



NEW NATIONAL CURRICULUM OF PAKISTAN

REPORT NATIONAL CURRICULUM SUMMIT 2026

(February 11-12, 2026)

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

Acknowledgment

The National Curriculum Council Wing extends its sincere appreciation to all distinguished participants and contributors for their invaluable presence, expertise, and commitment, which greatly enriched the important national dialogue at the National Curriculum Summit held on 11–12 February 2026.

The Summit was honoured by the participation of senior political, administrative, and technical leadership from all provinces and areas, along with policymakers, academicians, and education professionals. We are particularly grateful to the national and internationally renowned education experts and to all members of the Advisory and Technical Committees of the National Curriculum Council for their strategic guidance and intellectual leadership.

We deeply appreciate the contributions of the Member (Social Sector) and Chief Education, Ministry of Planning & Development, as well as the heads of teacher training institutions, examination and assessment bodies, and the dedicated teachers and head teachers representing primary to higher secondary levels.

We are indebted to the continuous support of AIOU, PCU, Ministry of Federal Education and IBCC for special arrangements. Special thanks are extended to our valued development partners UNICEF, UNESCO, World Bank, JICA, and DARE-RC — for their continued collaboration and technical support.

We also acknowledge the meaningful engagement of representatives from key ministries, national institutions, teacher training and degree awarding institutions, as well as print and social media. Their collective insights and shared ownership strengthened the Summit's outcomes and reaffirmed our shared commitment to advancing quality education in Pakistan.

Executive Summary

National Curriculum Council Summit 2026, Islamabad; February 11–12, 2026

Overview

The National Curriculum Summit 2026, held under the auspices of the Ministry of Federal Education and Professional Training, convened provincial education authorities, curriculum experts, policymakers, teacher educators, and development partners to deliberate on the implementation of the National Curriculum of Pakistan.



The Summit aimed to review progress on curriculum reforms, identify systemic challenges, and develop a coherent and evidence-based roadmap for effective implementation. Particular emphasis was placed on alignment across curriculum, textbook development, teacher professional development, and assessment to ensure equitable learning opportunities nationwide.



Key Highlights of Day 1: Strengthening Curriculum Foundations

- **Rationalizing Curriculum and Foundational Learning:** Participants emphasized the need to substantially reduce excessive Student Learning Outcomes (SLOs), particularly in early grades. Prioritizing foundational literacy, numeracy, and socio-emotional learning was identified as critical to improving early grade outcomes and reducing disparities.
- **School Language Policy and Multilingual Education:** Recognizing Pakistan's linguistic diversity, the Summit recommended introducing multilingual education at the pre-primary level with gradual transition strategies. English in early grades should be repositioned as a functional skill, while structured space should be provided for mother tongue and local languages to support early concept development.
- **Policy Coherence and Reform Logic:** It was stressed that textbook preparation alone does not constitute curriculum implementation. Alignment among curriculum intent, teaching practices, teaching standards, assessment systems, and reporting mechanisms standards is essential. A flexible **core-plus model** was endorsed to allow provincial contextualization while maintaining national standards.



Key Highlights of Day 2: Implementation, Innovation, and Inclusion

- **Teacher Preparedness and Professional Development:** Teacher capacity was identified as central to successful reform. Recommendations included structured Continuous Professional Development (CPD), teacher licensing mechanisms, mentorship systems, and strengthened assessment literacy.
- **Assessment Reform and Monitoring:** The Summit highlighted the need to reform examination and assessment systems to reduce rote-based practices and align evaluation with competency-based learning. Robust internal and external monitoring mechanisms were recommended to ensure accountability and continuous improvement.
- **ED-Tech and STEAM Integration:** Expanding equitable access to educational technology, strengthening STEAM teacher availability, integrating ethical AI use, and promoting practical laboratory-based learning were emphasized as priorities.
- **Inclusive and Non-Formal Education:** Flexible curriculum and assessment systems, improved teacher training, parental engagement, and structured policy support were recommended to strengthen inclusive education and non-formal education pathways aligned with lifelong learning.
- **Values, Citizenship, and National Ethos:** The development of a structured national framework for values, citizenship, and digital citizenship was recommended, with meaningful integration across subjects supported by authentic assessment approaches.

Major Outcomes

1. **Curriculum Coherence and Alignment:** Strong recommendations were made to align curriculum, textbooks, teacher training, and assessment systems to ensure consistency across provinces.
2. **Federal–Provincial Coordination:** The Summit called for establishing a structured coordination framework and a defined Curriculum Implementation Roadmap with timelines across the board.

3. **Equity and Inclusivity:** Strategies were proposed to reduce disparities through teacher capacity-building, multilingual approaches, and targeted support for disadvantaged learners.
4. **Sustainability and Continuous Review:** Institutionalizing periodic curriculum review mechanisms was recommended to maintain responsiveness to societal, technological, and economic changes.

Conclusion

The Summit concluded with a collective commitment to move from policy formulation to disciplined and coordinated implementation. By prioritizing coherence, teacher preparedness, multilingual inclusivity, and assessment reform, the National Curriculum Summit 2026 reaffirmed Pakistan's resolve to build an equitable, future-oriented, and learner-centered education system aligned with national aspirations and global standards.

Introduction

The National Curriculum Council (NCC) Wing of the Ministry of Federal Education & Professional Training organized the National Curriculum Summit 2026 on February 11-12, 2026, under the theme:

“New National Curriculum of Pakistan”

The Summit served as a high-level national platform bringing together policymakers, curriculum experts, educators, researchers, technologists, assessment specialists, civil society, and development partners to collectively reflect on the implementation experiences of the National Curriculum of Pakistan (NCP) and chart a transformative pathway forward.

The Summit focused on key thematic areas, including curriculum policy issues, stages of learning for learner-centered curriculum design & context, Ed-Tech & STEAM, values, national heritage and ethos & civics, school language policy challenges & needs, inclusive & special education, non-formal education, and challenges in implementation of curriculum & possible solutions.

Purpose and Rationale

The purpose of the National Curriculum Summit 2026 was to catalyze a strategic shift from curriculum reflection to systemic transformation, ensuring that the National Curriculum of Pakistan responds effectively to the persistent learning poverty rooted in weak foundational learning and the emerging contemporary educational demands while remaining firmly rooted in national values and priorities.

Pakistan needs an effective approach to develop critical thinkers, responsible citizens, ethically grounded individuals, and future-ready learners through a curricular structure that can manage its challenges of scale and diversity of learners and serious socio-economic challenges. This requires a review of the learning design in the early years and strategies to transition learning to more complex contemporary needs that include the incorporation of new technologies and keeping up with the changes, climate-smart education, and other emerging global challenges, while strengthening the value system embedded in the constitution of the Islamic Republic of Pakistan.

The Summit sought to address this need by conducting dialogue on national coherence, competency-based learning, and equity across education systems, and alignment with global competencies while safeguarding Pakistan’s cultural identity and Islamic values.

