder responses highlights generally positive perceptions of the National Curriculum of Pakistan (NCP) 2022–23 across multiple dimensions. The majority of respondents either “strongly agreed” or “agreed” with statements relating to curriculum relevance, inclusivity, and alignment with national priorities, though certain areas also revealed concerns requiring attention. The Likert scale analysis provides insights into how stakeholders perceive the National Curriculum of Pakistan (NCP) in terms of relevance, inclusivity, and alignment with broader educational priorities. The results reflect overall positive perceptions, but also highlight key gaps in equity, real-life relevance, and 21st-century competencies.

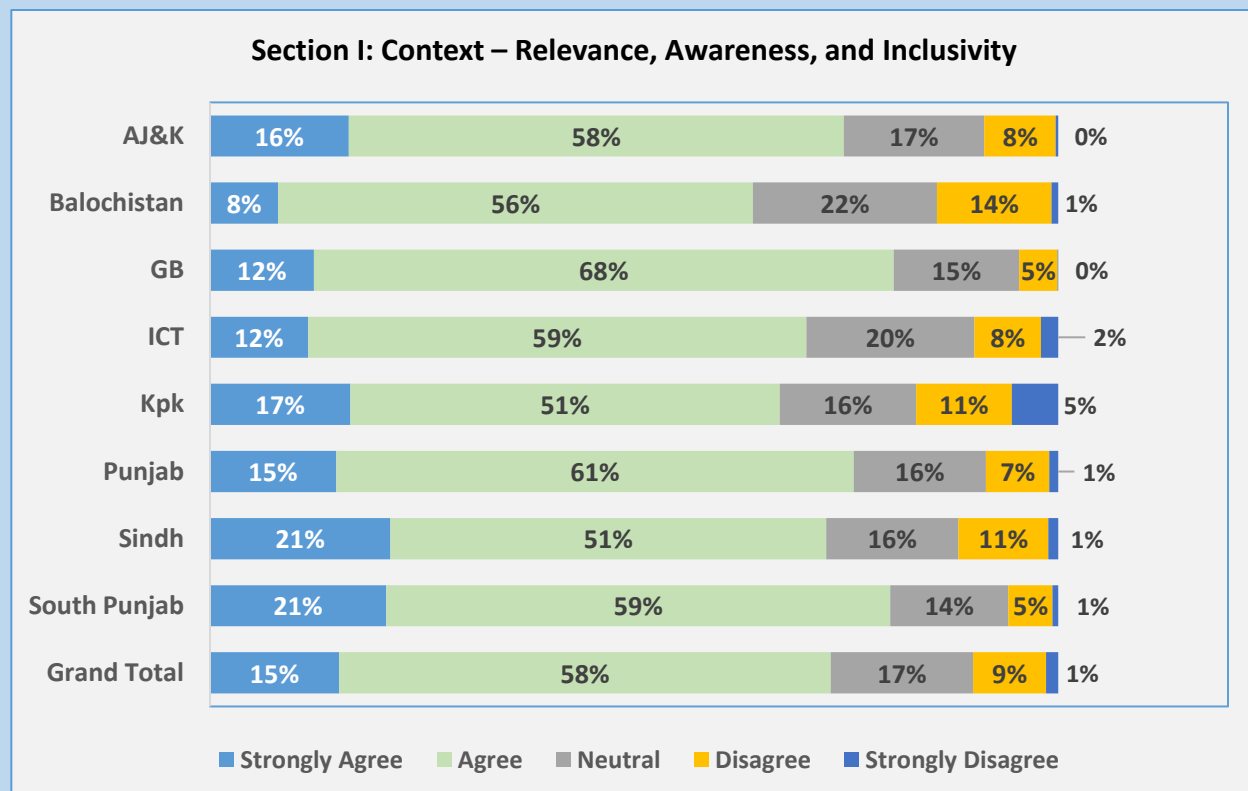
1. Understanding of the NCP Framework Punjab: 89% agreement, 3–4% disagreement South Punjab: 91% agreement, negligible disagreement Sindh: 86% agreement, 13% neutrality/disagreement KPK: 86% agreement, 3–4% disagreement Balochistan: 85% agreement, 7% disagreement GB: 86% agreement, 3–4% disagreement AJ&K: 91% agreement, negligible disagreement ICT: 85% agreement, 3–4% disagreement	2. Alignment with National Educational Priorities & Goals Punjab: 84% agreement, 4–8% disagreement South Punjab: 88% agreement Sindh: 84% agreement, 4–8% disagreement KPK: 81% agreement, 4–8% disagreement Balochistan: 78% agreement, 19% neutrality (lowest) GB: 96% agreement, negligible disagreement AJ&K: 85% agreement, 4–8% disagreement ICT: 82% agreement, 4–8% disagreement
3. Equity in Addressing Diverse Learning Needs Punjab: 77% agreement South Punjab: 77% agreement Sindh: 69% agreement KPK: 62% agreement, 26% disagreement Balochistan: 45% agreement, 33% neutral, 25% disagree GB: 81% agreement AJ&K: 68% agreement ICT: 67% agreement	4. Addressing Broader Societal Needs Punjab: 70% agreement, 10% disagreement South Punjab: 82% agreement Sindh: 73% agreement, ~11% disagreement KPK: 67% agreement, 20% disagreement Balochistan: 62% agreement, 25–28% neutrality GB: 81% agreement AJ&K: 73% agreement, ~12% disagreement ICT: 60% agreement, 25–28% neutrality

5. Promotion of SDGs • Punjab: 68% agreement, 30% neutral/disagree • South Punjab: 80% agreement • Sindh: 71% agreement, high neutrality • KPK: 59% agreement, 25% neutral, 16% disagree • Balochistan: 63% agreement, 33% neutral/disagree • GB: 80% agreement • AJ&K: 71% agreement, high neutrality • ICT: 69% agreement, 30% neutral/disagree	6. Alignment with Students' Developmental Levels • Punjab: 76% agreement • South Punjab: 80% agreement • Sindh: 77% agreement • KPK: 68% agreement, 25% neutral/disagree • Balochistan: 65% agreement, 19% disagreement • GB: 89% agreement • AJ&K: 69% agreement, 20–21% neutral, 11% disagree • ICT: 70% agreement, 20–21% neutral, 11% disagree
7. Inclusivity (Gender, Ability, Diversity) • Punjab: 74% agreement • South Punjab: 79% agreement • Sindh: 68% agreement • KPK: 75% agreement • Balochistan: 70% agreement • GB: 81% agreement • AJ&K: 81% agreement • ICT: 62% agreement (lowest, high neutrality/disagreement)	8. Relevance to 21st-Century Competencies • Punjab: 75% agreement • South Punjab: 81% agreement • Sindh: 65% agreement • KPK: 58% agreement, 50% neutral/disagree • Balochistan: 54% agreement, 50% neutral/disagree • GB: 70% agreement • AJ&K: 69% agreement, 18% disagreement • ICT: 61% agreement
9. Relevance to Real-Life Experiences • Punjab: 70% agreement • South Punjab: 72% agreement • Sindh: 63% agreement • KPK: 56% agreement • Balochistan: 48% agreement (lowest, high neutrality/disagreement) • GB: 66% agreement • AJ&K: 67% agreement • GB: 66% agreement • ICT: 59% agreement, 20% disagreement	10. Learning Progression Across Grades & Subjects • Punjab: 81% agreement • South Punjab: 77% agreement, higher neutrality • Sindh: 74% agreement • KPK: 63% agreement, 43% neutral/disagree • Balochistan: 73% agreement, 28% neutral/disagree • GB: 81% agreement • AJ&K: 77% agreement • ICT: 67% agreement, 33% neutral/disagree

Summary of the overall section

Trends

- 73% of respondents expressed positive views (15% strongly agree, 58% agree).
- 17% remained neutral.
- 10% disagreed or strongly disagreed.
- Indicates broad endorsement of the NCP but with notable provincial variations.



Key Insights of Section I

- Strong endorsement in GB, South Punjab, Punjab, and AJ&K demonstrates broad confidence in curriculum design and alignment.
- Balochistan and KPK reflect clear challenges requiring targeted interventions, contextual adaptations, and improved monitoring.
- ICT and Sindh highlight the importance of stakeholder engagement and communication to build stronger confidence.
- Overall, findings suggest the NCP is positively perceived but provincial disparities highlight the need for localized strategies and capacity-building.

5.2. Section II: Input – Training, Materials, and Teacher Readiness

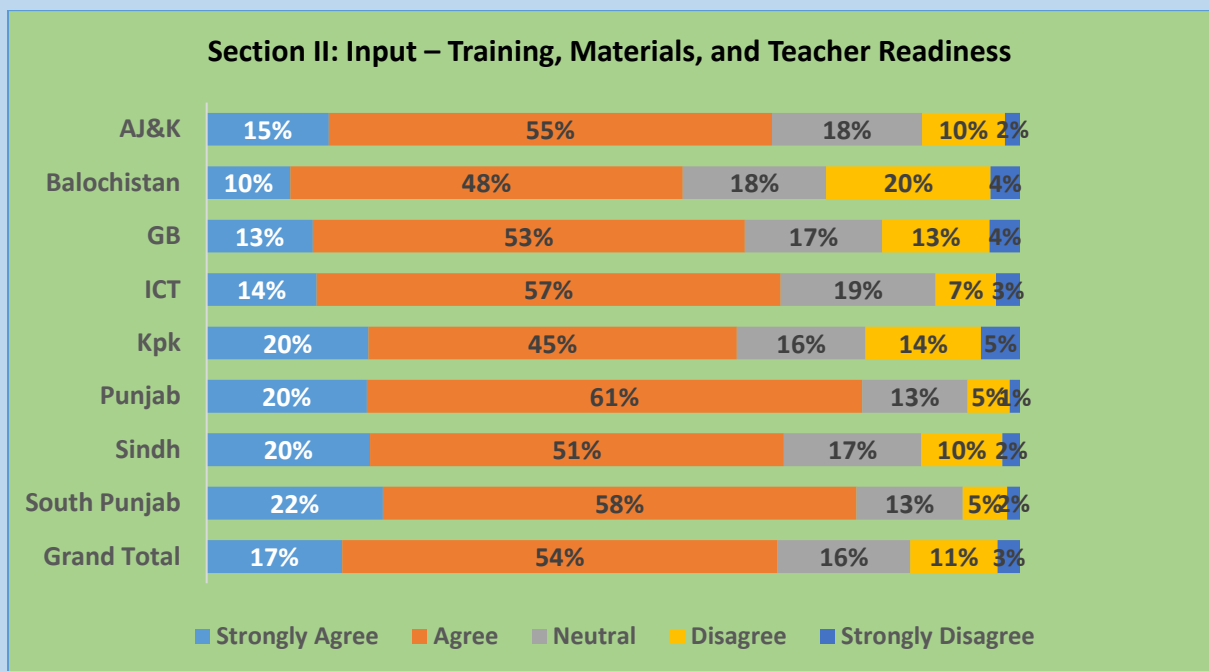
1. Access to Curriculum Documents • Punjab: 89% (very strong access) • South Punjab: 90% (very strong access) • Sindh: 78% (moderate; 14% neutrality) • KPK: 78% (moderate; slight disagreement) • Balochistan: 71% (weakest; distribution challenges) • GB: 79% (positive; 12% disagreement) • AJ&K: 78% (moderate; 9–10% disagreement) • ICT: 83% (strong access)	2. Orientation on Goals & Guiding Principles • Punjab: 75% (relatively strong) • South Punjab: 76% (relatively strong) • Sindh: 64% (mixed) • KPK: 57% (weak orientation) • Balochistan: 37% (lowest; nearly half no orientation) • GB: 57% (weak orientation) • AJ&K: 63% (moderate; high neutrality) • ICT: 62% (moderate; 18–23% neutrality)
3. Training with Follow-Up Support • Punjab: 70% (strongest) • South Punjab: 68% (stronger) • Sindh: 56% (moderate; weak follow-up) • KPK: 51% (weak support) • Balochistan: 32% (very weak) • GB: 31% (very weak) • AJ&K: 49% (moderate; high neutrality 24%) • ICT: 50% (moderate; high neutrality)	4. Training on Content & Pedagogy • Punjab: 79% (strongest) • South Punjab: 71% (strong) • Sindh: 67% (moderate; 16–17% disagreement) • KPK: 58% (moderate; high neutrality) • Balochistan: 47% (weak) • GB: 43% (weakest) • AJ&K: 54% (moderate) • ICT: 58% (moderate)
5. Understanding of Teaching Standards • Punjab: 85% (highest clarity) • South Punjab: 81% (high clarity) • Sindh: 72% (good clarity, some neutrality) • KPK: 62% (lowest clarity; one-third uncertain) • Balochistan: 65% (moderate, 17% disagreement) • GB: 64% (lower clarity) • AJ&K: 79% (good clarity) • ICT: 76% (good clarity)	6. Structured Lesson Plans & Pacing Guides • Punjab: 82% (high availability) • South Punjab: 82% (high availability) • Sindh: 73% (moderate) • KPK: 63% (weak) • Balochistan: 54% (weakest; one-quarter no access) • GB: 81% (high availability) • AJ&K: 72% (moderate) • ICT: 80% (high availability)

7. Textbook Alignment with NCP • Punjab: 83% (highest alignment) • South Punjab: 82% (very strong) • Sindh: 74% (moderate) • KPK: 70% (lowest alignment) • Balochistan: 72% (lower alignment) • GB: 79% (very strong) • AJ&K: 80% (very strong) • ICT: 78% (very strong)	8. Assessment Framework Alignment • Punjab: 78% (strong) • South Punjab: 83% (highest alignment) • Sindh: 73% (moderate) • KPK: 67% (lowest alignment) • Balochistan: 71% (moderate) • GB: 68% (lower alignment) • AJ&K: 72% (strong) • ICT: 75% (strong)
9. Use of Technology & Digital Resources • Punjab: 80% (very strong) • South Punjab: 82% (very strong) • Sindh: 66% (moderate) • KPK: 63% (weak) • Balochistan: 56% (weakest; digital divide) • GB: 76% (strong) • AJ&K: 65% (moderate) • ICT: 80% (very strong)	10. Confidence in Subject Knowledge • Punjab: 90% (highest confidence) • South Punjab: 89% (very high) • Sindh: 89% (very high) • KPK: 85% (high) • Balochistan: 81% (lowest, but still strong overall) • GB: 87% (high) • AJ&K: 86% (high) • ICT: 90% (highest confidence)

13 Summary of the overall section

Trends

- Overall agreement: 71% nationwide.
- Best prepared: Punjab (81%) and South Punjab (80%).
- Moderate: ICT, Sindh, AJ&K (70–71%).
- Weakest: Balochistan (58%), KPK (65%), GB (66%).



