NATIONAL CURRICULUM SUMMIT 2024

November 26-27, 2024, 8:30 AM - 4:30 PM, at Allama Iqbal Open University (Auditorium)

Government of Pakistan
Ministry of Federal Education and Professional Training
National Curriculum Council Wing

National Curriculum Council (NCC)
Ministry of Federal Education & Professional Training, Islamabad

Executive Summary of the National Education Summit

The National Education Summit, held on November 26-27, 2024, under the auspices of the Ministry of Federal Education and Professional Training, brought together education experts, policymakers, and practitioners to discuss transformative strategies for Pakistan's education system. The summit aimed to align the National Curriculum with modern educational demands, sustainability, and global trends, ensuring inclusivity and equity across regions.

Purpose

The summit focused on evaluating current curriculum reforms, fostering innovative practices, and addressing challenges in environmental education, mental health awareness, STEM integration, and digital literacy. It sought to create a unified roadmap for sustainable educational development while emphasizing equal access to quality education.

Key Highlights of Day 1:

- **Integrating Skills and IT:** Incorporating skills and IT into the national curriculum at key educational levels is essential for developing a future-ready workforce. By focusing on foundational skills, IT literacy, critical thinking, and communication, students can be better prepared for academic and professional success. Proper teacher training and the implementation of an assessment framework that values both knowledge and practical abilities are crucial steps. These efforts will empower students to thrive in a technology-driven world while fostering a well-rounded, adaptable education system.

- **Financial Literacy Integration:** Integrating financial literacy into education is vital for fostering entrepreneurial success, economic inclusion, and sustainable growth. By equipping students with practical skills, empowering underrepresented groups, addressing regional disparities, and promoting eco-friendly practices, this approach prepares future leaders to drive innovation and resilience in a dynamic economy.

- **Innovation in the Teaching and Learning Process:** Innovation in education requires a supportive ecosystem that encourages creativity, flexibility, and continuous learning. By integrating high-quality educators, adaptable curricula, and a culture that views mistakes as learning opportunities, impactful innovations can thrive. Balancing past experiences with new ideas and implementing effective evaluation systems ensures that only the most promising innovations are pursued, contributing to a dynamic educational landscape.

Key Highlights of Day 2: Expanding Horizons in Education

- **Environmental Literacy & Greening Curricula:** The importance of integrating action-oriented climate education, practical projects, and community collaboration was stressed.

- **Mental Health Awareness:** Emphasized the need for life skills education and mental health support systems in schools.

- **Redefining Assessment with Technology:** Advocated for adopting digital tools for personalized, data-driven evaluations.

- **Cyber-security and Digital Citizenship:** Stressed the integration of ethical online behavior and digital safety into the curriculum.

- **Space Sciences and STEM Education:** Highlighted the potential of incorporating space technology to foster interest in STEM and prepare students for innovation-driven careers.

Major Outcomes:

1. **Curriculum Reforms:** Recommendations for integrating climate literacy, STEM, digital citizenship, and space sciences into the national curriculum. Expansion of life skills education and mental health programs to promote socio-emotional well-being.

2. **Equity and Inclusivity:** Strategies to reduce regional disparities by focusing on teacher capacity-building, infrastructure, and resource allocation.

3. **Sustainability and Innovation:** Development of green curricula and partnerships with local industries for hands-on environmental education. Leveraging technology to redefine assessments and enhance teaching methodologies.

4. **Cultural and Religious Integration:** Inclusion of regional languages and religious education to preserve cultural heritage and foster social cohesion.

5. **Stakeholder Collaboration:** Strengthened engagement with policymakers, educators, NGOs, and international organizations to support reform implementation.

The summit concluded with a call for actionable steps to create a sustainable, inclusive, and future-ready education system. The collective commitment of stakeholders to innovative practices and reforms positions Pakistan to tackle its educational challenges while fostering national and global progress.

Introduction

In an era of rapid technological advancements and evolving global economies, the traditional paradigms of education are being redefined. The **National Curriculum Summit 2024** was conceived as a pivotal step toward addressing these changes, ensuring that Pakistan's education system aligns with the demands of the 21st century.

The summit was organized under the theme, "Empowering the future by reviewing existing curricula to integrate Skills and Technology" to focus on modernizing the national curriculum. This initiative aims to equip students with the necessary skills and competencies to thrive in a technology-driven world while promoting inclusivity, equity, and innovation across the education sector.

A. The context or the background reasons behind organizing the summit:

1. **Bridging the Skills Gap:**
   The global job market is witnessing a significant shift toward digital literacy, problem-solving, and innovation. The summit sought to address the growing skills gap by integrating Skills and Technology into the national curriculum.

2. **Leveraging Technology for Learning:**
   With the increasing influence of technology in education, the summit aimed to explore ways to harness digital tools and platforms to enhance teaching, learning, and assessment processes.

3. **Promoting Equity and Inclusion:**
   Many students in Pakistan face barriers to quality education due to socioeconomic, geographic, and infrastructural constraints. The summit highlighted strategies to bridge the digital divide and ensure that every child, regardless of background, has access to modern educational resources.

4. **Adapting to Global Trends:**
   The summit was a response to global educational trends, emphasizing innovation, competency-based learning, and interdisciplinary approaches to prepare students for future challenges and opportunities.

5. **Encouraging Stakeholder Collaboration:**
   Recognizing that curriculum reform requires a multi-stakeholder approach, the summit provided a platform for educators, policymakers, private sector representatives, and international organizations to collaborate on sustainable solutions for the education sector.

B. Objectives of the Summit:

- Review the existing Curriculum particularly core subjects to along with emerging needs and requirements.
- Exploring global best practices to enhance educational outcomes and meet students' contemporary needs and requirements.
- Developing actionable strategies for IT integration within all components of curriculum like Artificial Intelligence, IoT, blockchain, environmental literacy, entrepreneurship, and financial literacy, etc.
- Enhancing teacher capacity in utilizing IT-based learning tools, latest teaching strategies by promoting innovative digital methods.
- Integrating skills and technical subjects across levels of education.
- Building public-private collaborations for sustainable resources and infrastructure.
- Introducing, non-credit curricula.
- Employing contemporary approaches such as cooperative learning. storytelling, and gamification, project-based and experiential learning especially for Early Childhood Education and Development (ECED).

National Curriculum
Summit-2024

Proceedings

Summit Proceedings on 26th November, 2024
(Day-1)

Opening Remarks: Mr. Mohyuddin Ahmad Wani Secretary Ministry of Federal Education and Professional Training (M/o FE&PT) began the National Curriculum Summit 2024 with opening remarks, emphasizing the importance of the summit. He emphasized the need to align efforts with modern educational demands, prioritizing areas such as financial literacy, environmental literacy, mental health, innovative

teaching methodologies, and the integration of emerging technologies like artificial intelligence. A comprehensive review of curricula at all levels is essential to address the evolving needs of students, with a particular focus on early childhood education and foundational elements. Collaboration with experts, provincial representatives, and the private sector is crucial to ensuring continuous progress. The curriculum must remain a living document, subject to regular updates to stay relevant and effective, while also preparing students for higher education through strong foundational content. With a commitment to progress and accountability, the goal is to ensure the success of future generations.