By facilitating evidence-based informed discussions and multi-stakeholder collaboration, the Summit aimed to support human capital development through curriculum transformation that would enhance learning quality, promote social cohesion, and equip learners with the knowledge, skills, values, and attitudes required for national development goals and global citizenship.

Objectives:

To set the future direction of the National Curriculum of Pakistan by harnessing the collective wisdom of leading national and international experts, the following objectives were set to achieve:

- Critically assess the alignment between current curriculum frameworks and the actual performance, needs, and challenges of the education sector.
- Identify gaps and emerging needs by analyzing global trends, technological advancements, societal shifts, and future workforce requirements, ensuring the curriculum is future-ready.
- Revise the National Curriculum of Pakistan that is grounded in local realities while being responsive to international best practices and emerging trends.
- Ensure that the National Curriculum reflects Pakistan's constitutional values and Islamic ethos, strengthening character, civic responsibility, and social cohesion alongside knowledge and skills.
- Recommend policy options that strengthen coherence, equity, innovation, and inclusivity across the national education system.
- Provide a clear foundation for the planned curriculum reform initiatives.

Participants of the Summit

Senior political, administrative, and technical leadership from all provinces and areas, policymakers, academicians, education professionals, and development partners participated, including:

1. National and internationally renowned education experts
2. All members of the Advisory and Technical Committees of NCC
3. Member (Social Sector) and Chief Education, Ministry of Planning & Development
4. Heads of Teacher Training Institutions and Examinations & Assessment bodies
5. Teachers and head teachers from primary, middle, secondary/higher secondary.
6. Development Partners like UNICEF, UNESCO, World Bank, JICA, DARE-RC
7. Representatives from ministries/ organizations responsible for cross-cutting themes, including: -
 - Higher Education Commission of Pakistan
 - Human Rights Commission of Pakistan
 - Ministry of Religious Affairs and Interfaith Harmony
 - National Counter Terrorism Authority
 - Ministry of Climate Change
 - Ministry of Interior and Narcotics Control
 - Ministry of Information Technology and Telecommunication
 - National Accountability Bureau
 - Ministry of National Health Services Regulations and Coordination
 - National Disaster Management Authority
 - National Heritage and Culture Division
 - National Institute of Banking and Finance (FLIP project)
 - Islamabad Traffic Police
 - Ministry of Science & Technology
 - Teachers Training Institutions
 - Degree Awarding Institutions
 - Print and Social Media
 - Others

SUMMIT PROCEEDINGS (DAY-1)

Welcome Speech by the Secretary, M/o FE&PT

The Secretary, Ministry of Federal Education **Mr. Nadeem Mahbub**, warmly welcomed all attendees to the National Curriculum Summit 2026, organized by the National Curriculum Council (NCC) Wing of the Ministry of Federal Education & Professional Training, under the theme “New National Curriculum of Pakistan.” He expressed appreciation to senior leadership



from the Federation, provinces, Azad Jammu & Kashmir, and Gilgit-Baltistan for their active participation, reflecting a strong national commitment to curriculum reform.

He emphasized that education remains central to Pakistan’s social, economic, and moral development. While acknowledging progress in implementing the National Curriculum of Pakistan, he noted persistent challenges, including learning poverty, weak foundational skills, regional disparities, curriculum overload, misalignment between the curriculum and assessment, teacher capacity gaps, and digital inequities.

The Secretary informed participants that nationwide policy dialogues and provincial consultations held in 2025 resulted in consensus to revise the National Curriculum Framework 2017, the Minimum Standards for Quality Education, and to rationalize the NCP 2022–23. He stated that the reform roadmap was endorsed by the Inter-Provincial Education Ministers’ Conference (IPEMC), providing formal federal–provincial backing for the process and leading to the convening of the Summit.

He highlighted that the Summit will mark a pivotal step toward systemic transformation. He urged participants to contribute evidence-based, practical recommendations to ensure that the national curriculum promotes equity, inclusion, emerging technologies, constitutional values, national identity, and the development of critical thinkers and responsible citizens.

The Secretary appreciated the support of development partners, including UNICEF and UNESCO, and reaffirmed the Ministry’s commitment to working closely with provinces and stakeholders to ensure that curriculum reforms remain inclusive, coherent, and sustainable. He concluded by wishing the participants a productive and meaningful Summit.

Objectives of Curriculum Summit by the Director, NCC

The Director of the National Curriculum Council (NCC), Wing Dr. **Tabassum Naz**, welcomed the participants and expressed appreciation for the presence of distinguished delegates, provincial representatives, education experts, and development partners at the National Curriculum Summit 2026. She stated that the Summit will mark a significant milestone in the ongoing efforts to strengthen and reform the National Curriculum of Pakistan, ensuring greater coherence, relevance, inclusivity, and future-readiness.



She informed the participants that, in response to feedback regarding curriculum overload and misalignment with classroom realities, the NCC Wing had undertaken a comprehensive diagnostic exercise. Structured consultations were conducted across all provinces and federating units to review the National Curriculum Framework (2017), Minimum Standards for Quality Education (2016), the Scheme of Studies, and the National Curriculum of Pakistan (2022–23).

She highlighted that provincial consultations held during 2025 revealed serious concerns regarding curriculum overload, particularly in core subjects at secondary and higher secondary levels. Stakeholders emphasized the urgent need to strengthen foundational literacy and numeracy at the primary level and to ensure alignment between curriculum standards, teacher training, textbooks, and assessment practices.

She outlined the objectives of the Summit, which included critically assessing the alignment between existing curriculum frameworks and sectoral needs, identifying emerging gaps in light of global and technological trends, and laying the foundation for a new National Curriculum grounded in local realities while responsive to international best practices.

Concluding her address, she emphasized that the Summit would deliberate on key themes including curriculum policy, learner-centered stage-wise design, educational technology and STEAM, values and civics education, school language policy, inclusive and special education, non-formal education, and implementation challenges. She expressed confidence that the collective deliberations would contribute to a coherent, equitable, and forward-looking roadmap for curriculum reform.

Keynote Speech by Mr. Alonso Sanchez,

Senior Economist and Global Co-Lead of the Curriculum, Instruction and Learning Thematic Group, Education Global Practice, World Bank

Alonso Sánchez delivered a presentation on tackling the learning crisis through curriculum reform. He emphasized that the learning crisis in low- and middle-income countries is real and urgent, with millions of students failing to acquire the skills necessary to succeed in school and the labor market. Sánchez explained that three major curricular challenges contribute to this crisis:



- curricula that are overloaded and overambitious,
- a lack of alignment between curriculum, instruction, and assessment,
- and the inability of curricula to keep pace with societal and economic changes.

He noted that curricula often accumulate content over time without removing outdated material, creating unrealistic expectations for teachers and students. Teachers are left attempting to cover too much in a limited time, which results in shallow learning and poor mastery of essential skills. Furthermore, what is written in the curriculum is frequently not what is taught in classrooms or assessed in examinations. Systems responsible for curriculum design, teacher training, instructional materials, and student assessment often operate independently, leading to misalignment that confuses teachers and shortchanges students. Sánchez also highlighted that curricula reforms are slow to adapt, leaving students unprepared for megatrends such as automation, climate change, digitalization, and demographic shifts. These changes are expected to transform over a billion jobs in the coming decade, yet many young people remain economically disengaged due to inadequate skills.