Key Insights of Section II

- While the majority of teachers nationwide are confident in their readiness, the disparities across provinces highlight the need for targeted capacity-building, equitable resource distribution, and continuous professional development to ensure consistent implementation of the NCP.

5.3. Section III: Process – Teaching, Delivery, and School Support

The findings from Section III reflect mixed perceptions across provinces regarding teaching delivery, school-level support, and the enabling environment for NCP implementation.

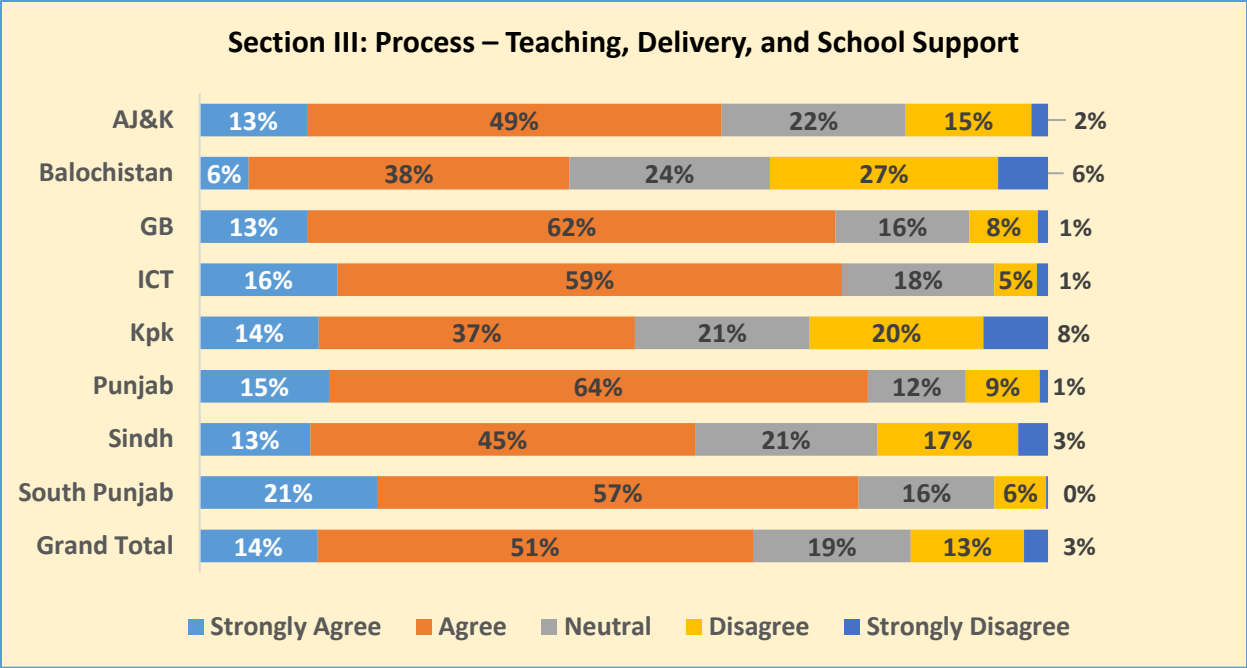
1. Teachers can practically cover all SLOs within the academic year - Punjab (82%), South Punjab (78%), GB (70%) – Strongest, indicating structured planning and resources. - Sindh (62%), AJ&K (64%) – Moderate, but AJ&K shows 22% disagreement. - KPK (42%), Balochistan (38%) – Weakest, with one-third unable to complete SLOs due to workload and pacing challenges.	2. Instructional time in the scheme of studies supports NCP implementation - Punjab (81%), GB (79%), South Punjab (76%) – Strong confidence in sufficient time allocation. - ICT (66%), Sindh (70%), AJ&K (62%) – Moderate, but neutrality indicates uncertainty in classroom management. - KPK (50%), Balochistan (48%) – Weakest, time seen as a major constraint.
3. School leadership provides strong support - GB (83%), ICT (82%), Punjab (81%), South Punjab (81%) – Very strong support from principals/administrators. - AJ&K (73%), Sindh (62%) – Moderate, with neutrality indicating mixed leadership roles. - KPK (60%), Balochistan (50%) – Weakest, one-fourth reporting inadequate leadership support.	4. Monitoring and supervision system is in place - ICT (78%), Punjab (78%), South Punjab (74%) – Strongest oversight and accountability. - GB (63%) – Moderate, but neutrality noted. - AJ&K (62%), Sindh (48%) – Weak to moderate, one-third in Sindh report lack of monitoring. - KPK (53%), Balochistan (34%) – Weakest, with high disagreement (36% KPK, 45% Balochistan).
5. Teachers receive constructive feedback from school leaders - South Punjab (83%), ICT (77%), Punjab (75%) – Strongest, teachers report consistent feedback. - GB (71%) – Positive overall. - AJ&K (63%), KPK (53%) – Moderate, with mixed responses. - Sindh (47%), Balochistan (38%) – Weakest, limited or absent feedback systems	6. School infrastructure supports implementation - South Punjab (74%), ICT (73%), Punjab (71%), GB (70%) – Strong, facilities largely supportive. - AJ&K (46%), Sindh (42%), KPK (40%) – Weak, indicating gaps in facilities/resources. - Balochistan (36%) – Weakest, major infrastructural deficiencies.

7. Teachers have pedagogical autonomy and flexibility • South Punjab (81%), ICT (80%), Punjab (79%), GB (79%) – High autonomy and innovation space. • Sindh (64%), AJ&K (59%) – Moderate endorsement, with neutrality present. • KPK (51%), Balochistan (43%) – Weakest, rigid systems or limited encouragement for innovation.	8. Technology integration, STEAM, and project-based learning are encouraged • Punjab (85%), South Punjab (83%), GB (82%), ICT (76%) – Strongest integration. • Sindh (68%), AJ&K (66%) – Moderate, but neutrality remains high. • Balochistan (58%), KPK (54%) – Weakest, reflecting digital divide and poor access.
9. School-level planning supports NCP delivery • Punjab (82%), GB (82%), ICT (80%) – Strongest planning and structured frameworks. • South Punjab (74%), AJ&K (70%) – Positive, though some mixed responses. • Sindh (64%), KPK (57%) – Weaker, coordination gaps evident. • Balochistan (46%) – Weakest, poor planning mechanisms.	

Summary of the overall section

Trends

65% Agreement: Overall, teachers perceive delivery and school-level support structures as moderately strong. However, the gap between high performers (Punjab, South Punjab, ICT, GB) and weaker provinces (Balochistan, KPK, Sindh) underscores systemic inequities in resources, leadership, and supervision.



Key Insights of Section III

- **Leadership and planning are decisive:** Provinces with strong leadership (Punjab, South Punjab, ICT, GB) achieve higher teacher confidence in delivery.
- **Structural inequities exist:** The weakest provinces (Balochistan, KPK, Sindh) highlight gaps in infrastructure, monitoring, and teacher support, indicating a systemic imbalance in resource distribution.
- **Neutral responses signal uncertainty:** Moderate provinces (Sindh, AJ&K) show teachers are unsure about consistency in support, pointing to a need for clearer guidance and follow-up mechanisms.
- **Reform priority:** Balochistan and KPK require urgent intervention through capacity building, resource allocation, and supervision frameworks to bring them closer to national standards.
- **Policy implication:** National-level strategies should focus on reducing provincial disparities while consolidating gains in high-performing regions.

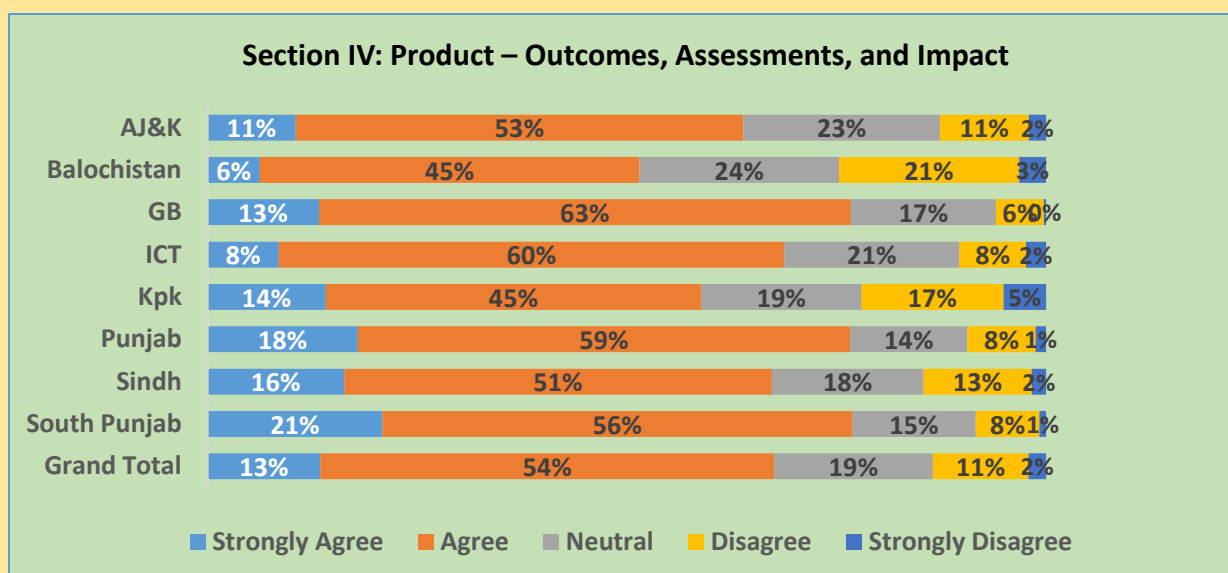
1. Learning gains across socio-economic groups • Overall: 66% agreement. • Strongest: Punjab (80%), South Punjab (75%). • Weakest: Balochistan & KPK (over 40% neutral/disagree). • Insight: Gains are visible, but inequities persist in under-resourced provinces.	2. Positive changes in students' attitudes / behaviors • Overall: 73% agreement. • Strongest: GB (85%), South Punjab (85%). • Weakest: Balochistan (54%), KPK (66%). • Insight: NCP is shaping values and attitudes, but weaker provinces need values-based interventions.
3. Parent satisfaction with student learning • Overall: 61% agreement; 22% neutral, 17% disagree. • Strongest: Punjab & South Punjab (~77%). • Weakest: Balochistan (40–47%), KPK (47%). • Insight: Community confidence is mixed; weakest in regions with systemic gaps.	4. Development of higher-order thinking skills (HOTS) • Overall: 69% agreement. • Strongest: GB (83%), ICT (71%). • Weakest: Balochistan & KPK (25%+ disagreement). • Insight: Progress is evident, but deeper teaching practices are lacking in weaker provinces.
5. Development of 21st-century skills • Overall: 68% agreement. • Strongest: South Punjab (79%), GB (76%), Punjab (74%). • Weakest: Balochistan (52%), KPK (60%). • Insight: Modern skill development is uneven, with weaker integration in lagging provinces.	6. Readiness for higher grades/job market • Overall: 64% agreement. • Strongest: South Punjab (78%), GB (69%). • Weakest: Balochistan (47%), KPK (57%). • Insight: Students in weaker provinces face systemic readiness gaps for progression and employability.
7. Alignment of assessments with SLOs • Overall: 74% agreement. • Strongest: Punjab (87%), GB (83%), ICT (77%). • Moderate: Sindh (77%), South Punjab (75%). • Weakest: Balochistan (67%), AJ&K (68%). • Insight: Alignment is generally strong, but lagging provinces need standardization.	8. Conceptual vs rote learning in assessment • Overall: 69% agreement. • Strongest: GB (84%), Punjab (80%), South Punjab (76%). • Weakest: Balochistan (46%). • Insight: Rote learning remains a problem in Balochistan, despite progress elsewhere. •

9. Assessment of higher-order thinking - Overall: 68% agreement. - Strongest: Punjab (82%), South Punjab (75%). - Weakest: Balochistan (51%), Sindh (68%). - Insight: HOTS-based assessments are uneven, with weak adoption in some provinces.	10. Holistic development of learners - Overall: 72% agreement. - Strongest: Punjab (81%), GB (79%), ICT (75%). - Weakest: Sindh (66%), Balochistan (67%). - Insight: Academic + non-academic growth is stronger in developed provinces.
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Summary of the overall Section

Trend

Across all provinces, 67% of teachers (13% strongly agree, 54% agree) endorsed the positive impact of the NCP in terms of student outcomes, assessments, and readiness. Neutrality was observed among 19% of teachers, while 13% expressed disagreement and 2% strong disagreement, pointing to some mixed views on the depth and equity of NCP outcomes.