Key note address (Chief Guest):

Ahsan Iqbal (Federal Minister for Planning Development and special Initiatives):

Ahsan Iqbal Federal Minister for Planning Development and special Initiatives highlighted the critical role of education in shaping the nation's future, emphasizing that national progress depends on nurturing intellectual and creative strength. He called for comprehensive curriculum reform, advocating for a blended language approach to bridge the gap between Urdu and English, ensuring both conceptual understanding and global competence. He stressed the importance of reflecting Pakistan's rich history and achievements in textbooks, fostering national pride and dignity.

By recommending the adaptation of global best practices while respecting Pakistan's cultural context, he proposed a return to Qur'anic principles of observation and inquiry to revive the intellectual legacy of the Muslim world. He emphasized the need to incorporate STEAM education, critical thinking, and sustainability into the curriculum to prepare students for the challenges of the 21st century.

To further improve education, he proposed the establishment of a state-of-the-art teacher training center, aiming to raise the standard of teacher education and make Pakistan more globally competitive. He called for systemic reforms in curriculum, teacher training, and examinations to better align with contemporary needs. Ultimately, he envisioned an education system that empowers youth, promotes collaboration, and positions Pakistan for future success on the global stage.

Guest Speaker, Mr. Saleh Muhammad Nasar Secretary Schools Government of Balochistan

emphasized three key priorities for shaping an effective education system.

- **Character Building:** Begin at home with parental guidance, supported by teachers and administrators. Strengthening parent-teacher collaboration is essential for holistic student development.

- **Student Guidance:** Implement mechanisms to assess and guide students based on their strengths and interests, enabling them to reach their full potential.

- **Market-Relevant Education:** Align the curriculum with job market demands, equipping students with skills and knowledge for future career opportunities.

Dr.Shafqat Ali Janjua (Joint Educational Advisor, NCC, M/o FE&PT) highlighted the scheme of studies as the foundation for curriculum frame work, addressing challenges faced in past reforms, particularly at secondary and high school levels. The scheme provides a blueprint for curriculum development, focusing on teaching, learning, and assessment, and serves as the core of the curriculum.

The framework sets objectives, competencies, standards, benchmarks, and student learning outcomes (SLOs), balancing knowledge and skills to develop well-rounded individuals. Influenced by three educational philosophies

- Earth-centered (national progress)

- Man-centered (human progress)

- Otherworld (spiritual success)

It introduces new focus areas such as environmentalism, financial literacy, entrepreneurship, critical thinking, and skill-based education. Emerging technologies like AI and block chain are incorporated, alongside initiatives for inclusivity, such as Accelerated Learning Programs and adult literacy under EOTO.

A paradigm shift includes new subject groups at SSC and HSSC levels, such as agriculture, allied health, medical technologies, veterinary sciences, nursing, and sports. SLO-based assessments emphasize cognitive, psychomotor, and affective domains, replacing rote learning and fostering performance based education.

Guest Speaker, Mr. Muhammad Naseer DG Curriculum (AJK) virtually joined the event. He highlighted the need to connect traditional and modern education by using technology, building critical skills, and ensuring everyone has access. The event may emphasize preparing students for real life by moving away from rote learning and promoting entrepreneurship and digital literacy. While the 2022-2023 curriculum includes these ideas, he stressed that proper implementation needs clear guidance from stakeholders and the Ministry of Federal Education.

Guest Speaker, Mr. Abdul Waheed from Punjab Education Commission) virtually joined the event. He highlighted that effective learning is only possible if the gap is filled between the teaching and assessment system. He added that an Assessment Policy Framework is formed by Punjab government where the concept of formative and summative assessment is introduced to prepare our students to meet the challenges of the current latest educational systems functioning across the globe.

Theme-I:
Integration of Skills and IT in National Curricula (Middle/Matric/Inter-tech)

Guest Speaker: Dr. Muhammad Mukhtar, Vice Chancellor, National Skills University.

He emphasized a dynamic, student-centered approach to education, stressing the importance of engaging students through storytelling, hands-on experiences, and real-world applications. They advocate for curricula that align with the evolving job market, ensuring students are better prepared for workforce demands. Building personal, caring relationships with students enables educators to understand and address their individual needs more effectively. He also highlights the value of practical skills, such as 3D graphics and video editing, which can expand opportunities for students beyond traditional academic pathways.

Additionally, the integration of technology and IT in education is essential for modern learning. Through personal anecdotes, he underscores the significance of feedback and continuous improvement in teaching. By fostering a culture of feedback and adaptation, educators can create a dynamic and effective learning environment that benefits both students and teachers, ensuring that education remains relevant and impactful.

Guest Speaker: Muhammad Bilal Program Manager JICA AQAL

He emphasized the importance of addressing the educational needs of not just school-going children but the entire youth population, particularly those who missed the chance to attend school at the right age. He outlined Pakistan's critical educational challenges, including a population growth rate of 2.5% and 26 million out-of-school children, two-thirds of whom are girls. Many of these children, especially in rural areas, are beyond the typical school-going age, and even urban areas face difficulties in ensuring consistent school attendance.

He pointed out that 64% of Pakistan's population is youth aged 15 to 24, which represents a potential demographic advantage. However, 40% of this group lacks basic foundational skills such as reading, writing, and numeracy. The reported national literacy rate of 60% is based on self-claims of literacy, which often only reflect the ability to write one's name or sign, without any external verification.

To address these challenges, Mr. Bilal highlighted the Accelerated Learning Program (ALP), which offers a critical opportunity for out-of-school children to catch up on missed education by condensing several years of learning into a shorter period. This initiative helps students reintegrate into the mainstream education system or acquire essential literacy and numeracy skills.

Additionally, Mr. Bilal emphasized the need to empower children, youth, and adults across the country by equipping them with foundational, digital, financial literacy, and communication skills. Ultimately, he called for a comprehensive approach to equip youth and all age groups with the skills necessary to unlock their potential and secure better opportunities for the future.

Summit Group Photo

Panel Discussion objectives:

Panel Discussion objectives:

- Significance of embedding IT and essential skills in the curriculum to prepare students for a digitalized workforce.

- Progressive Inclusion of Skills Across Educational Levels

Panelist:

1. Dr. Muhammad Mukhtar, Vice Chancellor National Skills University.

2. Prof. Dr. Arshad Saleem Bhatti, Vice Chancellor, Virtual University

3. Prof Dr. Muazzam A. Khan Khattak, Quaid e Azam University

4. Dr. Mehwish Ali Khan, Director Centre of Excellence, NAVTTC, Islamabad

5. Ms. Riffat Jabeen, Director Academics, FDE

6. Mr. Muhammad Bilal Program Manager JICA AQAL

Moderator:

Mr. Salman Shahzad, NIBAF Pakistan, State Bank of Pakistan

Panel Discussion conclusion:

The panel emphasized the importance of integrating skills and IT into the national curricula at the Middle, Matric, and Inter-Tech levels to build a well-rounded education system. Education should focus on developing foundational skills, IT literacy, and critical thinking to prepare students for the challenges of the future. Teaching communication skills, proficiency in tools like Microsoft applications, and problem-solving abilities will help students succeed academically and professionally.

Additionally, teacher training is essential to effectively deliver these skills, supported by an assessment framework that evaluates both knowledge and practical abilities. It is also important to respect students' individual values, including religious practices, while ensuring a balanced approach to education. By implementing these changes, we can create a future-ready workforce that is equipped to thrive in a technology-driven world.

Theme-II:
Entrepreneurship and Financial Literacy in Education

Guest Speaker: Mr. Salman Shehzad

highlighted that State Bank of Pakistan's introduced Financial Literacy and Entrepreneurship Project, addressing the 73% unbanked population. Integrated into Pakistan's National Curriculum (Grades 1-12) and higher education, the program has reached 22 lakh students across 69 districts, trained 2.5 lakh teachers, and supported 10,000 deaf children.