To address these challenges, Sánchez proposed three solutions.

- First, he stressed the importance of prioritizing foundational skills such as literacy, numeracy, and socioemotional development. These should form the core of the curriculum, with standards and proficiency indicators designed to ensure mastery. This often requires reducing the number of subjects in primary education and streamlining content.
- Second, he advocated for stronger alignment between curriculum, classroom instruction, and student assessment. This involves establishing clear learning

progressions by grade, providing teacher guides and student materials that reflect these progressions, linking teacher preparation and professional development directly to instructional materials, and designing assessments that match the same content and cognitive demand. A yearly coherence cycle across curriculum, materials, training, and assessment was recommended to maintain consistency.

- Finally, Sánchez urged education systems to double down on the skills hierarchy, ensuring that students have sufficient time to develop foundational skills before advancing to more complex ones. He cautioned against focusing too narrowly on specific skills too early, while also emphasizing the need to introduce digital and artificial intelligence skills progressively, starting from early education and increasing in complexity over time.

In conclusion, Sánchez summarized that tackling the learning crisis requires prioritizing the fundamentals, aligning systems, and reinforcing the skills hierarchy. By adopting these measures, education systems can better prepare students with the skills they need to thrive in rapidly changing societies and economies.

Keynote Address by the Minister for FE&PT

The Federal Minister, for Federal Education **Dr. Khalid Maqbool Siddiqui**, welcomed distinguished participants to the National Curriculum Summit 2026 and appreciated the presence of federal and provincial leadership, experts, educators, and development partners. He noted that their participation reflected a shared national responsibility to shape the future of education in Pakistan.



He emphasized that education is central to Pakistan's stability, economic growth, and social cohesion, and described curriculum reform as a national imperative. While acknowledging progress in expanding access to education, he highlighted that learning poverty and weak foundational skills remained major challenges. He stressed that the New National Curriculum of Pakistan must move beyond rote learning and focus on critical thinking, creativity, collaboration, and problem-solving, with realistic and measurable learning expectations.

The Minister underscored that reform cannot succeed in isolation. Curriculum, textbooks, assessment systems, examinations, and teacher professional development must be aligned, and teachers must be adequately supported to ensure meaningful classroom change. He clarified that the National Curriculum promotes equity and coherence, not uniformity, and reaffirmed the provinces as equal partners in implementation.

He further stressed that education must reinforce Pakistan's constitutional values, Islamic principles, and national identity, while responsibly integrating technology, digital literacy, and STEAM education. Inclusion, he noted, remains a constitutional responsibility, requiring support for learners with disabilities and strengthened non-formal education pathways.

Concluding his address, the Minister called for practical and evidence-based recommendations from the Summit and expressed confidence that it would produce a clear Mission Statement or Curriculum Vision to guide the next phase of reform. He reaffirmed the federal government's full commitment to improving quality of education and curriculum is heart of the whole education system and we are working closely with provinces and partners to ensure equity, impact, and sustainable progress in education.

Keynote Address by the Federal Minister for PD&SI

The Federal Minister for Planning, Development, and Special Initiatives, **Mr. Ahsan Iqbal**, expressed his pleasure at joining the National Curriculum Summit 2026 and commended the Ministry of Federal Education & Professional Training and the National Curriculum Council Wing for leading this important national dialogue. He appreciated the participation of federal and provincial leadership, experts, educators, and development partners at a critical time for education reform in Pakistan.



He recalled that during 2014–15, while formulating Pakistan Vision 2025 and developing the roadmap for a modern Pakistan, he invited the Ministry of Education to the Ministry of Planning and proposed four key projects that, in his view, would determine Pakistan’s future.

The Triangle of Educational Reform

He explained that the first project was curriculum reform, aimed at liberating the national syllabus from the shackles of centuries-old stagnation. The second was teacher training, which he described as inseparable from curriculum reform, noting that revising the curriculum without equipping teachers with modern pedagogical skills would render the reform ineffective. The third component was examination reform. Referring to the management principle that “what gets measured gets done,” he emphasized that improvements in curriculum and teaching would be futile if the assessment system remained flawed. According to him, curriculum, teacher training, and the examination system together form a triangle that ensures a functional education system. The fourth initiative, he added, was madrasa reform, intended to bring religious seminaries into the mainstream education framework.

The Cost of Political Instability

He observed that education reforms in Pakistan often failed due to the lack of policy continuity and political stability. In contrast, successful nations typically ensured at least a decade of continuity to allow reforms to be fully implemented and produce results. He noted that although reform efforts had begun earlier, the government’s tenure ended in 2018.

He further stated that upon returning to government in 2022, he sought a briefing from the Ministry regarding the progress of curriculum reform. While the presentation highlighted significant achievements, his review of the textbooks revealed several concerns. He referred to a Social Studies or Pakistan Studies textbook in which the section on the Mughal Empire often considered a golden era ended with a black-and-white image of Bahadur Shah Zafar on his deathbed in exile in Rangoon. He questioned the rationale behind such representation, suggesting that figures such as Babur, Akbar, Shah Jahan, or Aurangzeb could have been depicted instead. He remarked that images convey powerful messages to young minds.

He also observed that while several pages were devoted to agriculture, there was limited discussion of industry and minimal attention to science and technology. Such imbalance, he argued, reinforced the perception that Pakistan was merely an agrarian society rather than a modern, knowledge-based economy. He likened the situation to a construction project where changing the architect midway leads to a disordered design. Consequently, he stated that the reform process was restarted with a clean slate under the **Uraan Pakistan Programme**.

Redefining the Educational Paradigm

He noted that the global knowledge paradigm had shifted significantly. Education, he explained, was no longer limited to traditional literacy but now encompassed digital literacy. Rote learning was gradually being replaced by critical thinking and creativity, while innovation had become the currency of progress. He stressed that the national curriculum must inspire curiosity rather than simply encourage memorization. He added that the summit aimed to bring together experts from the public and private sectors in order to develop a curriculum that enjoyed broad national ownership.

Breaking the Colonial Legacy

He further observed that Pakistan's education system still reflected the framework outlined in the Minute on Indian Education (1835) by Thomas Babington Macaulay, which was originally designed to produce intermediaries "Indian in blood and colour, but English in taste, opinions, morals, and intellect."

Such a system, he argued, discouraged questioning, undermined self-confidence, and limited collective empowerment. For decades, reforms had focused on improving the system's

efficiency rather than redefining its purpose. When he asked the Ministry for a clear mission statement outlining the end-state of the curriculum, he was informed that none existed.

He emphasized that the curriculum should instead awaken the spirit of Khudi envisioned by Allama Muhammad Iqbal, fostering confidence, curiosity, and character among young people. He also highlighted the importance of promoting holistic wellbeing, empathy, teamwork, and civic responsibility. In an age marked by increasing intolerance, he stressed the need to teach conflict resolution and encourage students to develop empathy for others.