Key Insights of Section IV

The NCP is broadly effective and positively perceived, but implementation quality is uneven across provinces. Success depends on targeted support for weaker provinces, focusing on:

- Teacher training & classroom practices
- Assessment reforms (to reduce rote learning)
- Strengthening parental/community trust
- Infrastructure and resource equity

In addition to the structured survey items, respondents were invited to share their perspectives through a set of open-ended questions. These questions aimed to capture teachers' and stakeholders' first-hand experiences, concerns, and suggestions regarding the implementation of the National Curriculum Framework. Unlike the close-ended questions that provided quantifiable trends, the open-ended responses offered qualitative insights into practical challenges and areas for improvement. They focused on identifying curriculum areas requiring revision or localization, subjects or topics needing simplification, the type of training and resources teachers require, and suggestions to improve curriculum, textbooks, and assessment practices. Respondents also provided broader recommendations for curriculum developers and education authorities. This feedback enriches the overall analysis by highlighting the voices of practitioners, ensuring that the report reflects both the measurable outcomes and the lived realities of classroom implementation.

1. Curriculum areas need revision, localization, or simplification

- 25% emphasized simplifying the language of English, Science, and Mathematics.

- 14% was the localization of examples, encouraging the use of regional history, cultural references, and local maps to improve relevance.

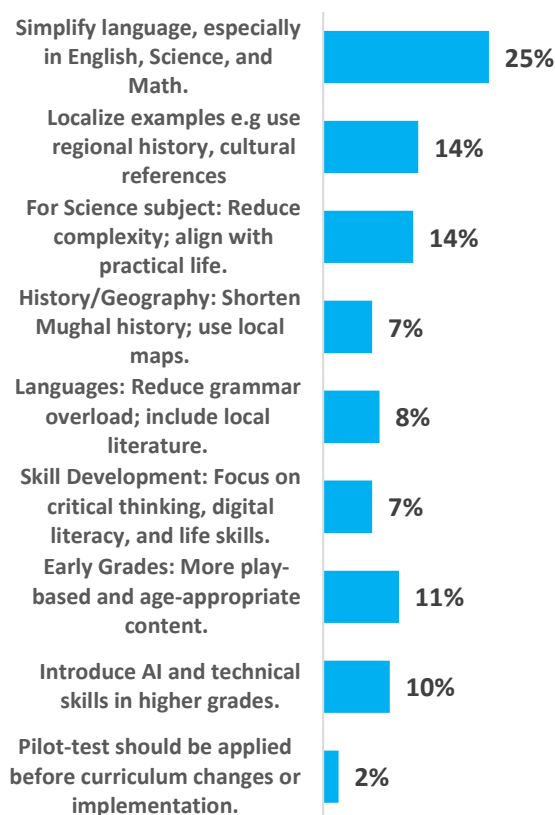
- 14% Science was noted for being overly complex, with calls to align content more closely with practical life.

- 8% Respondents also stressed the need to reduce grammar-heavy content in languages, integrate local literature, and make history and geography more concise.

- 7% of them responded to shorten the Mughal history and use local map.

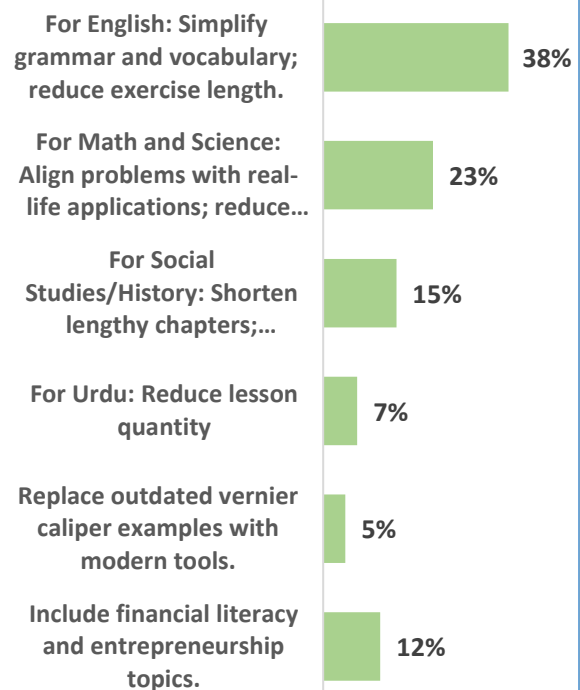
- For younger learners, more play-based and age-appropriate approaches were suggested (11%).

- while at higher grades, 10% suggested that there were calls to introduce AI, digital literacy, and technical skills.



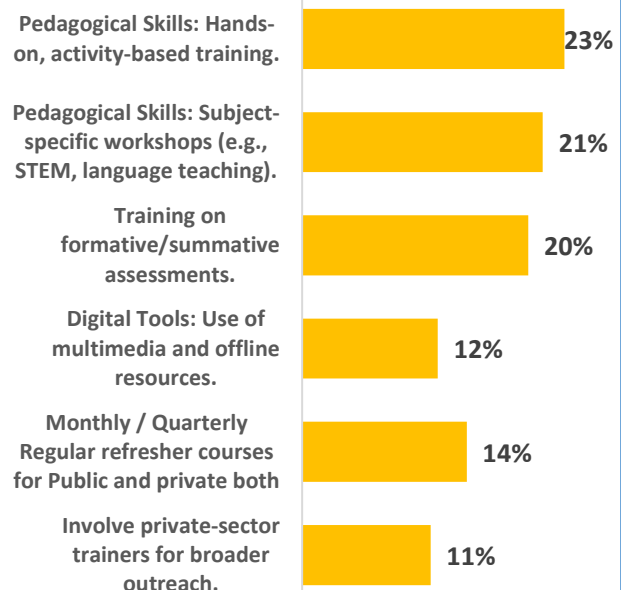
2. Specific topics and subjects need revision or simplification

- 38% Respondents strongly emphasized the need to simplify English grammar and vocabulary while shortening exercises.
- Mathematics and Science were the next major focus (23%), where teachers recommended aligning problems with practical, real-life applications and reducing abstract concepts.
- In Social Studies and History, feedback suggested shortening lengthy chapters (15%).
- For Urdu, respondents called for a reduction in the number of lessons (7%).
- Replacing outdated vernier caliper examples with modern tools (5%).
- 12% highlighted the importance of including financial literacy and entrepreneurship to build essential life skills.



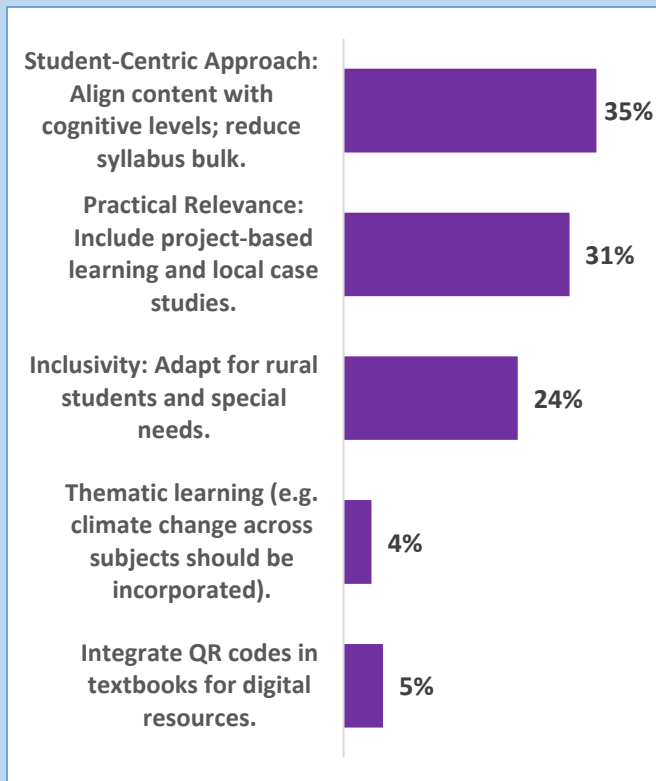
3. Specific training or resources need to implement by the NCP effectively

- Respondents with 23% call for hands-on, activity-based training.
- 21% emphasize the need for subject-specific workshops, particularly in STEM and language teaching.
- Around 20% stressed training on formative and summative assessments to strengthen classroom evaluation practices.
- 12% of teachers requested capacity-building in digital tools and multimedia use, including offline resources.
- Regular refresher courses on a monthly or quarterly basis were suggested by 14%, both public/private institutions.
- 11% recommended involving private-sector trainers to expand outreach.



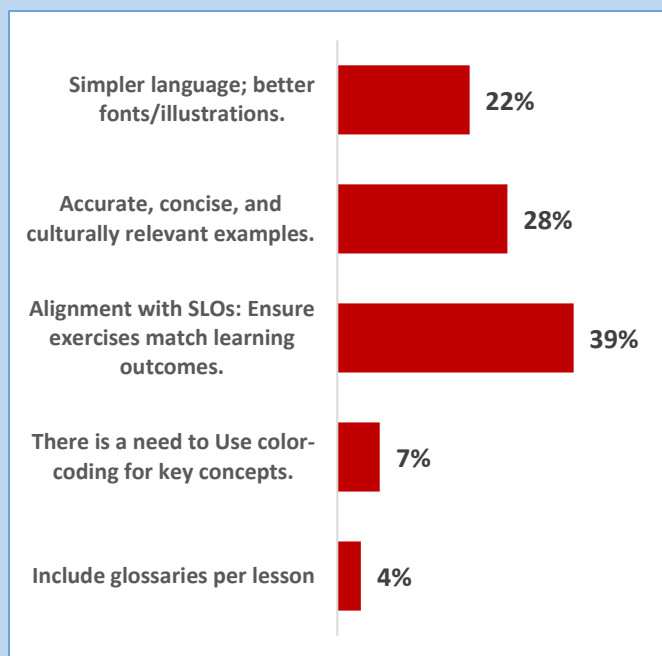
4. Suggestions to improve the curriculum

- 35% Respondents strongly emphasized adopting a student-centric approach and aligning content with cognitive levels and reducing the overall syllabus bulk.
- Nearly one-third (31%) highlighted the need for greater practical relevance, recommending project-based learning and the inclusion of local case studies.
- About 24% of respondents called for enhanced inclusivity, suggesting adaptations to support rural students and learners with special needs.
- Smaller but significant feedback included the integration of thematic learning, such as embedding climate change across subjects (4%).
- The use of QR codes in textbooks (5%) to provide access to supplementary digital resources.



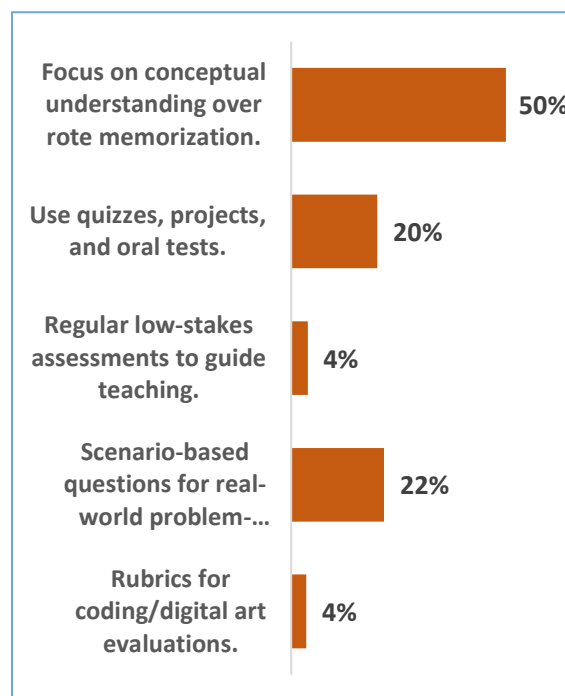
5. Suggestions to improve textbooks

- 39% responded with emphasizing alignment with SLOs to ensure that exercises directly support learning outcomes.
- 28% called for accurate, concise, and culturally relevant examples, making book more relatable.
- 22% recommended simpler language and improved fonts & illustrations to enhance readability.
- A smaller proportion suggested color-coding of key concepts (7%) to aid retention and clarity,
- While 4% recommended including glossaries per lesson to strengthen vocabulary and comprehension support.



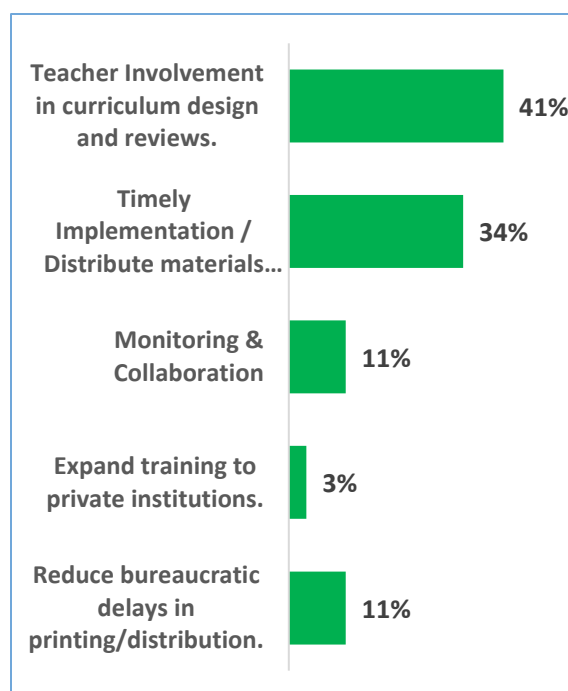
6. Suggestions to improve assessment

- Respondents 50% stressed the importance of shifting assessments from rote memorization to a focus on conceptual understanding.
- About 22% recommended scenario-based questions to connect learning with real-world problem-solving.
- while 20% favored quizzes, projects, and oral tests to encourage active learning and continuous evaluation.
- Smaller but notable proportions suggested regular low-stakes assessments 4% to provide ongoing feedback and rubrics for coding/digital art 4% to fairly assess creative and technical skills. Overall, the feedback underscores the need for diverse, meaningful, and competency-based assessments.



7. Additional feedback for curriculum developers

- 41% highlighted that teachers' classroom experience is critical for ensuring practicality and effectiveness.
- A significant share (34%) stressed the importance of timely implementation, particularly the distribution of curriculum materials before the start of academic sessions to avoid disruptions in teaching.
- Around 11% highlighted the need for stronger monitoring and collaboration mechanisms,
- while another 11% called for reducing bureaucratic delays in printing and distribution processes.
- A smaller but important group (3%) suggested expanding training opportunities to private institutions to ensure consistent curriculum delivery across education sectors.