The initiative empowers underserved communities, promoting entrepreneurship and economic growth. It combines financial literacy with technical skills through TVET integration, fostering better decision-making and behavioral change.

Challenges Overcome: Parental skepticism and geographic barriers were addressed through collaboration and a self-executed model to ensure quality.

Future Focus: Expand outreach, refine curricula, and use data-driven evaluations to ensure sustainability, supported by strengthened partnerships with institutions and NGOs.

Speaker, Ms. Saima Abbas

She highlighted that Entrepreneurship education fosters an entrepreneurial mindset by equipping students with skills to start and grow ventures. Its implementation includes curriculum development, teacher training, and advocacy, using thematic learning and age-appropriate content across primary, secondary, and higher education levels.

At the primary level, financial literacy integrates with core subjects, while secondary levels embed entrepreneurship concepts into compulsory and optional courses, covering themes like finance, saving, and business management.

Key strategies include professional teacher training, E-Rozgar Centers for practical learning, and private-sector collaboration, aligning education with market needs to empower students and boost economic growth.

Panel Discussion objectives:

- Foster Academia-Industry Collaboration in entrepreneurship and financial management for students.

- Discuss platforms essential entrepreneurial and financial skills for students in an increasingly tech-driven world.

Panelists:

1. Mr. Ali Hasnain Shah, CEO, TAKHLEEQ, Managing partner Xecofy

2. Mr. Murtaza Abbas, Investor Education Dept. SECP

3. Prof. Dr. Muhammad Naveed, Bahria University

4. Ms. Tayyaba Saqib, Director, APSACS

5. Mr. Saeed Ahmed Khan, Director, Bureau of Curriculum Balochistan

6. Ms. Saima Abbass, NCC

Moderator:

Mr. Salman Shahzad, NIBAF Pakistan, State Bank of Pakistan

Panel Discussion conclusion:

Integrating financial literacy early equips students with essential skills for money management, financing, and taxation, fostering entrepreneurial success. Initiatives like SECP's "Jama Ponji" reduce startup failures and b oost participation in the formal economy. Targeted efforts are needed to include women, who comprise 53% of the population but remain underrepresented in banking and entrepreneurship. Region-specific training, especially in underdeveloped areas like Balochistan, can address local needs and drive growth. Eco-friendly investments, sustainable practices, and practical learning through financial labs and simulations bridge theory and application. Cultivating resilience, innovation, and adaptability in students is critical for shaping future leaders and driving economic progress.

Theme-III:
Innovation in the Teaching Learning Process

Guest speaker, Dr. Farid Panjwani, DEAN, AKU-IED

virtually joined the event. He emphasized that innovation in the teaching and learning process progresses through three key stages: raw ideas, tested innovations, and successful innovations. However, research shows that only a small percentage of innovations succeed, with 70-90% failing despite advancements in resources and technology. A successful innovation must meet specific criteria: it should achieve clear objectives, be scalable to benefit a larger audience, remain sustainable beyond its originators, and avoid creating new problems. Innovations thrive best in a supportive ecosystem, where factors like clear goals, political leadership, and proper recognition for the teams involved are essential.

To foster innovation, it is crucial to have high-quality educators and flexible curricula that encourage experimentation. Assessment systems should support this process by viewing mistakes as learning opportunities rather than failures. Empowering teachers to identify problems and conduct research leads to impactful, localized innovations. Additionally, it is important to learn from both past successes and failures while balancing tradition with new ideas. Finally, a filtering system to evaluate and prioritize innovations ensures that only the most promising initiatives are pursued, emphasizing that the success of an innovation depends on the ecosystem in which it operates.

Panel Discussion objectives:

- Practical Strategies for Enhancing Student Engagement and Learning Outcomes.

- Discuss practical approaches, such as blended learning and project-based learning, that modernize teaching methods and foster student engagement.

Panelists:

1. Dr. Junaid Ahmed, NUST

2. Mr. Aien Shah, AKESP

3. Dr Gulab Khilji, Chairman, Textbook Board, Balochistan

4. Dr. Tabbasum Naz, Director School, FDE

5. Dr. Yasin Afaqi, Principal, ICB, G-6/3, Islamabad

Moderator:

Mr. Saleh Muhammad Nasar, Secretary School Education Department, Balochistan

Panel Discussion conclusion:

The conclusion of the panel discussion reflects on the role of innovation in education, emphasizing the need for flexibility in teaching practices, curricula, and the empowerment of teachers. The speakers critique the overuse of the term "innovation," suggesting that what is often presented as new may simply be the adaptation of existing ideas. A central theme is the importance of adapting curricula to meet the diverse needs of students and teachers, especially in underserved or remote areas where resources and infrastructure are limited. The discussion also highlights that while theoretical ideals about education often focus on innovation and technology, the reality in many classrooms presents significant challenges, such as inadequate facilities and the lack of modern teaching tools.

This gap between philosophical discussions and practical implementation is identified as a barrier to effectively applying innovative methods in resource-poor environments. Ultimately, the panel stresses that a well-designed curriculum can only succeed if teachers are adequately empowered and equipped to deliver it. The discussion underscores the need for curriculum flexibility and the connection between an empowered teacher and successful educational outcomes. True educational progress requires addressing the real-world challenges teachers' face in diverse and difficult contexts.

Summit Proceedings on 27th November, 2024
(Day-2)

Dr. Shafqat Ali Janjua began Day 2 of the summit with an inspiring review, emphasizing the importance of youth empowerment through transformative education reforms to drive national progress. He expressed heartfelt appreciation to all participants for their commitment, with special acknowledgment of those from Balochistan and Quetta, whose dedication despite challenges was truly commendable.

Theme-IV:
Environmental Literacy & Greening Curricula

Guest Speaker, Mr. Mehmood Mehboob

Highlighted and emphasized that Pakistan, blessed with diverse natural landscapes, faces significant environmental challenges, including soil erosion, smog, and climate risks. These issues threaten the country's future but also present opportunities in the growing green economy. To address these challenges, climate education is crucial, empowering the next generation to tackle environmental problems and unlock potential opportunities for a sustainable future.

Efforts to integrate climate education are gaining momentum in Pakistan, with a primary-level curriculum already in place and plans for further expansion. Key principles of effective climate education include focusing on solutions, combining theory with practical activities like water conservation, connecting global and local issues, and involving community-based organizations. This comprehensive approach ensures that students gain both the knowledge and hands-on skills needed to address climate change.

Innovative projects, such as the "Green Learning Farm," showcase the impact of hands-on environmental education, particularly for underprivileged students. Additionally, Pakistan has launched a global climate literacy competition, involving students from over 20 countries. These initiatives position Pakistan as a leader in climate education, aiming to transform challenges into opportunities and secure a sustainable, green future for the country and beyond.

Guest Speaker, Ms. Sumbal Naveed

Highlighted the Climate education must evolve beyond theoretical knowled   ge to include actionable steps, fostering entrepreneurship, critical thinking, and problem-solving skills. The current curriculum in Pakistan is heavily knowledge-based, lacking content on climate action, justice, and green skills. This limits the capacity of students to engage in meaningful climate projects, emphasizing the need for early introduction of action-oriented education.