Language and Technology for the Future

He also identified the language of instruction as a major challenge. He noted that countries such as Japan, South Korea, China, and Turkey had achieved significant progress using their own languages. When the language of thought differs from the language of expression, he explained, creativity becomes constrained.

Therefore, he suggested that Urdu should increasingly be used as the medium for conceptual learning, particularly in the early years of education, while English should continue to serve as a functional international language.

Finally, he highlighted the transformative potential of artificial intelligence and digital technologies, noting that these tools now made it possible to personalize learning for every child. He emphasized that experiential and hands-on learning already practiced in countries such as China should become integral to Pakistan's education system in order to prepare its youth for the future.

KEYNOTE ADDRESS-1

Theme: Curriculum Reform and Its Implementation – Reform Logic, Teacher Preparedness, and Achieving Positive Impact

Speaker: Dr Phil Lambert PSM

The keynote address on Curriculum Reform and Its Implementation provided an in-depth analysis of the systemic requirements for translating curriculum reform from policy intent into measurable educational impact. The presentation was particularly relevant to Pakistan's ongoing efforts to implement the National Curriculum in a coherent, sustainable, and results-oriented manner.

The speaker emphasized the concept of "Reform Logic," highlighting that curriculum reform must be anchored in the fundamental purpose of schooling. Reform should establish a clear and consistent line of sight between national educational aspirations and all operational components of the system—curriculum design (intended learning), teaching practices (implemented curriculum), assessment systems (achieved curriculum), and reporting mechanisms. Misalignment among these elements weakens reform efforts and limits impact.

A central theme of the address was policy coherence. Effective reform requires strategic "steering" through strong leadership, consistent communication, stakeholder engagement, and alignment between internal and external accountability mechanisms. Leadership quality at the system and school levels was identified as a decisive factor in determining whether reforms gain momentum or encounter resistance. The role of professional learning, monitoring systems, parental expectations, and public perception was also discussed as influencing forces in reform implementation.

The keynote highlighted emerging global challenges in curriculum reform, including political pressures, reform fatigue, stakeholder pushback, and the misconception of curriculum as merely a document rather than a dynamic process. The speaker cautioned that reform should not be episodic or cyclical without consolidation; rather, it must be carefully sequenced to ensure manageability and sustainability.

Teacher preparedness was identified as the cornerstone of successful implementation. Reform cannot succeed without adequately prepared teachers who possess both the professional

capacity and the pedagogical confidence to deliver new curriculum expectations. This includes structured professional development, resource provision, alignment with teacher standards, and systematic gap analysis between intended learning outcomes and current classroom practices. Particular emphasis was placed on engaging the “professional middle”—school leaders and middle-tier leadership—to drive reform at scale.

The address further outlined mechanisms to minimize reform challenges. These include strengthening internal and external monitoring systems; aligning student assessment data with curriculum intentions; gathering teacher and student feedback; and establishing clear evaluation criteria focused on alignment, clarity, coherence, and instructional focus.

Reflective Observations from Participants:

Participants observed that the keynote provided a structured framework that is directly applicable to Pakistan’s reform context, particularly the need to align curriculum, assessment, and teacher professional development under a unified implementation strategy.

Several attendees noted that the emphasis on leadership quality and monitoring resonates strongly with Pakistan’s provincial implementation challenges, where policy intent often requires stronger institutional follow-through.

Participants further reflected that the focus on teacher preparedness underscored the urgency of investing in sustained professional development to ensure that curriculum reform translates into improved classroom practice and student learning outcomes.

Keynote Address-2

Theme: Enhancing Learning through Language Responsive Education
Professor Graham Hall, Professor Emeritus, University of Northumbria,
UK

The keynote address delivered by **Professor Graham Hall**, Professor Emeritus at the University of Northumbria, UK, provided a comprehensive, research-informed



perspective on the centrality of language in educational reform. The address was highly relevant to Pakistan's ongoing efforts to implement the National Curriculum equitably and effectively.

The speaker emphasized that language is not merely a subject within the curriculum; rather, it is the foundational medium through which all teaching, learning, classroom interaction, and assessment occur. Students' ability to access curriculum content is directly linked to their proficiency in the language(s) of instruction. In Pakistan's multilingual context—where learners enter school speaking diverse regional and home languages—the issue of language assumes critical importance.

The address examined the growing trend toward English-medium education (EME), which is often perceived as essential for academic advancement, employment prospects, and national competitiveness. While acknowledging the global importance of English, the speaker cautioned against the assumption that English-medium instruction alone guarantees improved learning outcomes. International research indicates that students demonstrate stronger conceptual understanding and academic success when taught in a language they comprehend, particularly in the foundational years.

A key recommendation was the adoption of an “additive” approach to language learning. In this model, the acquisition of English should complement rather than replace students' home languages. Sustained development of mother tongues alongside English enhances cognitive growth, academic language proficiency, and socio-emotional development. The speaker also highlighted that abrupt transitions to English-medium instruction may disproportionately disadvantage students from rural areas, low socioeconomic backgrounds, and marginalized communities.

The keynote introduced the concept of Language Responsive Education (LRE) as a systemic response to these challenges. LRE advocates a whole-education-system approach in which curriculum frameworks, textbooks, assessment systems, teacher education, and classroom pedagogy are aligned with learners' evolving language capacities. Transition to a new language of instruction is viewed as a gradual process requiring structured linguistic scaffolding and sustained institutional support.

For Pakistan, the implications include strengthening bilingual and multilingual pedagogies within the National Curriculum framework; enhancing the teaching of English as a subject while valuing Urdu and regional languages as learning resources; embedding language-sensitive assessment practices; and investing in continuous professional development for teachers to support content and language integration.

Reflective Observations from the Participants:

Participants observed that the keynote provided strong empirical grounding for reconsidering language policy decisions within Pakistan's curriculum reform process. The emphasis on equity and inclusion resonated particularly with representatives from provinces facing linguistic diversity challenges.

Several attendees noted that the whole-system approach outlined in Language Responsive Education aligns closely with Pakistan's current reform priorities, particularly the need to harmonize curriculum, assessment, and teacher training.

Participants also reflected that the address offered a balanced perspective—recognizing the inevitability of English in global engagement while firmly advocating for policies rooted in Pakistan's linguistic realities. The discussion stimulated meaningful dialogue regarding practical pathways for phased and supported language transitions within schools.