6. QUALITATIVE FINDINGS

In addition to the quantitative survey, a qualitative tool was also employed to capture deeper insights into the National Curriculum of Pakistan (2022–23). This tool was designed to complement the numerical data with rich, contextual perspectives drawn directly from stakeholders. Data for this component was collected through Focus Group Discussions (FGDs), allowing participants to freely share their experiences, perceptions, and suggestions.

The qualitative tool was structured around nine thematic areas, namely:

- Overall Perception of the Curriculum
- Relevance and Contextualization
- Curriculum Content and Structure
- Pedagogical Approaches
- Integration of 21st Century Skills
- Inclusion and Equity
- Implementation Challenges
- Assessment and Evaluation
- Feedback and Recommendations

Additionally, an open section was provided for further comments and recommendations that may not have been captured under the main themes. This approach ensured that the voices of diverse stakeholders were meaningfully integrated, providing a holistic understanding of curriculum strengths, gaps, and areas for improvement to guide future policy and review processes.

6.1.

Section 1: Overall Perception of the Curriculum

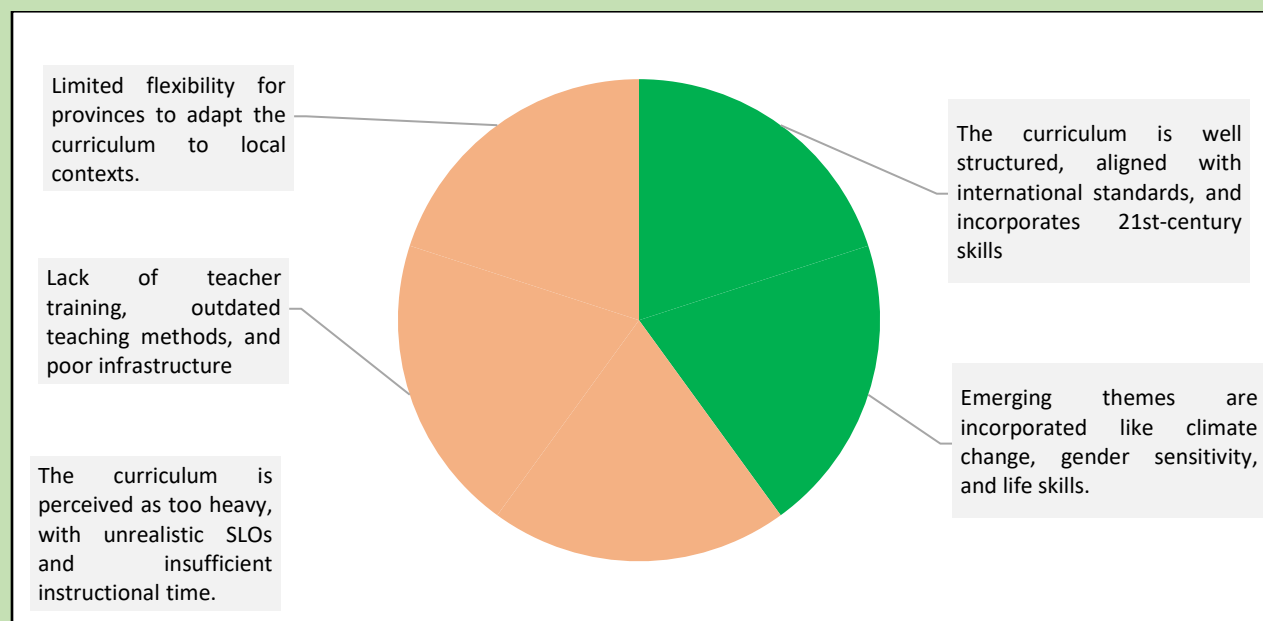
During the discussions, stakeholders shared a mix of encouraging observations and pressing concerns about the National Curriculum of Pakistan (2022–23). Overall, stakeholders recognized the curriculum as progressive and well-aligned with global standards but highlighted serious challenges in its practical implementation.

Findings / Observations

- Thoughtfully structured and aligned with international standards.
- Strong focus on 21st-century skills (critical thinking, problem-solving, digital literacy).
- Clear connection to the Sustainable Development Goals (SDGs).
- Inclusion of emerging themes such as climate change, gender sensitivity, life skills, and GESI (Gender Equality and Social Inclusion).
- Seen as a step toward making education more relevant and inclusive.

Key Concerns

- Curriculum perceived as too heavy/ambitious with an excessive list of SLOs.
- Mismatch between expectations and classroom realities (time constraints).
- Insufficient teacher training and reliance on outdated teaching methods.
- Poor school infrastructure limiting effective delivery.
- Limited flexibility for provincial adaptation, reducing relevance of local languages, histories, and contexts.



Stakeholders acknowledged the curriculum's alignment with Pakistan's identity and values, but also flagged major concerns around redundancy, outdated content, and limited responsiveness to economic and regional contexts.

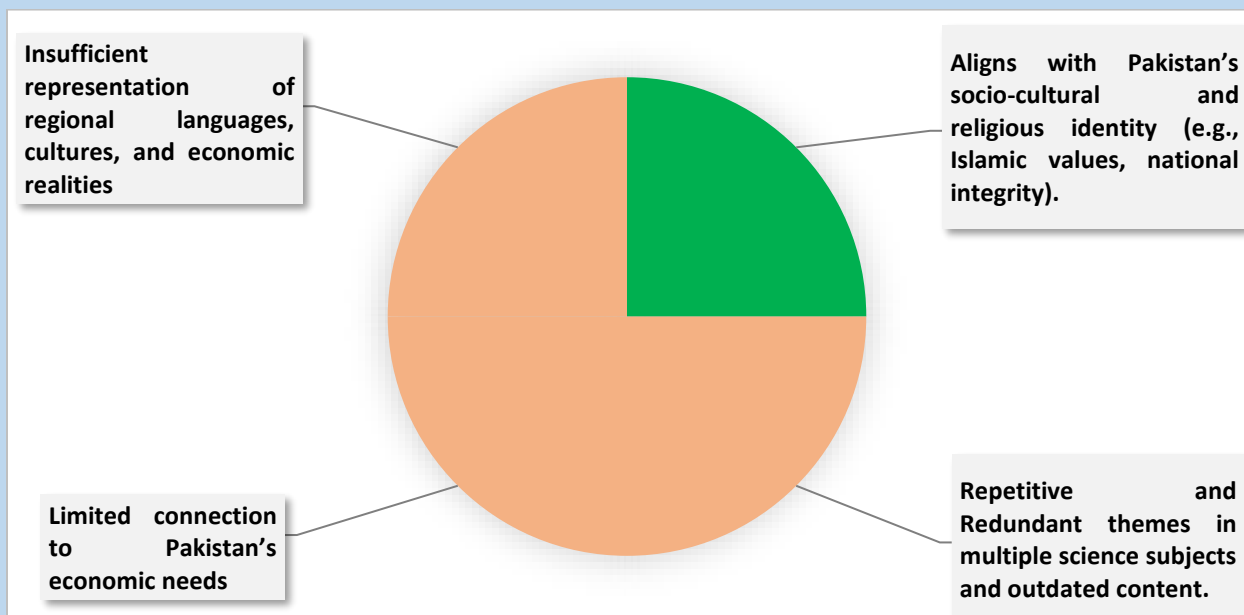
Findings / Observations

- Strong alignment with Pakistan's socio-cultural and religious identity.
- Emphasis on Islamic values and promotion of national integrity.
- Ensures resonance with traditions and collective identity.

Key Concerns

- Repetitive and redundant themes across science subjects.
- Retention of outdated content, reducing relevance.
- Weak linkage to economic needs (employability and market-driven skills).
- Insufficient representation of regional languages, cultures, and economic realities.
- Limited contextualization across provinces.

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6.3.**Section 3: Curriculum Content and Structure**

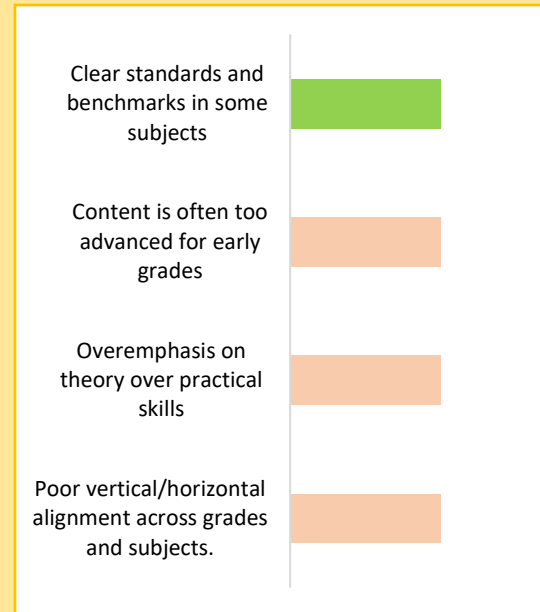
Feedback from FGDs reflects both positive aspects and pressing challenges in curriculum design and implementation.

Findings / Observations

- Some subjects provide clear standards and benchmarks, giving direction for teaching and learning.

Key Concerns

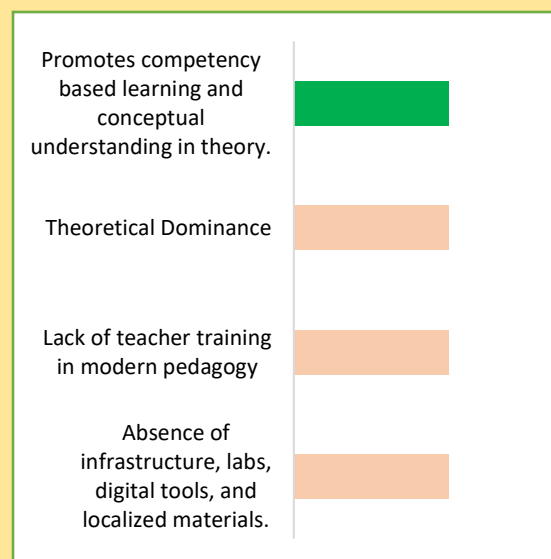
- Content too advanced for early grades, creating learning barriers.
- Greater emphasis on theoretical knowledge than practical skills (e.g., Computer Science offers limited coding practice).
- Weak vertical alignment → gaps in progression across grade levels.
- Weak horizontal alignment → overlaps and inconsistencies across subjects.

**6.4.****Section 4: Pedagogical Approaches****Findings / Observations**

- Curriculum encourages competency-based learning.
- Emphasis on conceptual understanding viewed as a progressive step.

Key Concerns

- Teaching remains largely theoretical, with little applied learning.
- Insufficient teacher training in modern pedagogical practices.
- Lack of infrastructure (labs, digital tools, teaching materials) to support delivery.
- Limited availability of localized resources to contextualize learning.



6.5.

Section 5: Integration of 21st Century Skills

Findings / Observations

- Integration of 21st-century competencies: climate change, critical thinking, digital literacy, collaboration, SDGs, and global citizenship.
- Inclusion of values and ethics, such as civic responsibility, environmental awareness, and social manners.
- Curriculum seen as a progressive step toward modern and inclusive education.

Key Concerns

- Weak implementation of these competencies at the school level.
- Gaps in teacher capacity to effectively deliver and translate these skills into practice.

The curriculum includes climate change, critical thinking, digital literacy, collaboration SDGs,...

Values, environmental awareness, ethics, civic responsibility and manners are included

School level implementation is weak

Gaps in teacher capacity.

6.6.

Section 6: Inclusion and Equity

Findings / Observations

- Curriculum reflects gender sensitivity and inclusion of marginalized groups.
- Explicit focus on Gender Equality and Social Inclusion (GESI) is embedded in content.

Key Concerns

- Minimal support for students with disabilities.
- Inclusive language in curriculum not effectively translated into classroom practices.
- Limited teacher capacity to address diverse learner needs.
- Board examinations do not assess critical thinking, life skills, or creativity, creating a gap between curriculum intent and actual assessment.

Gender sensitivity and inclusion of marginalized groups

Gender Equality and Social Inclusion (GESI)

Minimal support for students with disabilities.

Inclusive language exists but is not translated into classroom practices.

Teacher capacity is not up to the mark

Critical thinking, life skills, and creativity are missing in board exams.

Findings / Obstacles**Shortage of qualified teachers**

- Particularly in Information Technology and modern pedagogy.
- Limited professional development hampers competency-based learning.

Infrastructure limitations

- Inadequate school facilities.
- Poor-quality learning materials.
- Delays in textbook provision.

Content relevance issues

- Available materials lack local contextualization, reducing effectiveness.

Weak monitoring and accountability

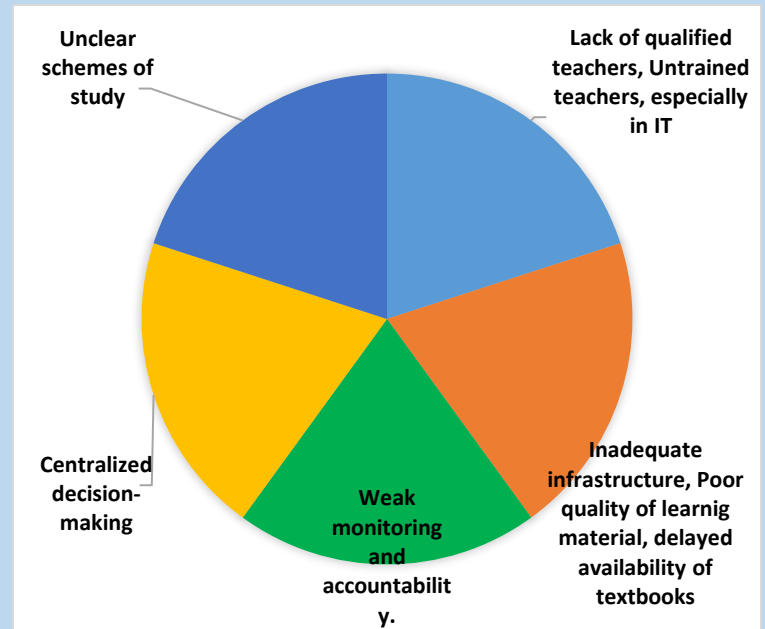
- Insufficient follow-up to ensure curriculum is implemented as intended.