Key areas of focus include integrating gender perspectives, addressing educational disruptions caused by climate change, and reducing curriculum volume to prioritize practical engagement. Research and feedback from students and teachers highlight the importance of interactive, skill-based learning. A research-driven approach is crucial for curriculum reform, ensuring alignment with global climate goals and preparing future generations to tackle climate crises effectively.

Speaker, Ms. Zehra Habib

highlighted integrating green education into Pakistan's National Curriculum to create climate-conscious change agents. The curriculum em   phasizes climate literacy, sustainability, and reducing carbon footprints by embedding concepts like linear and circular economies across subjects.

Updates include introducing climate education from early grades with practical applications, such as carbon footprint calculations. Challenges remain in linking education to ethical values and enhancing affective learning.

Collaboration with communities and industries is prioritized to promote sustainable practices. Future goals include expanding ecological footprint education, refining curriculum gaps, and fostering partnerships to implement circular economy concepts, empowering students to address environmental challenges sustainably.

Panel Discussion objectives:

- Discuss practical strategies for greening curricula at various educational levels.

- Fostering awareness and responsibility among Principals, teachers and students regarding environmental challenges and sustainability

Panelists:

1. Dr. Hassan Anwar, NUST

2. Ms. Sumbul Naveed, ILFABET

3. Ms Mome Saleem, UNICEF

4. Ms. Zehra Habib, NCC

Moderator:

Mr. Mahmood Mahboob, Knowledge Platform

Panel Discussion conclusion:

The panel concluded that Pakistan's environmental challenges offer a unique opportunity to drive sustainable progress through climate education. While current efforts like the Green Learning Farm and climate literacy initiatives showcase promise, the curriculum must evolve to include actionable skills, ethical values, and real-world applications. Strengthening community partnerships, focusing on inclusivity, and fostering critical thinking will empower students to become climate-conscious change agents. By embedding these principles, Pakistan can transform its challenges into opportunities, securing a sustainable and green future.

Theme-V:
Mental Health Awareness through Life skills education

Guest speaker, Dr. Syed Usman Hamdani (Shifa Tamir-e- Millat University)

A leading expert in adolescent mental health, has made significant contributions to raising awareness and promoting youth well-being through life skills education. He highlighted the critical issue of ment al health among Pakistan's youth, with 35% of the population aged 14 or younger and 27% of school-aged children facing socioemotional challenges. Despite the urgent need, less than 1% of the health budget is allocated to mental health.

Dr. Hamdani emphasized the importance of life skills education, including self-awareness, stress management, and problem-solving, as essential tools for empowering youth. He advocated for training teachers in counseling, implementing comprehensive school mental health programs, fostering parent-teacher collaboration, and integrating digital literacy into education. Dr. Hamdani's call for equitable access to mental health resources is crucial to building a resilient and empowered youth population.

Theme-VI:
Redefining Assessment through Technology

Guest speaker, Dr. Ghulam Ali Mallah Executive Director IBCC

highlighted that IBCC with consensus of all Boards of Intermediate and Secondary Education has notified a Model Assessment Framework in line with Standards of National Curriculum of Pakistan to standardize assessments for Grades 9 to 12 across Pakistan and to ensure uniformity, fairness and quality in the assessment process. He further highlighted that redefining assessment through technology is reshaping traditional evaluation methods, transforming them into dynamic, personalized, and data-driven approaches that foster deeper learning. By integrating digital tools, assessments can move beyond rote memorization to provide real-time feedback, personalized insights, and a comprehensive understanding of student progress. This technology-enabled framework ensures standardized and fair evaluations while aligning with curriculum objectives, which improves learning outcomes. Moreover, it better prepares students for higher education by equipping them with essential skills like critical thinking, problem-solving, and effective communication. Ultimately, leveraging technology in assessments creates an engaging, efficient, and holistic educational experience, helping students realize their full potential.

Theme-VII:
Cyber-Security and Digital Citizenship

Mr. Ali Asghar, DG, NCHD and Mr. Muhammad Akram Mughal (Deputy Director of the Cyber Crime Wing at FIA)

Highlighted the importance of cybersecurity and digital citizenship in the digital age for ensuring responsible online behavior and safe inter net navigation. He emphasized that educating students about ethical online conduct, digital rights, and responsibilities is crucial for fostering responsible and respectful digital communities. In Pakistan, there are significant disparities in access to digital education and cybersecurity tools, particularly between urban and rural areas, underscoring the need for equal access to resources and protection. Mr. Mughal advocated for integrating cybersecurity education into the curriculum, along with teaching essential life skills, to empower students to recognize online threats and protect their personal information. By bridging the digital divide and promoting digital literacy, Pakistan can cultivate a generation of informed, resilient, and ethical digital citizens, well-prepared to thrive in an interconnected world.

Panel Discussion objectives:

- Discuss the importance of teaching students about ethical online behavior, digital rights, and responsibilities.

- Examine equal access to digital education and cybersecurity tools to protect themselves online.

Panelists:

1. Dr. Syeda Zia Batool, Chairperson, PEIRA

2. Mr. Ghulum Shabbir, Policy & Digital Governance Expert

3. Mr. Muhammad Akram Mughal, Cyber Crime Wing, FIA

4. Mr. Nasir Kasuri, Beaconhouse International College

5. Ms. Mehwish Syed, UNICEF

Moderator:

Dr. Muhammad Shahid Soroya, PIE

Panel Discussion conclusion:

The discussion highlighted the importance of creating a safe and responsible online environment through education on ethical conduct, digital rights, and awareness of online threats. Addressing gaps in access to digital education, especially in underserved areas, is essential. By incorporating these principles into school curricula and promoting equal opportunities, we can equip future generations with the skills needed to thrive in a connected world while ensuring a safer and more inclusive digital future.

Topic:
Incorporating Space Sciences in Education

Mr. Shameer Zeeshan, HoD, Head Stellar Scholar Space Education Initiative

Incorporating space sciences into education through innovative approaches like gamification and programs such as Stellar Scholar boosts student engagement, creativity, and problem-solving abilities. This method sparks interest in space exploration and policy while preparing students for careers in fields like space tourism and satellite technology. Space science education fosters critical thinking, global collaboration, and equips students with the skills needed for future roles in the space industry. By establishing key performance indicators, the success of these educational initiatives can be measured, ensuring they effectively contribute to the development of future space professionals.

Topic:
The academic and learning landscape of Space Technology among K-12 learners in Pakistan.

Dr. Najam Abbas Naqvi, Chairman of the National Center for GIS and Space Applications (NCGSA

highlighted the potential of integrating space technology into Pakistan's K-12 curriculum. This integration offers a unique opportunity to enhance STEM education and prepare students for future careers in space sciences. By incorporating technologies like satellite Earth observation, students can gain valuable hands-on experience with real-world applications, fostering critical thinking and problem-solving skills. However, disparities in access to space education, particularly between urban and rural areas, present significant challenges.

To overcome these challenges, it is essential to focus on policy advocacy, establish strategic partnerships with space agencies, provide teacher training, and invest in infrastructure development. Additionally, community engagement initiatives are crucial to inspire students and encourage a diverse talent pool. By addressing these needs, Pakistan can cultivate a generation of space professionals and contribute to global advancements in space technology.