MAIN PANEL DISCUSSION

National Curriculum of Pakistan: Issues, Challenges, and Way Forward

Moderator:

Dr. Muhammad Shahid Soroya, Director General, PIE

Coordinator & Rapporteur:

1. Mr. Muhammad Tahir, AEA, NCC Wing
2. Dr. Farrukh Abbas, AIOU



Panelists:

- i) Mr. Abbas Rashid, Executive Director, SAHE
- ii) Dr. Fouzia Khan, Additional Secretary / Chief Advisor, SELD
- iii) Dr. Fatima Dar, Chief Executive Officer, Oak Consulting
- iv) Mr. Irfan Muzaffar, Associate Professor, LUMS
- v) Mr. Riaz Kamalani, COO, TCF
- vi) Dr. Farid Panjwani, Dean, AKU-IED
- vii) Ms. Izza Farrakh, Senior Education Specialist, World Bank
- viii) Ms. Aurelia Ardito, Chief Education, UNICEF Pakistan

Discussion points

1. How can the National Curriculum be rationalized to prioritize foundational learning while reducing overload and fragmentation?
2. What should be Pakistan's optimal language policy in early grades to ensure conceptual clarity, equity, and long-term proficiency in English, Urdu, and mother tongues?
3. How can alignment be ensured among curriculum, textbooks, assessment systems, and teacher training to improve learning outcomes and reduce rote practices?
4. What governance and coordination mechanisms are required to balance a national core curriculum with provincial flexibility after the 18th Amendment?
5. How can curriculum implementation be made realistic, inclusive, and adaptable to low-resource and diverse educational contexts across Pakistan?

Outcomes

- Rationalize and substantially reduce the number of SLOs, especially in early grades and in English.
- Reposition English in early grades as a functional skill/foreign language and sequence its development.
- Provide structured space for mother tongue and local languages, particularly in foundational years.
- Strengthen explicit focus on listening and speaking within early grade frameworks.
- Adopt a flexible core-plus curriculum model (national, provincial, and local components).
- Ensure strong alignment between curriculum, textbooks, assessment, and teacher training.
- Reform assessment to measure competencies and reduce reliance on rote-based testing.
- Prioritize foundational learning and targeted support for disadvantaged learners.
- Integrate critical thinking, problem solving, life skills, climate change, and digitization across the curriculum.
- Make curriculum development more consultative by institutionalizing provincial, teacher, and community input.
- Strengthen teacher training, mentorship, and mindset reorientation regarding language and learning.
- Improve federal–provincial coordination and reflect provincial innovations in the National Curriculum.
- Design implementation guidance suitable for low-resource schools and diverse contexts.
- Establish a periodic review mechanism to keep the curriculum dynamic and responsive.



Breakout Groups and Sessions

Senior education experts and practitioners reflected on key challenges and choices shaping curriculum reform in Pakistan. Drawing on diverse perspectives, the discussion examined how curriculum design, implementation, and language considerations intersect in practice and where misalignment continues to limit classroom impact. The sessions were facilitated by moderators who had submitted the report.

Group 1: Curriculum Policy Issues (Needs and Future Planning)

Moderator:

Mr. Abdus Sami Khan

Coordinator and Rapporteur:

1. Mr. Tahir Mahmood, AEA, NCC,
2. Dr. Tooba Saleem, AIOU

Panelist:

1. Prof. Dr. Nasir Mahmood, Vice Chancellor, AIOU
2. Mr. Muhammad Nadeem Asghar, Curriculum Specialist/Associate Professor, HED, Punjab
3. Dr. Baela Raza Jamil, CEO, ITA
4. Mr. Salman Humayun, CEO, I-SAPS
5. Mr. Irfan Ahmed Awan, MD, SCSPE, Quetta
6. Mr. Umar Nadeem, CEO, TABADLAB
7. Mr. Riaz Kamlani, CEO, TCF
8. Mr. Noor Ahmed Khoso, Director, DCAR, Jamshoro
9. Ms. Erum Barki, Programme Officer Education / ALP UNICEF
10. Mr. Jaffar Mansoor Abbasi, Director, DCTE, Abbottabad
11. Dr. Takbir Ali, Head (Outreach), AKU-IED
12. Mr. Salman Naveed Khan, CEO, Pak Alliance of Maths and Science
13. Mr. Abdul Khaliq Achakzai, Additional Secretary/Chief, PPIU, Quetta
14. Dr. Jamil Bajwa, Northern University, PK
15. Ms. Raheela Awais, Principal, IMSG, G-11/1, Islamabad

Key themes discussed

1. Vision and mission of School Education
2. Challenges of scale and diversity across regions and populations
3. Capacity and resource limitations at national and sub-national levels
4. Balancing national coordination with provincial autonomy

5. Identifying system needs and setting future directions for curriculum policy and reform
6. Parallel education systems and challenges to cohesion and equity
7. Learning pathways, including vocational and technical education aligned with labour market needs

Outcomes

1. Curriculum implementation is broader than textbook preparation; textbooks alone cannot ensure learning outcomes.
2. There is a lack of comprehensive planning with clear timelines and cost estimates for curriculum rollout.
3. Misalignment exists between curriculum, textbooks, teaching practices, and assessment systems.
4. Systemic challenges, such as limited textbook production capacity and unrealistic production schedules (e.g., 3-month cycles), affect the timely availability of learning materials.
5. Learning resources need to be contextually adaptable for diverse educational settings while maintaining consistent learning outcomes for all students.
6. Open Educational Resources (OER) are underdeveloped and have the potential to support learning across different contexts.
7. Teacher training currently does not fully address inclusion, familiarization with new curricula, or transformation of pedagogical beliefs, while also acknowledging teachers' practical limitations.
8. Teachers and institutional staff require improved understanding and application of assessment practices.
9. There is no fully functional monitoring and review mechanism to track curriculum implementation and guide continuous improvement.



Group 2: Stages of Learning for Learner-Centered Curriculum Design and Context

Moderator:

Ms. Nighat Lone*

Coordinator and Rapporteur:

1. Mr. Imran Ahmed Khan, AEA, NCC
2. Dr. Aneela Alam

Panelist:

1. Dr. Fouzia Khan, Chief Advisor, Curriculum Wing, SELD, Sindh
2. Dr. Tajammal Hussain Shah, Educationist
3. Dr. Gulab Khan Khilji, Chairman, BTBB, Quetta
4. Dr. Zubda Zia Ur Rehman, Managing Director, PECTAA
5. Mr. Ahmed Ali, National Lead GOAL B-TAG, I-SAPS
6. Dr. Muhammad Ayub Buzdar, HoD, AIU
7. Ms. Mome Saleem, Programme Specialist, UNICEF
8. Ms. Quratulain Ali Rizvi, Principal, GSIS, H-8/1
9. Ms. Hadia Ashraf, Principal, PSI, Diplomatic Enclave
10. Dr. Shahzad S. Mithani, Consultant
11. Dr. Khalid Mahmood, AEO, FDE
12. Mr. Salman Shahzad, Director, NIBAF
13. Ms. Khadija Khan, PAFEC
14. Ms. Shafia Khan, Headmistress, IMS (I-VIII), I-8/1, Islamabad
15. Dr. Javaid Mehr, Principal, IMS (I-V), Sihali

Key themes discussed

1. Foundational learning is the basis for lifelong learning and progression
2. Alignment of curriculum expectations with learners' developmental stages
3. Stage-wise curriculum structure, subject load, and sequencing
4. Inclusion of Cross-Cutting Themes and emerging trends
5. Integration of social and emotional learning (SEL) and student well-being

Outcomes

1. Learning stages must be flexible, developmentally appropriate, and responsive to learner diversity.
2. Curriculum content often lacks contextual relevance while ensuring national standards and continuity across grades.
3. Foundational literacy, numeracy, and socio-emotional development require stronger emphasis, particularly in early years.
4. Teacher preparedness and ongoing professional development are crucial for effective implementation.
5. Play-based and experiential learning approaches are currently underutilized but are vital for the foundational years.
6. Vertical alignment across grades is insufficient, leading to discontinuities in learner progression.
7. Inclusivity is not consistently embedded in curriculum design or classroom practices.
8. Differentiated instructional strategies for rural and urban contexts are limited, even within a unified curriculum framework.
9. Curriculum development processes often follow a top-down approach; bottom-up approaches are needed for policy and draft creation.
10. After the 18th Amendment, provincial adaptation of federal curriculum decisions is necessary to meet local needs and demands.