Centralized decision-making

- Restricts flexibility at provincial and school levels.
- Limits adaptation to local contexts and needs.

Unclear schemes of study

- Creates confusion.
- Leads to inconsistencies in planning and delivery.



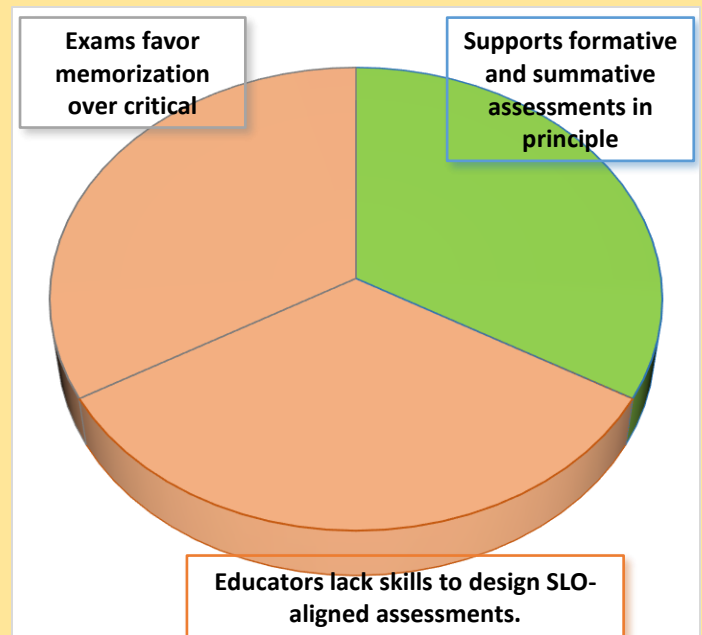
There is a clear gap between intent and practice: while the curriculum aspires to modern, competency-based assessment, practical limitations in teacher capacity and exam design keep the system focused on rote learning. Reforms in training, assessment frameworks, and examinations are urgently needed.

Findings / Observations

- Curriculum framework supports both formative and summative assessments.
- Alignment with international standards of assessment recognized.
- Intended to measure holistic learning outcomes rather than narrow content.

Key Challenges

- Limited teacher capacity to design and implement SLO-aligned assessments.
- Reliance on traditional methods undermines competency-based learning.
- Examination systems emphasize rote memorization over conceptual understanding.
- Weak assessment of critical thinking, creativity, and problem-solving skills.



6.9. Section 9: Feedback and Recommendations

Stakeholders call for a student-centered, context-sensitive, and practically implementable curriculum—one that reduces overload, builds teacher capacity, integrates local realities, and is supported by systemic reforms in textbooks and assessments.

Curriculum Content & Structure

- Reduce the number of SLOs and remove repetition across grades/subjects.
- Ensure content is age-appropriate and matches students' cognitive levels.
- Balance theoretical knowledge with practical and applied learning.

Contextualization & Relevance

- Integrate regional languages, cultural references, and vocational skills.
- Adapt curriculum to reflect diverse socio-economic and geographical contexts.

Teacher Training & Capacity Building

- Make mandatory training in pedagogy, IT, and assessment methods.
- Provide practical, continuous professional development to deliver competency-based learning.

- Strengthen teacher ability to design meaningful, SLO-aligned assessments.

Inclusivity & Participation

- Involve teachers, private sector, and marginalized groups in curriculum review and development.
- Foster ownership and accountability through collaborative processes.

Systemic & Structural Reforms

- Decentralize curriculum adaptation for provincial flexibility.
- Improve textbook quality and ensure timely provision.
- Align examinations with curriculum goals, moving away from rote memorization.



While the curriculum's design is broadly valued, each province faces unique contextual barriers, from teacher training gaps (KPK, content overload (Balochistan), consultation and infrastructure issues (GB), to weak translation of policy into practice (Sindh). Addressing these localized challenges is critical for equitable and effective implementation.

Khyber Pakhtunkhwa (KPK)

- Curriculum design and alignment were viewed positively.
- Major challenges: resource gaps and insufficient teacher training.
- Weak teacher capacity limits effective classroom delivery.

Balochistan

- Content is seen as too complex, especially in early grades.
- Multiple subjects create unnecessary burden on young learners.
- Strong calls for local relevance with contextually appropriate examples and materials.

Gilgit-Baltistan (GB)

- Stakeholders felt excluded from consultation processes in curriculum design/review.
- Lacks infrastructure, including IT labs and digital facilities.
- These deficiencies hinder the adoption of modern pedagogical practices.

Sindh

- Incomplete implementation cycle: policy changes not fully translated into classroom practice.
- Widespread issue of multi-grade teaching, which undermines effective curriculum delivery.

7. RESULTS AND CONCLUSIONS ON THE BASIS OF QUALITATIVE AND QUANTITATIVE FINDINGS

Findings

- Aligned with national educational goals.
- Promotes 21st century competencies.
- Promotes higher order thinking skills
- Suggested assessment activities are aligned with curriculum objectives
- Addresses societal needs.
- Focuses on holistic development of learners
- Some subjects are overloaded, such as Islamiat and Chemistry at the SSC level.
- Repetition of SLOs across subjects.
- Indigenous knowledge, local economies, and regional languages are underrepresented, particularly at the primary level.
- Textbooks are not standardized/content overload in textbooks
- Current assessment practices hinder the realization of NCP objectives, especially those related to 21st-century skills.
- Multi grade and multi subject teaching.
- Teachers are overburdened with multiple assignments including administrative assignments.
- Teachers lack adequate training for the effective implementation of the NCP
- Insufficient infrastructure and administrative support.

8. RECOMMENDATIONS

1. Revision of specific themes and SLOs in the subjects of Islamiyat, Chemistry, English, History, Geography, Mathematics and Sciences
2. Contextualization of the curriculum, especially at primary level
3. Mechanism for feedback from stakeholders on curriculum content and implementation.
4. Development of a clear framework for curriculum revision, development and implementation
5. Timely development and provision of high-quality textbooks and instructional materials.
6. A fundamental shift in assessment: curriculum-aligned, SLO-driven, skill-based
7. Establishment of a well-structured supervision and monitoring mechanism
8. Ensuring the availability of trained / qualified subject teachers
9. Capacity building of teachers through effective, continuous professional development (CPD).
10. Capacity building of head teachers and administrators to strengthen leadership and implementation capacity.
11. Provision of sufficient and relevant infrastructure

PART-II: Report on Provincial Consultations

9. INTRODUCTION AND BACKGROUND

Provincial consultations were initiated after receiving feedback from the provinces during policy dialogues to build consensus on a coordinated curriculum reform agenda and to support the development of a structured roadmap for revising the National Curriculum Framework (2017), the Minimum Standards for Quality Education, and the rationalization and optimization of the National Curriculum of Pakistan (NCP) 2022–23. The consultations were undertaken in recognition of implementation challenges and the need to strengthen alignment between national policy directions and provincial contexts.

A series of structured consultations were conducted between October and November 2025 across eight geographical regions, namely Islamabad Capital Territory, Khyber Pakhtunkhwa, Punjab, South Punjab, Sindh, Balochistan, Azad Jammu & Kashmir, and Gilgit-Baltistan. The consultations engaged provincial education departments, curriculum developers, assessment bodies, teacher education institutions, school leadership, and classroom practitioners to review existing curriculum frameworks and share implementation experiences.

10. METHODOLOGY

This report draws on evidence generated through eight multi-stakeholder consultation workshops conducted to inform curriculum and education system reforms. The consultations were designed to capture both policy-level perspectives and classroom-level realities, ensuring that recommendations are grounded in implementation experience as well as strategic intent.

Each consultation followed a structured format combining plenary sessions, thematic breakout discussions, and moderate dialogues. The discussions focused on key components of the education ecosystem. Participants collectively reviewed the National Curriculum and Policy Framework, Minimum Standards, Scheme of Studies, assessment approaches, textbook development processes, language policy, and system-level implementation challenges. The consultations brought together a diverse range of stakeholders, including Provincial and National Curriculum Authorities, Examination and assessment boards, Teacher education institutions, School heads and administrators, Classroom teachers and practitioners, Education policymakers and implementing partners. This diversity ensured balanced representation across governance, technical, and instructional levels.

Qualitative evidence was generated through facilitated group discussions, reflective dialogues, and consensus-building exercises. Key points from plenary discussions and breakout sessions were systematically documented, synthesized, and reviewed across

consultations to identify recurring themes, convergent viewpoints, and contextual variations, including salient provincial perspectives.

11. KEY THEMATIC FINDINGS

11.1 Curriculum philosophy and values

- Strong call to pair national ideology with a forward-looking educational ideology that prepares learners for a competitive, ethical, tech-rich future, with explicit place for citizenship, character, and inclusion.
- Hidden curriculum should be operationalized through minimum expectations for values, mental health, resilience, and intercultural harmony.

11.2 Inclusion and equity

- Universal emphasis on inclusion of learners with disabilities and gender sensitivity (including transgender learners), with classroom practices and standards reflecting legislation and local policies.

11.3 Language policy and mobility

- Flexibility in medium for early-grade Maths/Science, while keeping technical terminology in English to protect progression; bilingual delivery endorsed by multiple regions.

11.4 Assessment

- Shift toward concept-based assessment with defined weight for formative components; add listening/speaking in Urdu and English; strengthen board exam credibility to reduce reliance on external entry tests.
- Fund and capacitate assessment bodies and add performance tasks that capture affective and psychomotor outcomes.

11.5 Scheme of Studies and load

- Content overload is widespread; proposals include term-wise rotation, integrated Social Studies, functional language courses, and a compulsory skills subject at matric.
- Multi-grade realities and school calendars require timetable redesign and author guidelines to control book size.

11.6 Teacher standards and development

- Teacher licensing, standards at induction and progression, classroom observation tools, and continuous CPD (SEL, inclusion, AI ethics, assessment) are common asks.
- Protect teaching time; reduce non-teaching duties; address teacher wellbeing.

11.7 Textbooks and learning materials

- Reform author/reviewer selection and training; graded vocabulary; culturally sensitive, child-friendly design; QR codes for digital support; set page-range guidance.

11.8 Technology, AI, climate and vocational pathways

- Integrate AI and digital citizenship with ethics; climate education across grades; embed vocational/entrepreneurship options and computer education in all streams.

11.9 Governance, review cycles, and feedback

- Adopt a 3–5-year revision window with evidence-based interim updates; institutionalize feedback via school councils, PTMs, surveys, portals, and provincial research units.
- Pilot before scale and use needs assessments up front.

12. Province/Area highlights (salient additions)

- **ICT:** Transition gaps at Grade 1, 6, 9; propose bridging modules, longer blocks for labs/projects, and marks redistribution to lower high-stakes pressure.
- **KP:** AI literacy with ethics; interfaith harmony; flexible medium for early-grade Science; functional English for Science/Commerce tracks; oral-proficiency mechanisms.
- **Punjab (Lahore/PECTAA):** Technocrat-rich NCC; textbook review overhaul; affective assessment; minimum “values curriculum”; learner employability and functional skills standards.
- **South Punjab:** Student-first feedback via councils; teacher licensing and psychological health; integrated textbooks; compulsory skills subject at matric; speaking/listening focus.
- **Sindh:** Compliance with Sindh disability act; PBL as core; mother-tongue promotion with common scientific terminology; strengthen board exam credibility.
- **Balochistan:** Local economy subjects (fisheries, mining, processing); fund assessment bodies; ECCE emphasis on psychomotor/affective; page-range controls and QR codes.
- **AJK:** Values of patience, teamwork, respectful argument; multi-grade supports; functional subjects and optional tracks; provincial feedback loops.
- **GB:** Pre-revision needs assessment; bilingual Mol for Maths/Science with English terminology; formative weightage; SMC/PTM feedback as standard.

13. RECOMMENDATIONS

1. Consolidation: Develop a draft for revised NCF and MSQE.
2. Optimization of Curriculum: In the light of feedback regarding heaviness, optimization of curriculum aimed at 2026-27.

3. Issue a national “floor” note: core outcomes, time allocations, and assessment principles (incl. formative weightage) while confirming provincial flexibility.
4. Launch a consolidated feedback architecture: template for School Councils/PTMs, quick survey instruments, and a central portal with provincial dashboards.
5. Mandate piloting for any syllabus/text before scale-up; publish a piloting checklist.
8. Teacher standards package: licensing framework, induction + progression standards, observation tools, CPD on SEL, inclusion, assessment, AI ethics.
9. Assessment roadmap: BAEC/boards to add performance tasks, listening/speaking components, and reliability checks; public plan to reduce entry-test reliance.
10. Textbook reform: enforce author/reviewer criteria, style guides, graded vocabulary, and page-range guidance; add QR code policy.
11. Scheme of Studies adjustments: integrated Social Studies, functional Urdu/English/Maths, term-wise load management, and one compulsory skills subject at matric (pilot).
12. ECCE operationalization at scale with materials, spaces, and training; early grade fluency milestones.
13. Vocational and entrepreneurship pathways across provinces, with computer education in every stream and regional option subjects.
14. Governance and review: institutionalize the 3–5-year cycle with data-triggered interim updates and provincial research units to analyze classroom evidence.

RISKS AND MITIGATIONS

- Overload persists without SoS reform: Lock page-range guidance and rotation models before new texts go to print.
- Assessment inertia: Fund assessment bodies and ring-fence pilots in Grades 5, 8, 10 for performance tasks.
- Uneven provincial capacity: Publish a national support toolkit (feedback templates, author guides, oral-skills rubrics etc.).