Topic:
STEM Education and Curriculum Reforms
Prof Dr Nasir Mahmood VC AIOU

Re-defining STEM education is essential for equipping students with the critical thinking, innovation, and problem-solving skills needed to address future global challenges. By integrating science, technology, engineering, and mathematics, and emphasizing interdisciplinary learning and real-world applications, STEM education prepares students for careers in rapidly evolving fields. Key elements such as thematic units, collaborative projects, and ongoing professional development for educators are crucial for creating an engaging and dynamic learning environment. Additionally, leveraging technology and ensuring inclusivity within STEM education helps to foster diversity and prepares a broader range of students for success in the global workforce.

Theme-VIII:
Promotion of Regional Languages and Religious Education in Pakistan

Panelist:

1. Mr. Abdul Qayum Susan (Brahui)
2. Dr Hamid Ali Baloch (Balochi)
3. Prof Dr Naeem Khalid (Pashto)
4. Ms. Asma Qadri (Punjabi) Online from Canada
5. Mr. Abdul Majeed Bhurt (Sindhi - Online)
6. Ms. Kermin Parakh, Zoroastrian (Online)
7. Dr Seema, Bahai
8. Mr. Majam Khan, Kalasha

Moderator:

Dr Zia ur Rehman Baloch, National Languages Expert AIOU

Panel Discussion conclusion:

Promoting regional languages such as Brahui, Sindhi, Punjabi, Seraiki, Balochi, Pashto, and Hindko and religious education (Minorities), is crucial for preserving cultural heritage and fostering inclusivity in Pakistan. This initiative helps maintain cultural identities, strengthens social cohesion, and instills moral values. Successful implementation requires government support, teacher training, and the development of appropriate resources. By combining regional language promotion with religious education, Pakistan can create a more culturally enriched, unified society where students are connected to their heritage and equipped with strong ethical foundations.

Findings of the Summit

1. **Holistic Curriculum Reform Needs:** The curriculum must evolve to address 21st-century demands, emphasizing skills such as financial literacy, environmental sustainability, mental health awareness, and emerging technologies like AI and blockchain. A strong foundation in early childhood education is critical, alongside regular updates to ensure the curriculum remains relevant.

2. **Bridging the Skills and Knowledge Gap:** The global shift toward digital literacy and problem-solving necessitates embedding skills and IT integration at all levels of education. Practical skills like 3D graphics, video editing, and communication should be included to align with job market demands and entrepreneurship.

3. **Equity and Inclusivity in Education:** There is a need to reduce barriers for underrepresented groups, especially girls and rural communities, by bridging the digital divide and ensuring access to quality resources. Accelerated Learning Programs (ALPs) can reintegrate out-of-school children into mainstream education and address foundational literacy gaps.

4. **Need for Effective Stakeholder Collaboration:** Curriculum reform requires cooperation between policymakers, educators, private sectors, and international organizations. Regional collaboration, such as from Balochistan, AJK, G.B, Khyber Pakhtunkhwa, Sindh and Punjab, inputs are necessary for Curriculum reforms.

5. **Enhancing Teacher Training:** A state-of-the-art teacher training center is needed to improve teaching methodologies, enabling the effective delivery of modern curricula. Teachers should be empowered through training in IT integration, storytelling methods, and project-based approaches.

6. **Focus on Assessment Reforms:** A shift from rote learning to SLO-based assessments was emphasized to develop cognitive, psychomotor, and affective domains. Innovative approaches like formative and summative assessments can enhance student learning outcomes. Technology-driven assessments offer personalized feedback, foster deeper learning, and improve alignment with curriculum objectives.

7. **Financial Literacy and Entrepreneurship:** Integration of financial literacy into education aims to equip students with skills for money management, investment, and taxation. The introduction of E-Rozgar centers and collaboration with industry players like SECP and NIBAF aims to boost entrepreneurial skills and financial inclusivity, especially among women and underserved regions.

8. **Innovation in Teaching and Learning:** Innovations should be scalable, sustainable, and adaptable to local needs while balancing tradition with modern practices. Practical strategies like blended learning, hands-on activities, and storytelling were highlighted as methods to enhance engagement.

9. **Environmental Literacy & Greening Curricula:** Climate education has gained momentum with the inclusion of environmental topics in the primary-level curriculum, but more action-oriented content is needed. Projects like "Green Learning Farm" and the global climate literacy competition highlight the potential of hands-on environmental education. There is a

critical need to integrate climate justice, green skills, and gender perspectives into curricula while reducing theoretical content in favor of practical engagement.

10. **Mental Health Awareness through Life Skills Education:** Life skills education focusing on self-awareness, stress management, and problem-solving is essential. Equipping teachers with counseling skills and fostering parent-teacher collaboration are critical steps toward building resilient youth.

11. **Cyber-security and Digital Citizenship:** There is an urgent need to educate students on ethical online behavior, digital rights, and cyber-security to promote safe digital practices. Bridging the digital divide between urban and rural areas is essential to ensure equal access to cyber-security education and resources.

12. **Space Sciences in Education:** Integrating space sciences into K-12 education can enhance STEM learning, foster creativity, and prepare students for careers in space-related fields. Addressing disparities in access to space education requires investment in teacher training, infrastructure, and community engagement.

13. **STEM Education and Curriculum Reforms:** Refining STEM education with a focus on interdisciplinary learning and real-world applications is essential for addressing global challenges. Professional development for educators and inclusive practices are critical for fostering diversity in STEM fields.

14. **Promotion of Regional Languages and Religious Education:** Promoting regional languages and integrating religious education helps preserve cultural heritage, strengthen social cohesion, and instill moral values. Government support, teacher training, and development of resources are necessary for successful implementation.

15. **Real-World Readiness:** The curriculum must prepare students for life beyond academics, fostering entrepreneurial mindsets, critical thinking, and digital competence to meet global standards. The summit acknowledged the importance of aligning education with market needs, particularly in fields like STEAM, agriculture, and health sciences.

16. **Addressing Challenges:** Challenges like parental skepticism, resource constraints, and resistance to change were identified, requiring targeted interventions and success stories to build trust. Effective implementation of proposed reforms demands clear guidance from the Ministry of Federal Education and Professional Training (M/o FE&PT).

Recommendations

1. **Curriculum Reform and Modernization:** Incorporate 21st-century skills and regular curriculum updates ensuring the curriculum remains a "living document" with periodic reviews and updates to address emerging global trends.

2. **Equity and Inclusivity:** Expand access to quality education for marginalized groups, particularly girls and children in rural areas, through digital learning platforms and infrastructure development. Strengthen Accelerated Learning Programs (ALPs) to reintegrate out-of-school children and equip them with foundational skills. Promote regional-specific educational interventions, focusing on underdeveloped areas like Balochistan to address unique challenges.

3. **Teacher Training and Capacity Building:** Establish a state-of-the-art teacher training institute in ICT as announced by Federal Minister for Planning Development and special Initiatives, focused on modern teaching methodologies, including IT integration, project-based learning, and storytelling. Provide ongoing professional development to equip teachers with the skills to deliver innovative and student-centered education. Develop teacher competencies in conducting SLO-based assessments that evaluate critical thinking, problem-solving, and applied knowledge.

4. **Stakeholder Collaboration:** Strengthen partnerships between the government, private sector, academia, and international organizations to ensure a unified approach to curriculum reform. Encourage provincial representation and input to address regional needs and ensure effective implementation across Pakistan.

5. **Assessment and Evaluation Reforms:** Transition from rote memorization to competency-based assessments that evaluate cognitive, psychomotor, and affective skills. Develop a robust Assessment Policy Framework to support both formative and summative assessments. Ensure that assessments are aligned with global standards while remaining adaptable to local contexts.