Group 3: ED-Tech and STEAM

Moderator:

Dr. Sajid Ali, AKU-IED

Coordinator and Rapporteur:

1. Mr. Sarfraz Ahmed, AEA, NCC
2. Ms. Jameela, AIOU

Panelists:

1. Ms. Farhat Jehan Raja, DG (Standard & Curricula), NAVTTC
2. Dr. Sohaib, Director (Research), Character Education Foundation
3. Ms. Sarah Faizan, Head of Ali Institute of Education
4. Dr. Farah Nadeem, School of Education, LUMS
5. Dr. Yasser Ayaz, Professor, NUST
6. Mr. Nawaz Aslam, Ed-Tech Pakistan
7. Dr. M. Yasin Afaqi, Deputy Director General, FDE
8. Mr. Umair Ali, Director, Knowledge Platform
9. Ms. Rozina Faheem, Principal, Institute of Art and Design, F-11
10. Mr. Irfan Sarfraz, Elements Learning, NUST
11. Ms. Naureen Sarwar, Headmistress, IMS (I-VIII), F-6/3

Key themes discussed

1. Role of education technology in enhancing teaching, learning, and assessment practices
2. Integration of digital tools and platforms to support future-ready competencies, including critical thinking, creativity, financial literacy, STEAM, and digital literacy
3. Embedding STEAM approaches through interdisciplinary, project-based, and problem-solving approaches
4. Implications of artificial intelligence and emerging technologies for curriculum design, delivery, personalization, and assessment
5. Ethical, safe, and responsible use of AI in education

Outcomes

1. Access to educational technology is inequitable due to economic, linguistic, and infrastructure barriers.
2. Out-of-school children face limited opportunities; accelerated and technology-supported learning models could help reduce dropout rates.
3. Teachers require targeted professional development and mindset alignment for ethical and effective technology integration.
4. Insufficient numbers of STEAM-trained teachers constrain system-wide adoption of technology-enhanced learning.
5. Excessive curriculum content and learning objectives hinder meaningful integration of digital and STEAM systems.
6. Current mechanisms for integrating existing Ed-Tech solutions into mainstream education are weak.
7. Ethical concerns, including AI ethics, data privacy, and human development considerations, are not fully addressed in Ed-Tech adoption.
8. Assessment systems, including performance-based assessments (PBA), often fail to reflect STEAM and practical learning approaches.
9. Learning gaps are not systematically identified or addressed through AI tools, predictive analytics, or data-driven personalized instruction.
10. Practical STEAM learning outcomes are limited due to the underutilization of laboratories and the lack of standardized digital content.



Group 4: Ethics, Values, National Heritage & Ethos, and Civics

Moderator:

Mr. Suhail Bin Aziz, Director, NRKNA

Coordinator and Rapporteur:

Dr. Muhammad Tanveer Afzal

Panelists:

1. Mr. Saeed Ahmed Khan, Director, Bureau of Curriculum, Quetta
2. Mr. Ali Raza, Director, Dar e Arqam School Network
3. Ms. Afshan Huma, Assistant Professor, AIOU
4. Khawaja Mazhar Ul Haq, DS, Education Dept., South Punjab
5. Syed Azhar Hussain, Director, DGRE
6. Mr. Mehrdad Yusuf, Representative, Bahai's
7. Mr. Haroon Yasin, CEO, Taleemabad
8. Mr. Hameed, Aiming Change for Tomorrow
9. Ms. Sumbal Naveed, Ilphabet
10. Dr. Ahsan Mahmood, AEO, FDE
11. Ms. Samra Kalsum, Headmistress, IMS (I-V)
12. Dr. Ahmed Ali, Analyst P&AW/PVE Wing, NACTA

Key themes discussed

1. Identifying the gaps in the curriculum related to values, civics, and citizenship (local and global) education
2. Integration of national heritage, culture, and civic responsibility across subjects
3. Role of national heritage in strengthening shared identity and social cohesion
4. Balancing national, provincial, and local heritage within the curriculum
5. Assessment of learning of ethics, values, and civic responsibilities
6. Importance of a whole school approach and community support for values, civics, and citizenship development

Outcomes

1. A structured framework for values, citizenship, and digital citizenship is absent, with unclear scope, sequence, and grade progression.
2. National heritage, ethos, and civics are not consistently embedded across subjects, including arts, culture, and local traditions.
3. Curriculum and learning materials lack age-appropriate anti-extremism and prevention of violent extremism content.
4. Assessment practices are not aligned with authentic evidence, such as projects, portfolios, reflections, or community engagement to capture values inculcation.
5. Insufficient instructional time and structured activities limit effective integration of values, heritage, and civics in schools.
6. Teacher competencies in values education, civic responsibility, inclusive classroom culture, and digital citizenship are underdeveloped.
7. Support systems for teachers, including resource packs, activity banks, mentoring, and recognition mechanisms, are inadequate to sustain values education.



Group 5: School Language Policy: Challenges and Needs

Moderator:

Dr. Fatima Dar

Coordinator and Rapporteur:

1. Ms. Bushra Anwar, Education Officer, NCC
2. Dr. Zafar Iqbal Mir

Panelists:

- i) Mr. Abbas Rasheed, CEO, SAHE
- ii) Raja Muhammad Naseer Khan, Director, DCRD, AJ&K
- iii) Mr. Amir Riaz, Director, PECTAA
- iv) Dr. Ghulam Ali, Director, AIOU
- v) Dr. Shahzad Ali Gill, Director, IBCC
- vi) Mr. Mirza Ali, Director, FBISE
- vii) Mr. Muhammad Shafique Awan, Ex- Chairman, BISE, Abbottabad
- viii) Ms. Sabahat Khan Tatari, Regional Director, The City School
- ix) Ms. Riffat Jabeen, Director, FDE
- x) Ms. Ammara Awais Niazi, Principal, FDE
- xi) Dr. Fauzia Younas, Principal, IMSG, Dhoke Gangal
- xii) Mr. Faisal Mushtaq, CEO, Roots Millennium

Key themes discussed

1. Balancing **mother tongue or familiar language use** in early learning
2. Medium of instruction and its impact on learning outcomes
3. Progressive transition to a second or foreign language
4. Coherence between language policy, curriculum goals, and learning outcomes

Outcomes

1. Multilingual education is limited at the pre-primary level, with inadequate gradual transition mechanisms.
2. A structured national language education framework is not yet in place.
3. Early concept development rarely utilizes mother tongue or community languages.
4. Language is predominantly taught as a subject rather than a skill to facilitate communication.
5. Inconsistencies exist in terminology, particularly in science and mathematics subjects.