PROVINCE-WISE REPORT AT ANNEX (III)

14. PICTURE GALLERY



Balochistan



Khyber Pakhtunkhwa





Punjab



Sindh





Azad Jammu & Kashmir



Gilgit - Baltistan





ICT



Section B: Overall Perception of the Curriculum



South Punjab



Section C: Relevance and Contextualization

- i) To what extent is the curriculum relevant to the socio-cultural, religious, and economic context of Pakistan?

- ii) Does the curriculum cater to local and regional diversity?

- iii) Are there any themes that you find irrelevant, outdated, or inappropriate? Which ones and why?

Section D: Curriculum Content and Structure

- i) Is the content age-appropriate and aligned with students' cognitive levels? If No, please indicate.

- ii) How well is vertical and horizontal alignment ensured across grades and subjects?

- iii) Are learning outcomes clearly defined and achievable?

- iv) What is your view on the balance between theoretical and practical components?

-
- v) Do you believe the curriculum encourages conceptual understanding?
-
-
-

Section E: Pedagogical Approaches

- i) How well does the curriculum promote competency-based learning?
-
-
-
- ii) Are there adequate guidelines for differentiated instruction to meet diverse learner needs?
-
-
-

Section F: Integration of 21st Century Skills

- i) Does the curriculum promote critical thinking, creativity, collaboration, and communication?
-
-
-
- ii) How effectively are digital literacy, environmental awareness, SDGs and global citizenship embedded?
-
-
-
- iii) Are values, ethics, and civic responsibility appropriately addressed?
-
-
-

Section G: Inclusion and Equity

- i) To what extent does the curriculum reflect gender sensitivity and inclusion of marginalized groups (e.g., religious minorities, special needs learners)?
-
-

-
- ii) What improvements would you suggest to make the curriculum more equitable and inclusive?

Section H: Implementation Challenges

- i) What are the major challenges in implementing the curriculum (e.g., teacher readiness, infrastructure, resources)?

- ii) How compatible are the textbooks and learning materials with the curriculum?

- iii) What systemic or structural barriers have you observed?

Section I: Assessment and Evaluation

- i) Are the recommended assessment methods aligned with curriculum objectives?

- ii) Does the curriculum support formative as well as summative assessment practices?

- iii) What improvements are needed in the assessment approach to better evaluate student learning?

Section J: Feedback and Recommendations

- i) Which specific areas of the curriculum need urgent revision?

- ii) What would you retain, revise, or remove from the current curriculum?

- iii) Do you have any suggestions for improving stakeholder engagement in the curriculum review process?

- iv) What lessons can be learned from past curriculum implementation efforts?

Section K: Additional Comments

- i) Please share any additional feedback, concerns, or recommendations not covered above.

National Curriculum Council
Ministry of Federal Education and Professional Training

TEACHERS'/HEAD TEACHERS' FEEDBACK ON NATIONAL CURRICULUM OF PAKISTAN (NCP 2022-23)

Name: _____

Subject: _____ **Position :** ☐ Teacher ☐ Head Teacher/Principal ☐ other

Level: ☐ Primary ☐ Elementary ☐ Secondary ☐ Higher Secondary

Province/Region: _____ **Institution Type:** ☐ Public ☐ Private ☐ Others

Section I: Context – Relevance, Awareness, and Inclusivity:

S#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I clearly understand the framework of NCP					
2	The curriculum is aligned with national educational priorities and goals.					
	Intended learning outcomes (knowledge, skills, values) are well-defined in the NCP.					
3	The curriculum equitably addresses the learning needs of students from diverse backgrounds.					
4	The curriculum addresses broader societal needs.					
5	The curriculum promotes SDGs.					
	The curriculum is aligned with students' developmental levels.					
7	The curriculum reflects inclusive education principles (gender, ability, diversity).					
8	The curriculum is relevant to 21st-century competencies.					
9	The curriculum is relevant to students' real-life experiences.					
10	The NCP ensures coherent learning progression across grades and subjects.					

Section II: Input – Training, Materials, and Teacher Readiness:

S#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I have accessed the curriculum document for the subject(s) I teach.					
2.	I was oriented on the goals and guiding principles of the NCP before its implementation.					
3.	I received training to teach the NCP with follow up support.					
4.	Training covers both content knowledge and pedagogical strategies.					
5.	I have a clear understanding of the teaching standards outlined in the NCP.					
6.	I am equipped with structured lesson plans and pacing guides to support my teaching.					
7.	Textbooks are aligned with NCP.					
8.	Assessment framework and tools are aligned with curriculum objectives.					
9.	I use technology and digital resources for planning and lesson delivery.					
10.	I feel confident in my subject knowledge to effectively teach NCP content.					

Section III: Process – Teaching, Delivery, and School Support:

S#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers can practically cover all SLOs within the academic year.					
2	The instructional time specified in the scheme of studies supports effective implementation of the NCP..					
3	School leadership provides strong support for curriculum implementation					
4	There is monitoring and supervision system to ensure effective implementation of the NCP.					
5	Teachers are provided with constructive feedback from school leaders on NCP implementation.					
6	School infrastructure supports NCP implementation.					
7	Teachers have pedagogical autonomy and flexibility to innovate.					
8	Technology integration, STEAM, and projects are encouraged.					
9	School-level planning supports effective delivery of the NCP.					

Section IV: Product – Outcomes, Assessments, and Impact

S#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning gains are visible across all socio-economic student groups.					
2	There are positive changes in student attitudes and behaviors.					
3	Feedback from parents indicates satisfaction with student learning					
4	The curriculum has contributed to the development of higher-order thinking skills in students					
5	The NCP has contributed to the development of 21st-century skills among students					
6	The curriculum has enhanced students' readiness for higher grades/job market.					
7	Assessment practices are aligned with student learning outcomes (SLOs).					
8	Students are assessed on conceptual understanding, not just memorization					
9	Assessment tools assess higher-order thinking.					
10	The curriculum contributes to holistic development of learners.					
11	Overall, I am satisfied with the impact of the curriculum on students.					

Section V: Implementation Challenges (Select Top 5)

- ☐ Inadequate training on Curriculum and its implementation methods
- ☐ Shortage or delay of textbooks
- ☐ Overloaded content and time constraints
- ☐ Misalignment between curriculum and assessment
- ☐ Lack of lesson planning resources
- ☐ Language issues in content/textbooks
- ☐ Limited school-level monitoring/support
- ☐ Inadequate ICT or supplementary materials
- ☐ Inadequate support for diverse learners
- ☐ Limited autonomy for teachers adapt to available resources and environment
- ☐ Resistance to change by stakeholders
- ☐ Other (please specify): _____

Section VI: Open-Ended Feedback**1. Which curriculum areas need revision, localization, or simplification?**

- a. _____
- b. _____
- c. _____

2. Which specific topics/subjects need revision or simplification?

- a. _____
- b. _____
- c. _____

3. What specific training or resources do you need to implement the NCP effectively?

- a. _____
- b. _____
- c. _____

4. What suggestions do you have to improve curriculum?

- a. _____
- b. _____
- c. _____

5. What suggestions do you have to improve textbooks?

- a. _____
- b. _____
- c. _____

6. What suggestions do you have to improve assessment?

- a. _____
- b. _____
- c. _____

7. Any additional feedback for curriculum developers or education authorities?

- a. _____
- b. _____
- c. _____

Annex-III

Consultative Workshop

Islamabad, October 13, 2025

Topic: Scheme of Studies and Progression Pathways

Participants: Stakeholders from government and private institutions, curriculum and assessment experts, school heads and teachers

Guiding questions

- How is the current scheme of studies working at ECE, Primary, and Post Primary levels in your province
- Are subject loads appropriate, or do students and teachers face overload
- Where are the biggest transition gaps from ECE to Primary to Post Primary
- What minimum national principles should guide a scheme of studies, for example number of core subjects and time allocation
- What flexibility should provinces have to add context relevant subjects or content
- How should indigenous knowledge, vocational skills, and life skills be reflected

Key findings and issues

Early Childhood Education

- Focus should not be on books only, priority should be on play, routines, language rich interaction, and readiness
- Clear policy needed on ECE duration, one year or two years, SDGs call for one year preprimary, stakeholders asked whether two years is advisable
- Progression from ECE to Grade One requires defined milestones, literacy, numeracy, social and emotional readiness, religion as values and routines
- The 2017 *Parwan* model may be reviewed to bridge ECE to Grade One

Primary classes 1 to 5

- Need more physical exercise and movement time, co-curricular blocks should be increased

- Consider term wise structuring to reduce simultaneous load, for example Science focus in first term, Social Studies focus in second term, while ensuring continuity of foundational skills
- Character education should be milestones based and integrated into daily routines and subjects
- Authors guidelines are required to limit book size and avoid content overload

Post Primary and transitions

- Primary to Grade Six is a major jump for learners
- Middle to Secondary is the largest gap, mainly due to assessment practices and shift to exam heavy approaches
- Scheme of studies should include a transition strategy with prerequisite skills, bridging modules, and orientation weeks

Language of instruction and mobility

- Inter provincial mobility is a challenge, more flexibility is needed in language of instruction especially in Math's and Science
- Non-formal learners are largely Urdu, pathways should recognize this and offer flexible language options
- Functional aspects of languages should be emphasized, listening, speaking, reading, writing with clear, staged progression

Time, calendar, and timetable

- Review annual working days and closure periods when allocating periods per subject
- Period length of 35 to 40 minutes is insufficient in many cases, consider longer blocks for project and lab work
- In FDE schools, meal distribution also takes time, consider extending the day slightly where feasible, keeping in view evening shifts and transport.

Assessment and reporting

- Assessment design should be included in the scheme of studies, formative and summative balance, school-based projects and portfolios
- Marks distribution and subject weightages should be revisited to reduce high stakes pressure in middle and secondary
- Term wise academic year can be considered for better pacing and feedback cycles

Curriculum structure and integration

- Noncredit curricula, for example values, life skills, can be addressed inside formal subjects through planned integration
- Standalone curricula can exist both as separate subjects and as integrated strands where appropriate
- Filtering of content is required, align to objectives, remove duplication, ensure age wise milestones
- DRR, climate change and other related themes should be part of the curriculum across grades with clear learning outcomes

Flexibility with national coherence

- Define minimal common learning across the country, core subjects and minimum weekly time for English, Urdu, Math's, and foundational competencies
- Provincial flexibility is important but should not be unlimited, a national floor should be respected while allowing provinces to add indigenous knowledge, vocational skills, and local content
- Clarify how private and public systems align on religious education books and teacher readiness, who will teach, what credentials are needed

Proposals and options emerging from discussion

1. **ECE policy decision:** adopt two structured years where feasible, or one year with a compulsory reception term, in both cases define readiness milestones and teacher materials
2. **Load management:** introduce term wise subject rotation for content heavy areas, ensure daily literacy and numeracy continue throughout
3. **Time allocation:** pilot longer blocks for Science, Social Studies, Arts and Technical work in Grades 3 to 8, maintain shorter blocks for languages and Math's practice
4. **Language flexibility:** allow Urdu or provincial language medium for Maths and Science in early grades with a planned bridge to English terminology by Grade Six
5. **Transitions package:** bridging modules for Grade One, Grade Six, and Grade Nine, orientation weeks, diagnostic assessments, and parent guides
6. **Assessment reform:** portfolio and project components counted in promotion, reduced weight on single terminal exams, clear rubrics shared with schools
7. **Integration and standalones:** keep character education, DRR, climate change, life skills as both integrated strands and short standalone modules with or without assessment credits
8. **Book development controls:** author guidelines that cap page count, ensure readability levels and include activity-based learning rather than text heavy chapters

Consultative Workshop Report

**Khyber Pakhtunkhwa, Directorate of Curriculum and Teacher Education,
Abbottabad**

Date: 21 October 2025

Overview

A consultative workshop was convened at DCTE Abbottabad to gather structured input from stakeholders on revision and implementation of the National Curriculum Framework, alignment with Minimum Standards of Quality Education, and improvements to the Scheme of Studies. The event aimed to surface practical recommendations for policy, governance, assessment, and classroom practice in Khyber Pakhtunkhwa.

Opening

- **Welcome:** Director DCTE, Mr. Jafar Mansoor Abbasi
- **Remarks:** Director NCC, Dr Tabassum Naz
- **Format:** Presentation of preliminary findings followed by thematic sessions and plenary feedback

Session 1: National Curriculum Framework, revision, implementation, governance

Moderator: Dr Tajjamul Hussain Shah, former Joint Educational Advisor, Ministry of Education

Priority additions and emphases

- Artificial Intelligence literacy and its ethical dimensions
- Language education, including options for Chinese where contextually relevant
- Psychological and medical considerations for learner well being
- Recognition of childhood language acquisition windows and proficiency pathways
- Safeguarding the country's ideological boundaries while promoting openness
- Holistic development with explicit focus on ethical competence and moral development through home, religion, school, and society in an interconnected manner
- Life skills-based education embedded across subjects
- Effective use of information technology tools with balanced dependence
- Global citizenship and interfaith harmony as cross cutting themes

- Inclusive education for learners with disabilities, with explicit provisions for PWDs
- Teacher education reform, updated curricula for preservice and in service programs
- Assessment framework that includes the affective domain
- Institutional autonomy with clear roles and accountability
- Teacher and stakeholder feedback mechanisms
- Vertical and horizontal alignment across grades and subjects
- A clear framework for formative assessment

Process and governance

- Define end to end curriculum development and revision processes, including roles and timelines
- Establish a curriculum cycle of three to five years with flexibility for interim updates
- Publish review standards and quality criteria

Session 2: Minimum Standards of Quality Education

Lead brief: Dr Muhammad Idrees, Director National Assessment Wing, Pakistan Institute of Education, Islamabad

Key points

- While some subjects meet standards, broader alignment with international proficiency benchmarks is required
- Cross cutting competencies should be consistently addressed within subject syllabi
- Language subjects should include engaging, age appropriate materials and activities
- Internal assessment tools at board level should be specified in the curriculum, including measures of the affective domain
- Consider a contribution of formative assessment at twenty five percent toward final results
- Embed twenty first century skills where appropriate within subjects
- Refer to the revised KP Minimum Standards for provincial application and contextualization
- Establish feedback channels for teachers, school leaders, parents, students, and other stakeholders

Sessions 3 and 4: Scheme of Studies and subject structure

Lead brief: Mr. Suhail Bin Aziz, Director NRKNA, Ministry of Federal Education and Professional Training Islamabad.