6. **Financial Literacy and Entrepreneurship:** Expand initiatives for integration of financial literacy and entrepreneurial skills into curricula at all educational levels to foster economic empowerment and entrepreneurial mindsets. Entrepreneurial training programs be increased by including women and underserved communities.

7. **Innovation in Teaching and Learning:** Promote innovative teaching methods such as blended learning, project-based learning, and storytelling to enhance student engagement. Develop scalable and sustainable innovations, ensuring they are adaptable to diverse classroom settings and resource constraints. Empower teachers to act as innovators by fostering a research-oriented mindset and providing resources for experimentation.

8. **Digital Transformation:** Leverage technology to bridge the digital divide, ensuring equitable access to digital tools and internet connectivity for all students. Integrate IT literacy into the curriculum, focusing on foundational skills such as using Microsoft tools and programming basics. Promote digital learning platforms for teacher training, student engagement, and resource sharing.

9. **Focus on Real-World Readiness:** Align the curriculum with job market demands, preparing students for careers in emerging fields such as IT, health sciences, and agriculture. Foster critical thinking, problem-solving, and communication skills to equip students for global competitiveness.

10. **Sustainability and Behavioral Change:** Introduce eco-friendly and sustainable practices in education to instill environmental responsibility among students. Focus on behavioral change initiatives to build a culture of innovation, adaptability, and lifelong learning.

11. **Mental Health Awareness and Life Skills Development:** Establish school-based mental health services, including counseling support and crisis intervention mechanisms. Equip teachers with skills in mental health awareness, early detection of socio-emotional challenges, and counseling techniques. Encourage active engagement between parents and educators to create a supportive environment for students. Advocate for allocating a larger portion of the health budget to youth mental health programs.

12. **Redefining Assessment and Leveraging Technology:** Utilize digital tools for personalized, data-driven evaluations that foster critical thinking and creativity rather than rote memorization. Provide access to technology for underserved regions to minimize educational disparities. Use digital assessments to offer immediate insights into student learning, enabling timely interventions.

13. **Cyber-security and Digital Citizenship:** Teach ethical online behavior, digital rights, and awareness of cyber threats as part of a broader life skills education framework. Expand infrastructure and resources to ensure equal access to digital education across urban and rural areas. Collaborate with technology firms and policymakers to enhance cyber-security tools and training for educators and students.

14. **Promoting Space Sciences in Education:** Use space sciences as a gateway to foster interest in STEM subjects and prepare students for future careers in technology and innovation. Provide specialized training for educators in space technology to ensure effective curriculum delivery. Collaborate with space agencies, research institutions, and international organizations to bring advanced resources and expertise to schools. Focus on reducing urban-rural disparities in access to space science education through policy advocacy and infrastructure development.

15. **STEM Education and Curriculum Reform:** Create thematic units that integrate science, technology, engineering, and mathematics with real-world problem-solving activities.

Implement ongoing professional development programs to equip teachers with the tools needed for dynamic STEM instruction. Design curricula that address gender and socio-economic disparities, encouraging broader participation in STEM fields.

16. **Regional Languages and Religious Education:** Promote regional languages alongside religious education to strengthen social cohesion and instill ethical values. Invest in creating learning materials and training programs to support educators in delivering regional language and religious education effectively. Incorporate content that fosters mutual respect and understanding among Pakistan's diverse cultural and religious communities.

17. **Policy and Implementation Framework:** Develop clear policy guidelines and action plans to ensure effective implementation of the proposed reforms. Allocate sufficient resources for curriculum development, teacher training, and infrastructure improvements. Monitor and evaluate the impact of reforms regularly, using data-driven tools to guide future interventions.

18. **Strengthening Policy and Implementation Mechanisms:** Focus on Research-Driven Reforms based curriculum updates on empirical research, ensuring alignment with global trends and local needs. Establish systems to regularly assess the effectiveness of new curriculum components and educational strategies. Engage stakeholders from all provinces and regions, particularly underserved areas, to ensure that reforms address the needs of all communities.

Participant Feedback

1. Positive Feedback

- **Commitment to Reforms:** Many participants expressed strong support for the government's initiative to reform the national curriculum. They appreciated the recognition of the need to incorporate modern teaching methods and skills for the 21st century, such as financial literacy, digital education, and environmental sustainability.

- **Diverse Representation:** The inclusion of a broad spectrum of stakeholders—from federal and provincial representatives to private sector and academic leaders—was highly praised. Many noted the summit's collaborative atmosphere as a positive step towards ensuring inclusive decision-making.

- **Innovative Approaches:** There was a significant appreciation for the focus on innovative teaching practices, including project-based learning, storytelling, and the use of digital platforms. Participants viewed these methods as essential for engaging students and preparing them for the challenges of the modern world.

- Focus on Teacher Training: Attendees welcomed the emphasis on teacher training and capacity building, with many agreeing that empowering teachers with modern skills and methodologies would be critical to the successful implementation of the new curriculum.

2. Constructive Criticism

- Implementation Challenges: Some participants raised concerns about the practical aspects of implementing the proposed curriculum changes. They highlighted potential challenges in terms of resource allocation, infrastructure limitations (especially in rural areas), and the readiness of teachers to adopt new teaching methods.

- Need for Clear Guidelines: Several attendees noted that while the summit's vision was ambitious, there was a need for clearer, more actionable guidelines for the curriculum's implementation. Specific plans on how to address regional disparities in resources and ensure uniformity across provinces were highlighted as areas that need further clarification.

- **Overemphasis on Technology:** While the integration of technology in education was widely supported, a few participants voiced concerns about an overemphasis on digital tools. They cautioned that this could potentially widen the digital divide, especially for students in rural and underprivileged areas who may not have access to the necessary devices or reliable internet connections.

3. Requests for Further Engagement

- **Ongoing Stakeholder Dialogue:** Many participants emphasized the importance of continued dialogue and feedback loops between all stakeholders (including students, teachers, and parents) to ensure that the curriculum reforms are effective and responsive to real-world challenges.

- **More Focus on Mental Health:** While the curriculum reform highlighted life skills and emotional intelligence, some participants felt that more attention should be given to mental health education, particularly in light of the growing mental health challenges faced by students.

- **Clearer Assessment Metrics:** There was a call for clearer assessment standards and metrics that reflect the shift from rote learning to competency-based education. Participants emphasized the need for comprehensive assessment frameworks to measure the success of new methodologies and learning outcomes.

4. Suggestions for Improvement

- **Inclusive Curriculum Development:** A few participants suggested that the curriculum development process should include greater input from local communities, particularly in rural and underserved areas, to ensure that the content is culturally relevant and sensitive to local needs.

- **Encouraging Innovation at the Grassroots Level:** Participants recommended creating platforms that allow educators at the grassroots level to share innovative teaching practices and experiences, fostering a bottom-up approach to curriculum reform.

- **Holistic Education Approach:** Several individuals suggested a more holistic approach to education that combines academic learning with character development, leadership training, and extracurricular activities to produce well-rounded individuals.

5. Overall Sentiment

- The general sentiment from participants was optimistic, with a shared belief that the curriculum reforms have the potential to significantly improve Pakistan's education system. However, there was a recognition that successful implementation will require significant investment in teacher development, infrastructure, and ongoing monitoring to ensure that the reforms meet their intended goals.

Conclusion:

The first day of the National Curriculum Summit 2024 marked a significant step towards reshaping Pakistan's education system to meet the challenges of the 21st century. The summit successfully brought together key stakeholders from across the country, including policymakers, educators, and representatives from the private sector, to engage in meaningful discussions on curriculum reforms.