6. Teacher preparation for multilingual instruction is insufficient.
7. Public awareness about multilingual education is minimal, affecting implementation.
8. Grammatical instruction is overly emphasized at the expense of communication skills.
9. Transition phases lack systematic translation support for learners.
10. Assessment approaches rarely focus on activity- and skills-based evaluation of language competence.



Group 6: Inclusive and Special Education

Moderator:

Dr. Munazza Gillani, Sightsavers

Coordinator and Rapporteur:

1. Ms. Najma Yousaf, Education Officer
2. Dr. Hafiz Tahir Jameel, AIOU.

Panelists:

- i) Cap. (R) Asif Iqbal Asif, Director General, DGSE/Joint Secretary, MoFE&PT
- ii) Dr. Afaf Manzoor, Assistant Professor (IE), UoE, Lahore
- iii) Dr. Zahid Majeed, Director, AIOU
- iv) Mr. Ghulam Farooq, Vice Principal, FG Sir Syed School and College of Special Education, Rawalpindi
- v) Ms. Fehmida Nasim, Principal, National Institute of Special Education, Islamabad
- vi) Ms. Noor Ul Eain, Headmistress, IMS, I-9/4
- vii) Mr. Areem Zia, Lecturer, IMCB (PG), H-9
- viii) Mr. Bahadur Ali, Lecturer, IMCB (PG), H-9
- ix) Dr. Abdul Hameed, Retd Professor, University of Punjab, Lahore
- x) Dr. Naeem Mohsin, Associate Professor, GC University, Faisalabad
- xi) Mr. Khalid Naeem, Ex-Director General, DGSE
- xii) Dr. Humaira Bano, Head of Sp. Education Dept., University of Punjab
- xiii) Dr. Farhat Parveen, IMS, G-10/4
- xiv) Prof. Anjum James Paul, Chairman, PMTA

Key themes discussed

1. Recognizing the challenge of inclusion and preparing schools for implementation.
2. Assessing the state of special education and challenges in developing curriculum products that meet the requirements of differently-abled children.
3. Integrating inclusive principles within the curriculum design across subjects and levels.

Outcomes

1. Curriculum and assessment systems are inflexible and insufficiently support inclusive education.
2. Continuous teacher professional development for inclusive classroom practices is limited.
3. Language and communication accessibility for all learners remains inadequate.
4. Policies and structural mechanisms supporting inclusion are weak or inconsistently implemented.
5. Technological integration to facilitate inclusive learning is underutilized.
6. Social acceptance of inclusive education is limited due to insufficient parental and community engagement.
7. Holistic approaches across the curriculum, classroom, institutional, and policy levels are needed but not yet established.



Group 7: Non-Formal Education

Moderator:

Mr. Abid Gill, Deputy Chief Advisor, JICA

Coordinator and Rapporteur:

1. Mr. Bilal Aziz, JICA – AQAL
2. Dr. Naila Naseer, AIOU

Panelists:

- i) Dr. Muhammad Athar Hussain, HoD, CNFE Department, AIOU
- ii) Dr. Muhammad Ajmal Ch, Associate Professor (Edu), AIOU
- iii) Mr., Fajer Rabia Pasha, CEO, PAGE
- iv) Mr. Naveed Sultan, Director, Supernova School
- v) Dr. Muhammad Zaigham Qadeer Janjua, Director , PIE
- vi) Mr. Habib Ullah, Director, NCHD
- vii) Ms. Nabgha Hashmi, BECS
- viii) Mr. Muhammad Khayam, Director, Junior Jinnah Trust
- ix) Dr. Tayyaba Siddiqui, Ex-Principal
- x) Ms. Mussarat Jabeen, Principal, IMCG, G-8/4

Key themes discussed

1. Prioritization of the large number of out-of-school children and illiterate adults; progress and continued challenges.
2. Challenges of quality, expansion, equity, and resources.
3. Mainstreaming of children enrolled in NFE programs.
4. Linking NFE with TVET pathways.

Outcomes

1. Access to technology, such as Chromebooks, is insufficient to support multilingual and AI-enabled learning.
2. Life skills integration and teacher training are limited at the primary curriculum level.
3. Teacher training programs for NFE need structured alignment with accelerated curricula.
4. Lifelong Learning (LLL) frameworks are absent or not integrated into current curriculum design.
5. Moral and value-based education in NFE is underemphasized.

6. Certification of informal/NFE training centers and workshops is inconsistent.
7. Existing curricula are outdated and lack relevant student choice and skills development.
8. Networking between governmental, non-governmental, and literacy organizations is weak.
9. Horizontal and vertical curriculum linkage for market-relevant skills is inadequate.
10. Assessment systems in NFE are outdated and not aligned with new curricula.
11. Current curricula do not sufficiently account for learners' needs, aptitudes, or flexibility.
12. Teacher and student curricula in NFE require alignment with LLL and social inclusion goals.



Group 8: Challenges in Implementation of Curriculum and Possible Solutions

Moderator:

Dr. Muhammad Idrees, Director, PIE

Coordinator and Rapporteur:

1. Dr. Wasai, Education Officer
2. Dr. Rukhsana Durrani, AIOU

Panelists:

1. Dr. Ghulam Ali Mallah, Executive Director, IBCC
2. Dr. Ikram Ali Malik, Chairman, FBISE
3. Syed Junaid Akhlaq, Director General, FDE/Sr. JS, MoFE&PT
4. Brig. Muhammad Ramzan, Director General, APSACS
5. Dr. Kamran Jahangir, Managing Director, NBF
6. Dr. Naveed Yousaf, Dean, AKU-IED
7. Mr. Abid Ullah Kakakhel, Chairman, KPTBB
8. Mr. Nusrat Parveen Sahito, Secretary, STBB
9. Syed Tufail Hussain Bukhari, Chairman, AJK Textbooks Board
10. Dr. Naveed Sultana, AIOU
11. Ms. Farah Najeeb, Principal, Froebel's International School
12. Dr. Samia Rehman Dogar, Director, FCE
13. Dr. Amjad Hussain, Director General Academics, HEC
14. Dr. Nasir Mahmood, Assessment Expert, Consultant, PIE

Key themes discussed

1. Quality of textbooks, learning materials, digital, and other resources
2. Teacher capacity, training, and ongoing professional support
3. Alignment between curriculum, assessment, and examination
4. Role of school leadership in supporting curriculum implementation
5. Implementation challenges in technical and vocational streams
6. Monitoring, feedback, and improvement in curriculum implementation.