Structure and time

- In ECE and early primary, allocate defined periods for character education and life skills-based education
- Provide flexibility in the medium of instruction for Science in early grades, options for Urdu, English, hybrid, or regional language with a planned bridge
- Consider Social Studies as an integrated subject in place of separate History and Geography, with a strong focus on civic sense
- Combine Islamiyat and translation of the Quran where appropriate as a single subject with clear outcomes
- Strengthen coordination between DCTE and FBlSE on alignment issues
- For Science and Commerce tracks, introduce Functional English with reduced literature load
- Approve English Literature and Urdu Literature as optional subjects
- Standardize the use of English terminology for specific technical terms across subjects
- Introduce valid mechanisms to teach and assess oral competencies in English and Urdu
- Optimize curricula through content filtering and horizontal alignment to avoid duplication
- Model Dars e Nizami should be nonsectarian and competency oriented
- NCC should systematically record and archive learning from curriculum development for institutional memory
- Policies should be data informed, based on research and field evidence

Cross cutting recommendations

1. **Ethics and character:** Make ethical competence, moral development, and interfaith harmony explicit outcomes with age wise milestones.
2. **Inclusion:** Provide clear accommodations and resources for special education and PWDs, ensure universal design for learning.
3. **AI and digital:** Introduce AI awareness, digital citizenship, and balanced technology integration with safeguards.
4. **Assessment:** Institutionalise formative assessment with defined weightage, include affective outcomes, and provide rubrics and tools.
5. **Teacher capacity:** Update preservice and in service teacher curricula, add modules on assessment, inclusion, AI ethics, and classroom language practices.
6. **Governance and feedback:** Establish transparent review standards, feedback loops from classrooms, and periodic review within a flexible three-to-five-year cycle.
7. **Curriculum integration:** Embed life skills, global citizenship, disaster risk reduction, and climate change across subjects with measurable outcomes.

Consultative Workshop Report

Directorate of Curriculum, Research and Development, Muzaffarabad (AJK)

Date: 23 October 2025

Overview

A consultative workshop was held at DCRD Muzaffarabad to gather feedback on the National Curriculum and Pedagogy Framework, Minimum Standards of Quality Education, and the Scheme of Studies for AJK. Participants included curriculum officials, teacher educators, heads of institutions, classroom teachers, and researchers. The workshop focused on values, inclusion, assessment, language policy, and practical implementation in schools.

Opening

- **Welcome and context:** DCRD introduced the objectives and outlined how inputs would inform AJK's position for national deliberations.
- **Format:** Plenary inputs, three thematic sessions, and consolidation of recommendations.

Session 1: National Curriculum and Pedagogy Framework (NCPF) — revision, implementation, governance

Foundational principles and priorities

- Constitution, national ideology, democratic values, and societal foundations should anchor the NCPF.
- Address the digital divide across generations; use relatable language and examples for Generation Z.
- Add three core values to qualitative parameters: patience, teamwork, and respectful argument and reasoned discourse.
- Current curriculum is content heavy and quality deficient; rationalize scope and improve depth.
- Include social justice, freedom with justice, acceptance, and appreciation as explicit outcomes.
- Ensure regional diversity and contextualization across AJK.
- Use assessment findings as the primary evidence base for revisions and updates.

Curriculum cycle and governance

- Establish a robust feedback mechanism for periodic curriculum review.
- Allow flexibility for timely additions due to the rapid growth of knowledge.
- Train stakeholders before implementation.
- Adopt a Curriculum Implementation Framework within policy, covering roles, materials, assessment, teacher development, and monitoring.
- Emphasise character education to cultivate ideal citizens.
- Revise within a three-to-five-year cycle, with provision for interim adjustments.

Stakeholder engagement and research

- Involve teachers, students, parents, and community actors in feedback loops.
- Embed periodic research and classroom studies in the framework.
- Enable provinces and areas to maintain their own feedback mechanisms linked to national review.

Session 2: Minimum Standards of Quality Education and assessment

Standards and competencies

- Rationalize and optimize AJK standards in line with global proficiency benchmarks.
- Move away from form focused learning; assessment should capture understanding and application.
- Use a coherent framework to embed cross cutting competencies and themes across subjects.

Assessment approach

- Balance formative and summative assessment.
- Promote project based learning and alternative methods for formative assessment.
- Specify tools and guidance for classroom-based evaluation, including the affective domain.
- Strengthen character education curriculum to include skills that may not be fully covered in Islamiyat.

Session 3: Scheme of Studies, language policy, and subject structure

System realities and ECE

- More than four thousand primary schools operate with multi grade teaching; design supports and pacing guides accordingly.
- ECE is present in policy and in the Scheme of Studies yet is not systematically embedded in the public school system; prioritize operationalization.
- The Scheme of Studies requires revision to reflect realities of time, staffing, and school calendars.
- Consider mastery approaches modelled on Naazra for foundational learning.
- Pilot changes before scale up.

Timetabling and delivery options

- Explore distributing learning so that one to two subjects are taught in depth each day for younger grades.
- Consider teaching some subjects orally in early grades, with reading and writing focus retained in English, Urdu, and Mathematics.
- Plan extensive training for teachers and head teachers on the revised Scheme of Studies.

Language policy

- Permit textbooks in English, Urdu, or bilingual formats; print technical terms in English alongside.
- Allow regional languages as the medium for science subjects in early grades with a clear bridge to standard terminology.

Subject organisation

- Merge History and Geography into Social Studies with a strengthened citizenship strand.
- In History, reduce space for ancient civilizations to create room for civics and contemporary relevance.
- In Social Studies, make citizenship education explicit.
- Offer entrepreneurship and trades as optional subjects, for example electrician work, woodwork, plumbing, and metal work.
- Introduce Functional English, Functional Urdu, and Functional Mathematics, with literature as an optional track.
- Add Functional language subjects where appropriate.
- Include Dars e Nizami (nonsectarian model), Iqbalayat, Seerat un Nabi, and Kashmiriat in a coherent, age-appropriate manner.

Cross cutting recommendations

1. **Values and character:** Institutionalise patience, teamwork, and respectful argument within outcomes and classroom routines; strengthen character education.
2. **Equity and relevance:** Address the digital divide, ensure regional contextualization, and use language and examples that resonate with Generation Z.
3. **Standards and assessment:** Align to global proficiency standards, embed cross cutting competencies, and formalize a balanced formative and summative model.
4. **Implementation readiness:** Approve a Curriculum Implementation Framework, train stakeholders, and conduct pilots before system wide roll out.
5. **Language and access:** Provide flexible medium options with consistent technical terminology, and support multi grade contexts with structured pacing.
6. **Evidence and feedback:** Base revisions on assessment evidence, establish continuous feedback mechanisms, and commission periodic research.

Consultative Workshop Report

PECTAA, Lahore

Date: 28 October 2025

Overview

A provincial consultative workshop was convened at PECTAA Punjab to gather input on the National Curriculum Policy Framework, minimum standards, assessment, and textbooks. The meeting was chaired by **Ms Zubda Zia**, Managing Director PECTAA. Proceedings opened with recitation, introductions, and a welcome by **Mr Amir Riaz**, Director Curriculum PECTAA. **Dr Tabassum Naz**, Director NCC, shared remarks of thanks and framed the ongoing reform initiative. Mr Amir Riaz presented findings from earlier policy dialogue and the curriculum evaluation study.

Opening inputs and study findings

- Textbook quality issues stem from weaknesses in the review process, including writer and reviewer selection and capacity.
- Medium of instruction requires consensus across provinces and areas; field visits found mismatches between approved book lists and actual books in schools.
- Revision of Islamiyat from Grade One upwards will be sensitive; themes and levels should be reconsidered with stakeholders on board.
- The Scheme of Studies should be revised before finalizing curricula.
- Dialogues should be substantive and preferably in person.
- The reconstituted NCC should include technocrats.

Session 1: National Curriculum Policy Framework

Background: Mr. Suhail Bin Aziz

Discussion led by: Dr Tajammul Hussain Shah

Philosophy and values for NCPF

- Include modern tools and advancements, artificial intelligence, with clear ethical considerations.
- Make ethics, values, citizenship, and assessment of the affective domain explicit.
- Recognize the role of parents and the family environment in policy.

- Give information and communication technology due importance.
- Keep the medium of instruction flexible.
- Operationalize the hidden curriculum, values, through minimum expectations for schools.
- Build mental health, resilience, and related competencies into school education.
- In teacher education, emphasise the teacher's role as a model.
- Launch refresher courses for Islamiat teachers to support practice-based learning.
- Promote students' communication skills.
- Embed research and innovation.
- Ensure concept-based assessment.
- Prepare learners for an information technology-based society.

Regional diversity and inclusion

- Ensure regional diversity in examples and content.
- Provide diverse activities and exchange programs for students.
- Give teachers autonomy to use local examples.
- Advance peace and harmony through plural, context relevant illustrations.

Timeframe and governance

- Adopt a maximum five-year review cycle.
- Establish a robust feedback mechanism, online and offline.
- Form think tanks at general and subject levels.
- Create a dedicated unit for feedback and research in each provincial and regional curriculum department.

Institutionalizing feedback

- Use school councils, parent bodies, teacher councils, and community forums.
- Provide a dedicated application for feedback.
- Run regular surveys with mostly closed questions for comparability.
- Train teachers on giving structured feedback.
- Explain feedback channels during annual orientation at the start of the year.

Key learning and core skills

- Prioritize skills over mere knowledge.
- Integrate information technology and artificial intelligence across subjects.
- Add level wise employability skills.
- Define standards for functional skills.

Minimum Standards of Quality Education

Learner standards

- Collaboration, healthy hygiene and living, financial and media literacy, climate responsibility.
- Alternative dispute resolution, tolerance with appreciation of diversity, resilience.
- Ability to relate one's own culture and values to others.
- Pursuit of personal growth.
- Ethical use of all digital tools, including artificial intelligence.

Teacher standards

(Preamble by Dr Rahmatullah Bhatti: knowledge creation and dissemination require diffusion through professional standards.)

- Teacher licensing to be part of the standard.
- Integrate technology throughout teacher training, adopt a clear linkage model from preparation to practice.
- Strong classroom management and appreciation of diversity.
- Develop classroom observation tools and embed them in continuous professional development.
- Periodic observation using a standard tool.
- Knowledge of disaster risk reduction and disaster management skills in preservice and in service training.
- Clear stance against jargon that excludes, slurs, body shaming, and all forms of bias, including gender bias.
- Add a standard for national and regional languages, include foreign languages where feasible.
- Promote lifelong and independent learning.
- Selection and hiring to assess subject knowledge and aptitude.
- Teacher education to cover social and emotional domains and personal strengths.

Curriculum standards

- Prefer appreciate over tolerate in value language.
- Address global and emerging trends.
- Align with Sustainable Development Goal four point seven.
- Include empathy.
- Add foundational literacy and numeracy.

- Align curriculum with Global Proficiency Framework.
- Clarify assessment types, formative, summative, affective.

Textbook standards

- Ensure graded vocabulary.
- Deliver content in local, culturally sensitive contexts.
- Use a style guide.
- Provide developmentally appropriate teacher notes.
- Consider author licensing.
- Apply plagiarism checks.
- Produce child friendly textbooks.

Assessment standards

- Pilot new assessments where possible before scale up.

Additional observations and proposals

- Reviewer training is essential.
- Behavioural domains can be assessed through varied tools.
- Begin practical evaluation from early grades.
- Adopt the Creativity, Art, and Service model in spirit for balanced development.
- Shift English, Urdu, and Mathematics toward functional courses; retain literature at about twenty percent with contemporary texts.
- Keep General Knowledge with trimming of selected topics; include information and communication technology elements.
- Ensure horizontal and vertical alignment.
- Consider Quran Majeed and Islamiyat as a combined subject where appropriate.
- Punjab has over one hundred twenty-eight thousand private schools, serving more than thirteen million learners; reforms must be scalable for this landscape.

Consultative Workshop Report

South Punjab Education Secretariat, Multan

Date: 30 October 2025

Overview

A consultative workshop was held at the South Punjab Education Secretariat to gather input on the National Curriculum Policy Framework, Minimum Standards, assessment, and scheme of studies. Participants included policy makers, educational managers, head teachers, and subject experts. The programme began with recitation, participant introductions, a welcome by **Khawaja Mazhar ul Haq**, Deputy Secretary South Punjab Education, and an introduction to the current reform initiative by **Dr Tabassum Naz**, Director NCC, Ministry of Federal Education and Professional Training.