Key takeaways from Day 1 reflect a shared commitment to modernizing education, improving teaching methodologies, and equipping students with the skills needed for a rapidly changing world. The participants expressed strong support for integrating innovative teaching practices, digital literacy, and environmental sustainability into the curriculum, aligning with global educational trends. The focus on empowering teachers through professional development was widely welcomed, seen as a crucial factor for the success of the reforms.

However, several challenges were identified, notably around the practicalities of implementation. Concerns about resource allocation, infrastructure limitations, and ensuring uniformity across regions highlighted the need for well-defined guidelines and a clear roadmap for rolling out the reforms. There were also calls for more attention to mental health education, clearer assessment frameworks, and greater involvement of local communities in the development of curricula to ensure inclusivity and cultural relevance.

The feedback from participants emphasized the importance of continued collaboration and engagement with all stakeholders throughout the reform process. The sentiment was overwhelmingly positive, with a shared sense of responsibility and optimism about the potential impact of these changes on Pakistan's education system.

In conclusion, while the summit demonstrated strong consensus around the need for educational reforms, successful implementation will require sustained effort, resources, and a unified approach to address the challenges and ensure equitable access to quality education for all students across the country.

End Day - Summit Group Photo

National Curriculum
Summit-2024

Annexures

<u>**Annexure**</u>

NATIONAL CURRICULUM SUMMIT 2024
November 26-27, 2024
Venue: AIOU, Auditorium (VC-Block)
Theme: Empowering the Future:
By Reviewing Existing Curricula to Integrate Skills and Technology

PROGRAMME

Chief Guest: Prof. Ahsan Iqbal, Federal Minister for Planning, Development and Special Initiatives, Islamabad

Presided by: Dr. Khalid Maqbool Siddiqui, Federal Minister for Federal Education & Professional Training, Islamabad

Special Guests: Education Ministers and Secretaries from Provinces

Stage Secretary: Dr. Muhammad Javaid Mehar, Ms. Sadia Malik, Ms. Izza Khushbakhat

Time	Activity
Day 1 (26th November, 2024)	
0830 to 0930 hours	Arrival and guests to be seated
0930 to 0935 hours	National Anthem
0935 to 0940 hours	Recitation from the Holy Quran
0940 to 0950 hours	**Opening Remarks** by Dr. Khalid Maqbool Siddiqui, Federal Minister for M/o FE&PT
0950 to 1010 hours	**Keynote address** by the Chief Guest i.e. Mr. Ahsan Iqbal, Federal Minister, Ministry of Planning, Development and Special Initiatives
1010 to 1020 hours	**Speech on Curriculum Reforms' Initiatives** by Mr. Mohyuddin Ahmad Wani, Secretary, M/o FE&PT
1020 to 1030 hours	Special Guest Speaker from Province (Azad Jammu & Kashmir)
1030 to 1040 hours	Special Guest Speaker from Province (Balochistan)
1040 to 1050 hours	Special Guest Speaker from Province (Gilgit - Baltistan)
1050 to 1100 hours	Special Guest Speaker from Province (Khyber Pakhtunkhwa)

Time	Activity
1100 to 1110 hours	Special Guest Speaker from Province (Punjab)
1110 to 1120 hours	Special Guest Speaker from Province (Sindh)
1120 to 1130 hours	**Group Photo**
1130 to 1200 hours	**Tea Break**
1200 to 1215 hours	**Highlights of inclusive Scheme of Studies 2024** by Dr. Shafqat Ali Janjua, Joint Educational Advisor, NCC, M/o FE&PT
1215 to 1230 hours	**Theme:** Integration of Skills and IT in National Curricula (Middle/Matric/Inter-tech) **Guest Speaker 1: Ms Gulmina Bilal Chairperson NAVTTC** **Guest Speaker 2 : Mr. Aamir Jan, ED NAVTTC OR** **Dr. Henna Karamat Durrani Director NAVTTC**
1230 to 1320 hours	**Objectives of the theme:** ● Significance of embedding IT and essential skills in the curriculum to prepare students for a digitalized workforce. ● Progressive Inclusion of Skills Across Educational Levels **Panelist:** 1. Prof Dr. Muazzam A. Khan Khattak, Quaid e Azam University 2. Mr. Umer Farooq, Tech Valley 3. Dr. Javaid Khurshid, PIEAS, Islamabad 4. Prof. Allaou Din Khan, Punjab College of Science 5. Ms. Cristina Menegazzi, UNESCO 6. Ms. Chiho Ohashi, Chief Advisor JICA AQAL **Moderator:** Dr. Henna Karamat Durrani, NAVTTC **Question Answer Session**
1320 to 1400 hours	**Lunch & Namaz Break**
1400 to 1415 hours	**Theme:** Entrepreneurship and Financial Literacy in Education **Guest Speaker 1:** Ms. Nausheen Barkat, GbeeTechive / Rupani Foundation (Online) **Guest Speaker 2:** Mr. Salman Shahzad, NIBAF Pakistan, State Bank of Pakistan
1415 to 1515 hours	**Objectives of the theme:** ● Foster Academia-Industry Collaboration in entrepreneurship and financial management for students. ● Discuss platforms essential entrepreneurial and financial skills for students in an increasingly tech-driven world.

Time	Activity
	Panelists: 1. Mr. Ali Hasnain Shah, CEO, TAKHLEEQ, Managing partner Xecofy 2. Dr. Zartashia Hameed, HITEC University 3. Dr. Marium Mateen, Institute of Business Management 4. Mr. Murtaza Abbas, Investor Education Dept. SECP 5. Prof Dr. Muhammad Naveed, Bahria University 6. Ms. Nausheen Barkat, GbeeTechive/ Rupani Foundation 7. Mr. Athar Imran Nawaz, Sybird Private Limited **Moderator:** Mr. Salman Shahzad, NIBAF Pakistan, State Bank of Pakistan **Question Answer Session**
1515 to 1530 hours	**Theme:** Innovation in the Teaching Learning Process **Guest Speaker 1:** Mr. Khurshid Ahmad Nadeem, Chairman, NRKNA **Guest Speaker 2:** Dr. Farid Panjwani, DEAN, AKU-IED
1530 to 1630 hours	**Objectives of the theme:** • Practical Strategies for Enhancing Student Engagement and Learning Outcomes • Discuss practical approaches, such as blended learning and project-based learning, that modernize teaching methods and foster student engagement.
	Panelists: 1. Dr. Farid Panjwani, AKU-IED 2. Dr. Junaid Ahmed, NUST 3. Mr. Aien Shah, AKESP 4. Mr. Allen Ruppel, Unity in Hope School System Inc. 5. Ms. Fauzia Adnan, The Educators, a project of Beaconhouse 6. Mr. Shahzad Roy, Zindagi Trust 7. Mr. Ibrahim Arif, Noon Academy **Moderator:** Mr. Khurshid Nadeem, NRKNA **Question Answer Session**
1630 hours	**End of Day-1 Activities, Afternoon Tea**
Day 2 (27th November, 2024)	
0830 hours	Guests to be seated
0845 to 0850 hours	Recitation of Holy Quran
0850 to 0900 hours	**Recap of Day 1 (Dr Shafqat Ali Janjua)**

Time	Activity
0900 to 0915 hours	**Theme:** Environmental Literacy & Greening Curricula **Guest Speaker:** Ms. Susanne Wallstein, GIZ (Virtual)
0915 to 1000 hours	**Objectives of the Theme:** • Discuss practical strategies for greening curricula at various educational levels • Fostering awareness and responsibility among Principals, teachers and students regarding environmental challenges and sustainability **Panelists:** 1. Dr. Hassan Anwar, NUST 2. Ms. Sumbul Naveed, Institute of Learning for a Better Tomorrow (ILFABET) 3. Mr. Naeem Akhtar, GIZ 4. Ms. Ambreena Ahmed, TRC 5. Ms Mome Saleem, UNICEF 6. Mr. Zafar Hayat, UNESCO **Moderator:** Mr. Mahboob Mahmood, Knowledge Platform **Question Answer Session**
1000 to 1015 hours	**Theme:** Promoting Mental Health Awareness Through Life Skills Education **Guest Speaker:** Prof. Dr. Usman Hamdani, Shifa Tamir e Millat University
1015 to 1030 hours	**Topic:** Reimagining Early Childhood Education **Guest Speaker:** Ms. Naila Khusro, American Lycetuff
1030 to 1100 hours	**Tea Break**
1100 to 1115 hours	**Theme:** Redefining Assessment through Technology **Guest Speaker:** Ms. Uzma Yousuf, Cambridge University Press and Assessment
1115 to 1215 hours	**Objective of the Theme:** • Shaping the Future of Assessment with Digital Innovation • Explore technology-driven assessments • Discuss transitioning from traditional exams to competency-based evaluations **Panelists:** 1. Dr. Naveed Yousuf, Aga Khan University Examination Board (AKU-EB) 2. Ms. Uzma Yousuf, Cambridge University Press and Assessment 3. Ms. Iqra, Oxford University Press 4. Mr. Waqar Shah, PEARSON 5. Ms. Umbreen Arif, Education Professional Freelance 6. Ms. Uzma Shujaat, IBO 7. Ms. Romana Rafi, Techno Knowledge **Moderator:** Dr. Ghulam Ali Mallah, ED, IBCC

Time	Activity
	Question Answer Session
1215 to 1230 hours	**Theme:** Promotion of National & Global Languages **Guest Speaker:** Maj Gen Shahid Mahmood Kayani HI(M), Retd, NUML
1230 to 1330 hours	**Lunch & Namaz Break**
1330 to 1345 hours	**Theme:** **Cyber-security and Digital Citizenship** **Guest Speaker**: Mr. Muhammad Akram Mughal, Deputy Director, Cyber Crime Wing, FIA

1345 to 1430 hours	**Objective of the Theme**
	    • Discuss the importance of teaching students about ethical online behavior, digital rights, and responsibilities
	    • Examine equal access to digital education and cybersecurity tools to protect themselves online.
	
	 Panelists:
	 1. Dr. Mr. Muhammad Akram Mughal, Cyber Crime Wing, FIA
	 2. Dr. Nasir Kasuri, Beaconhouse International College
	 3. Dr. Muhammad Haneef Durad, PIEAS
	 4. Mr. Hamza Khan, UNESCO
	 5. Dr. Syeda Zia Batool, Chairperson, PEIRA
	 6. Ms. Mahwish Syed, UNICEF
	 7. Mr Ghulum Shabbir, Policy & Digital Governance Expert
	 8. Mr. Waseem Shahzad, FAST University
	 Moderator:
	 Dr. Muhammad Shahid Soroya, PIE
	
	 Question Answer Session

1430 to 1445 hours	• **Topic: Incorporating Space Sciences in Education** • **Guest Speaker:** Mr. Shameer Zeeshan , HoD, Head Stellar Scholar Space Education Initiative
1445 to 1500 hours	• **Topic: The academic and learning landscape of Space Technology among K-12 learners in Pakistan** Dr. Najam Abbas Naqvi, Chairman, National Center of GIS and Space Applications (NCGSA)
1500 to 1520 hours	**Topic: STEM Education and Curriculum Reforms** **Guest Speaker:** Prof Dr Nasir Mahmood VC AIOU
1520 to 1600 hours	**Theme:** Promotion of Regional Languages and Religious Education in Pakistan **Panelist:** 1. Abdul Qayum Susan (Brahui) 2. Dr Hamid Ali Baloch (Balochi) 3. Prof Dr Naeem Khalid (Pashto) 4. Ms. Asma Qadri (Punjabi) Online from Canada 5. Mr. Abdul Majeed Bhurt (Sindhi - Online) 6. Ms. Kermin Parakh, Zoroastrian (Online) 7. Dr Seema, Bahai 8. Mr. Majam Khan, Kalasha

Time	Activity
	Moderator: Dr Zia ur Rehman Baloch, National Languages Expert AIOU **Question Answer Session**
1600 to 1615 hours	**Summary of the Summit findings by Dr Shafqat Ali Janjua, JEA NCC**
1615 to 1630 hours	**Closing Ceremony** Concluding remarks by the Secretary Mr. Mohyuddin Ahmed Wani MoFE&PT
1630 hours	**Summit Photo**

Stage Secretaries

National Curriculum
Summit-2024

Media Coverage

عوامي آواز

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روزاني عوامي آواز (2) خميس 28 نومبر 2024ع

Daily ASIAN SUN
Are you informed Pakistan?

27-11-2024

"Ministry Introduces New Scheme of Studies, New Subjects and New Streams at SSC and HSSC Level"

Staff Reporter
Islamabad The Ministry of Federal Education and Professional Training, in collaboration with the National Curriculum Council (NCC), inaugurated the National Curriculum Summit 2024 at the Allama Iqbal Open University (AIOU). The two-day event, aims to modernize Pakistan's education system by introducing updated schemes of studies, new subjects, and academic streams at both the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) levels. The Summit, which will conclude on November 27, 2024, brings together key stakeholders in the education sector, including policymakers, educators, curriculum specialists, and thought leaders. The event features keynote speeches and panel discussions aimed at shaping the future of Pakistan's educational landscape.

active involvement in the two-day event. In his address, Mr. Wasi highlighted the suggestions made by Mr. Ahsan Iqbal, the Federal Minister for the Ministry of Planning, Development & Special Initiatives, regarding a holistic review of Pakistan's education system. "We have successfully received the existing scheme of studies and updated the suggestions and the suggestions received from the summit will be made part of curriculum reforms," Mr. Wasi stated. He emphasized the importance of ensuring the curricula remain relevant and dynamic, adapting to the needs of a rapidly changing world. The keynote address was delivered by Mr. Ahsan Iqbal, who outlined the government's vision for education reform.

Pakistan launches National Curriculum Summit 2024 at AIOU

News Times Correspondent
Islamabad

The Ministry of Federal Education and Professional Training, in collaboration with the National Curriculum Council (NCC) inaugurated the National Curriculum Summit 2024 at Allama Iqbal Open University (AIOU) on Tuesday. The two-day event, aims to modernize Pakistan's education system by introducing updated schemes of studies, new subjects, and academic streams at the SSC and HSSC levels. Federal Secretary Mohyuddin Ahmad Wani opened the summit, highlighting reforms achieved within six months and emphasizing the importance of dynamic, relevant curricula to meet global standards. Federal Minister for Planning Ahsan Iqbal delivered the keynote address, outlining the

Pakistan launches National Curriculum Summit 2024 at AIOU

News Times Correspondent
Istanbul

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National Curriculum
Summit-2024

Picture Gallery

Government of Pakistan
Ministry of Federal Education and Professional Training
National Curriculum Council Wing