Session 1: National Curriculum Policy Framework

Background: Mr Suhail Bin Aziz, Director NRKNA, Ministry of Federal Education and Professional Training

Moderator: Dr Tajammul Hussain Shah

Core values and aims raised by participants

- Tolerance, free will with responsibility, civic responsibility
- Critical thinking to curb rote learning, modification of behaviour through purposeful pedagogy
- Social and moral development, a character education strategy involving teachers, parents, and society
- Activity and project-based learning, co-curricular pathways to build skills and attitudes
- School councils with broad student participation
- Vision and mission to reflect these priorities, promotion of skills-based education
- Robust criteria for teacher selection, process product model, holistic learning that prizes quality over quantity
- Focused teacher training, inclusion of local and regional examples to preserve diversity
- Integration of skills into curriculum to enable online learning and entrepreneurship
- Contextualization with South Punjab examples

Review cycle

- Complete revision every five years at maximum
- Quick updates as required, especially in response to assessment data
- Identify subjects that change rapidly and those that change slowly, and plan update cycles accordingly

Feedback mechanisms

- Student feedback to be collected first through school councils
- Online portal, postal address, and dedicated phone lines
- Institutionalized feedback through a simple proforma
- Suggestion boxes in schools
- School evaluation and inspection teams to sample parent feedback
- Engagement with local media for public input

Proposed Standards

Standards for Learners

- Self-directed learning, application of knowledge, responsible use of ICT
- Accommodative attitudes, patriotism, problem solving, time management, global citizenship
- Happiness and wellbeing as an explicit outcome
- Awareness of the needs of special learners

Standards for Teachers

- Selection to examine subject knowledge and aptitude, hiring aligned to professional standards
- Teacher education to address social and emotional learning and personal strengths
- Commitment to societal ethical values, inclusion, and cultural literacy
- Competence in national and local languages in addition to English as a second language
- Teacher knowledge tests and teacher licensing
- Attention to psychological health and stability of teachers
- Protection of teaching time, reduced assignment to non-teaching duties
- Tolerance and responsibility in professional conduct, attention to religious, gender, and social responsibility
- Inclusion of transgender learners and content in curriculum and school culture

- Standards for head teachers to be defined in the standards document
- Practical understanding of child psychology

Standards for Curriculum and Textbooks

- Remove repetition, ensure horizontal and vertical alignment, age and level appropriateness
- Clear assessment opportunities aligned with SLOs inside textbooks
- Integrated textbooks where suitable to reduce overload and improve coherence

Standards for Assessment

- Practical and performance-based assessment where appropriate
- SLO based design, weight visible, rubrics provided

Curriculum load and structure

- At matric level, include one compulsory skills training subject
- English and Urdu to retain limited literature, with a stronger functional focus
- Students of different religions to study their own faith where feasible
- Integration of related subjects to reduce overload

Additional proposals

- A framework for teaching skills and attitudes through co-curricular programs
- Differentiated curriculum supports that recognize varied intelligence profiles
- English examination not tied narrowly to a single textbook
- A Curriculum Implementation Framework with monitoring and evaluation
- A nonsectarian curriculum option for Dars e Nizami
- A follow up mechanism for teacher training to support transfer to classroom practice
- Subject specific sign language resources for special children in Matric Tech
- Review and improvement of the entrepreneurship textbook and materials
- Career counselling units at local level
- Stronger focus on assessment of two language skills, speaking and listening

Consultative Workshop Report

Board of Secondary Education Karachi

Date: 5 November 2025

Overview

A provincial consultative workshop was held at the Board of Secondary Education Karachi to gather input on the National Curriculum Policy Framework, revision cycles, feedback systems, minimum standards, assessment, and the scheme of studies. Participants included policy makers, educational managers, head teachers, and subject experts. The programme opened with recitation, participant introductions, a welcome by **Mr Ghulam Hussain Soho**, Chairman BSE Karachi, and an introduction to the ongoing reform initiative by **Dr Tabassum Naz**, Director NCC, Ministry of Federal Education and Professional Training.

Session 1: National Curriculum Policy Framework

Background: Dr Tajammul Hussain Shah

Moderator: Mr Suhail Bin Aziz, Director NRKNA, Ministry of Federal Education and Professional Training

Core values and priorities raised by participants

- Ensure compliance with the Sindh Empowerment of Persons with Disabilities Act by providing equality of opportunity and uniform standards for learners with disabilities
- Embrace globalization and emerging trends as core values, introduce technology with ethics, and reflect these both in school subjects and in teacher education
- Adopt concept-based education with strong classroom implementation and project-based learning as a core approach
- Use the national language as the medium of instruction while teaching Arabic to deepen understanding of the Holy Quran
- Reduce student workload and strengthen a sense of national identity alongside global citizenship
- Address the learning needs and characteristics of Generation Z and Generation Alpha
- Integrate vocational and technical education pathways

- Ground the framework in Islamic, democratic, inclusive, life skills oriented, and scientific principles
- Include climate change education across grades

Revision cycle

- Aim for long term policy direction looking to 2050 while keeping policy documents short to respond to emerging trends
- Consider a three-to-five-year review window
- Let studies and data guide the decision on revision timing
- Improve communication and collaboration across stakeholders during each cycle

Feedback mechanisms

- Collect parent feedback during parent teacher meetings and through school management committees
- Use systematic student assessment and school-maintained student reports to inform curriculum decisions
- Conduct structured group discussions in schools to gather feedback on curriculum
- Involve academia, industry, and representatives from different areas in feedback processes

What a student should know, do, and become

- Make self-actualization part of learning
- Prioritize skills and attitudes in learning outcomes beyond knowledge recall
- Ensure that through curriculum students know, can do, and can become what they aspire to be
- Include career counselling and aptitude testing in policy
- Use curriculum and textbooks to form ideal human beings who are ethical and socially responsible

Minimum standards and profiles

Learner standards

- Understand inclusion and empathy and respond ethically to people with different abilities
- Demonstrate acquired skills in real contexts
- Use emerging technologies, including artificial intelligence, ethically

- Be self-reliant, self-reflective, visionary in thinking, and capable of leadership
- Show flexibility and collaboration
- Promote empowerment of all genders and sensitivity to gender, including transgender learners

Teacher and school system implications

- Link classroom practice to concept based and project-based approaches
- Provide teacher development on technology with ethics, inclusion, vocational awareness, and climate education
- Align school calendars and timetables to reduce overload and support meaningful learning blocks

Subjects, load, and language policy

- Teach Islamiyat with a stronger focus on ethics and values
- Promote mother tongue education while keeping scientific terminology common across regions
- Specify the language of standards and benchmarks and develop graded vocabulary lists
- Reduce content load in Mathematics where appropriate
- Integrate cross cutting themes within the main curriculum to avoid duplication
- Keep scientific subjects or at least scientific terminology in English to support higher education pathways
- Introduce English from Grade Three with a planned progression to Grade Ten
- Consider adopting the Sindh commerce curriculum as a reference at federal level and standardize IAS for I Com students
- Maintain consistent flow and pacing of subjects across levels
- Make computer education a part of all streams, not only ICS
- Offer other foreign languages as options in the scheme of studies
- Improve credibility of board examinations so that separate entry tests are not required

Reference frameworks to be shared by Sindh

- Career Education Curriculum Framework
- Gender checklist for inclusive schooling
- Transgender education policy

Consultative Workshop Report

Gilgit Baltistan

Date: 10 November 2025

Overview

Stakeholders from public and private education in Gilgit Baltistan met to provide focused input on curriculum philosophy, revision processes, assessment, language policy, early grade priorities, and implementation. The discussion emphasized practicality, inclusion, employability, and evidence informed decision making.

Key directions and principles

- **Needs assessment first:** Conduct a structured needs assessment before any curriculum revision or new development begins.
- **Educational ideology:** Alongside national ideology, articulate an educational ideology that prepares learners for a competitive global context and future national needs.
- **Functional, inclusive curriculum:** Prioritize application over theory, ensure inclusion, and design materials that are easy, light, and engaging for children.
- **Pilot before scale:** Pilot new curriculum and materials prior to large scale rollout, and use results to refine content and pacing.
- **Implementation across systems:** Ensure consistent implementation in both public and private institutions.
- **Curriculum cycle:** Adopt a review cycle of up to five years, with evidence based interim adjustments where needed.
- **Provincial autonomy with national core:** Teach common core concepts nationwide while allowing provincial autonomy for contextual content.

Teaching, learning, and school environment

- **Communication skills:** Develop oral and written communication in all grades, with explicit teaching and practice opportunities.
- **Vocational skills:** Introduce vocational and technical skills at appropriate stages to improve employability.
- **Supportive schools:** Strengthen positive school climate, student wellbeing, and safe spaces for learning.

- **Teacher development:** Make continuous teacher development a regular feature, aligned to curriculum shifts and classroom needs.
- **Leadership and governance:** Strengthen review processes so curriculum intent is reflected in textbooks, classroom practice, and school routines.

Early grades and subjects

- **ECE institutionalization:** Operationalize Early Childhood Education across schools with materials, space, and trained staff.
- **Foundations first:** In early grades focus on literacy and numeracy, reading, writing, number sense, with clear milestones.
- **Civic education:** Introduce civic education in early grades to nurture values, responsibility, and participation.
- **Social Studies:** Teach Social Studies from Grades 1 to 8 to build context, identity, and citizenship.

Language and medium of instruction

- **Bilingual approach for Science and Math:** Use a bilingual medium for Mathematics and Science, while keeping technical terminology in English to aid progression.
- **Listening and speaking assessment:** Arrange systematic assessment of listening and speaking in Urdu and English.

Assessment

- **Concept based approach:** Promote assessment that measures understanding and application, not only recall.
- **Formative weightage:** Allocate explicit weight to formative assessment in final results to drive improvement during the year.
- **School based evidence:** Use classroom tasks and periodic checks to inform teaching, remediation, and reporting.

Feedback and quality assurance

- **Community mechanisms:** Use School Management Committees and Parent Teacher Meetings to capture evaluation and feedback.
- **Structured tools:** Provide simple grids and proformas for integrating cross cutting themes during curriculum revision and for collecting school feedback.

Consultative Workshop Report

Balochistan Bureau of Curriculum, Quetta

Date: 19 November 2025

Overview

A provincial consultative workshop was convened at the Balochistan Bureau of Curriculum, Quetta, to gather structured feedback on the National Curriculum framework, standards, textbooks, assessment, and implementation. Participants included representatives from the Bureau of Curriculum, Balochistan Textbook Board, Balochistan Assessment and Examination Commission, Balochistan Board of Intermediate and Secondary Education, and the Provincial Institute of Teacher Education. **Mr Saeed Ahmad**, Director BOC, delivered the welcome address, followed by an introduction to the national reform initiative by **Dr Tabassum Naz**, Director NCC. The session was moderated by **Mr. Suhail Bin Aziz**.

Key feedback on policy and direction

- Close the gap between curriculum philosophy and classroom practice, including textbooks and learning materials.
- Make inclusion a central principle across design, delivery, and evaluation.
- Align assessment and teacher training with curriculum, with clear use of SLOs.
- Provide transparent admission policies for entry into professional institutions.
- Add locally relevant subjects and modules such as fisheries, livestock, mineralogy, mining, marketing, date and fruit processing, and value addition.
- Ensure full compliance with Article 22 clause 1 in spirit and practice.
- Include training for federal and provincial curriculum officers and staff as part of the policy framework.
- Require curriculum developers to be current on national laws, the constitution, and developments across disciplines.
- Revise teacher education curricula to reflect new priorities.
- Enforce curriculum development framework requirements in letter and spirit.
- Increase focus on skills across grades and subjects.
- Strengthen assessment as the backbone of quality and secure adequate funding for assessment bodies.
- Reduce burden by removing only unnecessary repetition, while retaining essential SLOs, especially in the affective domain.
- Bring psychomotor and affective outcomes under a defined assessment approach and translate these expectations into textbooks and teacher training.
- In Early Childhood Care and Education emphasise psychomotor and affective development.

- Make school leadership development an integral component to create supportive school environments.
- Keep space for provincial flexibility within national coherence.
- Ensure speaking and listening assessments through formative or summative means.
- Embed research through project based learning and related approaches.
- Provide alternative learning pathways for slow learners.
- Train teachers, authors, and reviewers to operationalize skill development.
- Engage subject specialists from all provinces and areas from the outset.
- To manage overload, consider multiple streams from Grade Six onwards.
- Introduce aptitude testing from early years.
- Define a framework that distinguishes core subjects from additional subjects.
- Update recruitment rules to require compulsory preservice training.

Timeframe and review

- Establish a regular mechanism for curriculum revision.
- Collect feedback from the widest possible set of stakeholders before each cycle.

Stakeholder engagement

- Involve teachers, school leaders, parents, learners, examination bodies, and local industry in feedback and piloting.
- Use school-based evidence and provincial forums to surface issues and solutions.

Standards framework

Learner standards

- Problem solving, bravery with wisdom, honesty.
- Ethical use of technology including social media and artificial intelligence.
- Readiness for e learning, hybrid learning, and blended learning.
- Leadership skills.
- Risk management and awareness of emerging themes, including disaster risk reduction, mental health, sports, conflict management, and music.
- Entrepreneurship.

Teacher standards

- Define standards at induction and after set intervals for progression.
- Make induction training mandatory, covering emerging trends, theories of knowledge, philosophies of learning, and whole child development.

- Introduce teacher licensing for hiring at all levels.
- Include local languages along with English as a foreign or second language.
- Expect teachers to be motivated professionals with a personal philosophy aligned to national goals.
- Develop and implement clear process standards for planning, instruction, assessment, and professional conduct.
- Build competence for e learning and digital facilitation.

Textbook and learning material standards

- Include QR codes to link printed content with digital support.
- Support project based and research informed learning tasks.
- Train authors and reviewers systematically.
- Set page ranges to control book size, for example one hundred fifty to two hundred pages for upper grades and eighty to one hundred pages for lower grades, according to subject needs.
- Apply the BTBB framework on limits for action words and task demands.
- Provide grade wise vocabulary lists and terminology glossaries.

Assessment standards

- Align with SLOs across cognitive, psychomotor, and affective domains.
- Fund assessment bodies adequately to develop valid tools and analyses.
- Include speaking and listening components where appropriate.
- Use classroom evidence from projects and performance tasks to inform reporting and remediation.

Early childhood and school leadership

- In ECCE prioritize routines, play, motor development, language growth, social and emotional learning, and values.
- Establish leadership development for heads and senior teachers to sustain safe, supportive school climates.

Subject structure and pathways

- Add local economy subjects and modules that reflect Balochistan's context, including fisheries, livestock, mineral resources, processing, and value addition.
- Consider streamed pathways from Grade Six to manage overload and support relevance.
- Provide alternative routes and support for learners who need more time or different pacing.