Outcomes

1. Federal–provincial coordination frameworks are weak, resulting in inconsistencies in curriculum and textbook coherence.
2. Teacher professional standards, licensing, CPD, and structured performance monitoring are not fully implemented.
3. Assessment and examination systems inadequately integrate curriculum-based, higher-order, psychomotor, and affective domain assessments.
4. Stakeholder collaboration in curriculum development, textbook writing, and review processes lacks institutionalization.
5. Decentralization of school management is limited and often lacks strong accountability mechanisms.
6. A structured and uniform Curriculum Implementation Roadmap with clear timelines is not yet operationalized.
7. Evidence-based feedback mechanisms informed by assessment and examination outcomes are underdeveloped.



SUMMIT PROCEEDINGS (DAY-2)

The proceedings of Day-2 of the Curriculum Summit commenced with the recitation of the Holy Quran. This was followed by a comprehensive recap of Day-1 by Dr. Tabassum Naz. In her presentation, she highlighted that the inaugural day had set the tone for a collaborative and forward-looking dialogue on the development of the New National Curriculum of Pakistan.



She recalled that the Summit began with an opening session in which distinguished dignitaries emphasized the importance of a coherent, inclusive, and future-ready curriculum aligned with national aspirations and global trends. The keynote address underscored the need for curriculum reform grounded in equity, quality, and relevance.

Dr. Naz further noted that the technical sessions on Day-1 focused on critical themes, including curriculum design principles, alignment with learning outcomes, assessment reforms, integration of cross-cutting themes, and the role of teacher professional development. Experts from provinces and areas shared valuable insights, experiences, and best practices, reflecting a spirit of inter-provincial harmony and shared ownership.

She observed that vibrant discussions, group work, and interactive exchanges enriched the deliberations. Participants appreciated the inclusive consultation process and reaffirmed their commitment to strengthening curriculum implementation mechanisms.

Concluding her recap, Dr. Naz stated that Day-1 had successfully laid a strong foundation for evidence-based recommendations, paving the way for focused thematic discussions on Day-2 and the formulation of actionable strategies for the New National Curriculum of Pakistan.

Group Leaders (Moderators) Presentations

On 12 February 2026, the second day of the Summit proceeded with structured thematic group presentations of the recommendations, followed by the question-and-answer session, as per the approved program. Each group moderator/group lead presented the following in depth and proposed concrete, actionable recommendations for the New National Curriculum of Pakistan:

-

Group 1: Curriculum Policy Issues (Needs and Future Planning)

Recommendations

- Recognize that textbook preparation alone does not constitute curriculum implementation and must be treated as only one component of the process.
- Develop a comprehensive implementation plan with clear timelines and cost estimates.
- Ensure alignment among curriculum, textbooks, teaching practices, and assessments.
- Address systemic misalignments, including textbook development capacity and realistic production timeframes (e.g., the current 3-month textbook cycle).
- Promote development of contextualized learning materials adaptable to diverse settings while ensuring common learning outcomes for all children.
- Develop and expand Open Educational Resources (OER) that can be used across different contexts.
- Strengthen teacher training focusing on inclusion, familiarization, and belief transformation while recognizing teachers' practical limitations.
- Improve assessment literacy of teachers and relevant institutions.
- Establish a robust monitoring and review mechanism to track implementation and ensure continuous improvement.



Group 2: Stages of Learning for Learner-Centered Curriculum Design and Context

Recommendations

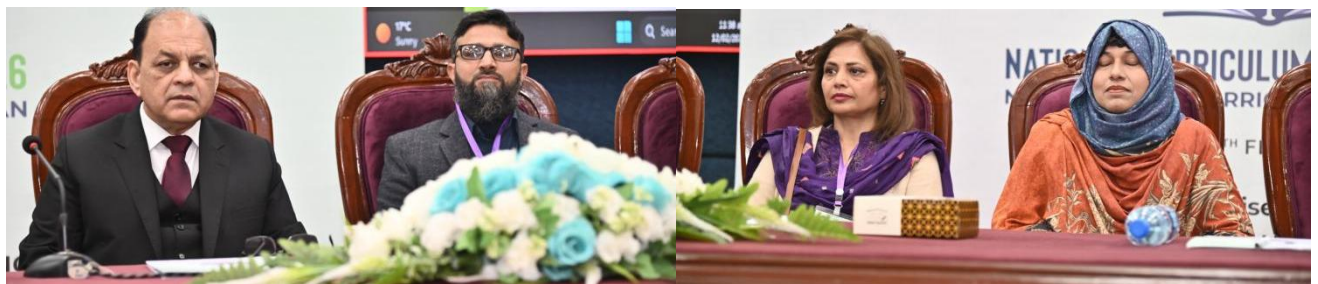
- Learning stages must be flexible, developmentally appropriate, and responsive to learner diversity.
- Curriculum must be contextually relevant while maintaining national standards and continuity across grades.
- Strong emphasis is required on foundational literacy, numeracy, and socio-emotional development.
- Teacher preparedness and continuous professional development are essential for effective curriculum implementation.
- Play-based and experiential learning approaches should be prioritized in the foundational years.
- Vertical alignment across grades must be strengthened to ensure smooth learner progression.
- Inclusivity should be a core principle of curriculum design and classroom practice.
- Rural and urban learning contexts require differentiated instructional strategies within a unified curriculum framework.
- Overall, it was emphasized that there should be a bottom-up approach instead of a top-down approach while creating drafts of the curriculum and finalizing policy-related matters.
- After the 18th Amendment, there is a need to allow provinces to implement the core decisions made by the federal government in line with their contextual needs and demands.



Group 3: ED-Tech and STEAM

Recommendations

- Expand equitable access to Ed Tech by addressing economic, linguistic, and infrastructure barriers, including the provision of low-cost technological solutions.
- Design and implement scalable strategies to reach out-of-school children and reduce dropout rates through accelerated and technology-supported learning models.
- Strengthen teacher preparedness through targeted professional development and mindset alignment for ethical and effective technology integration.
- Improve HR efficiency and increase the availability of STEAM-trained teachers to support system-wide implementation.
- Rationalize curriculum load and reduce excessive SLOs to enable meaningful integration of smart and digital systems.
- Develop stronger integration mechanisms so existing Ed Tech models can scale into mainstream education.
- Ensure Ed Tech adoption is guided by AI ethics, data privacy, and holistic human development considerations.
- Align assessment systems, including PBA, with STEAM and practical learning approaches to remove theory–practice mismatch.
- Utilize AI tools, predictive analytics, and data-driven decision-making to identify learning gaps and personalize instruction.
- Promote effective use of laboratories and standardized digital content to strengthen practical STEAM learning outcomes.



Group 4: Ethics, Values, National Heritage & Ethos, and Civics Recommendations

- Develop a national Values, Citizenship, and Digital Citizenship framework with clear scope, sequence, and progression across grades
- Issue curriculum and textbook guidelines to embed national heritage, ethos, and civics meaningfully across subjects, including arts, culture, and local traditions
- Integrate anti-extremism and prevention of violent extremism content within curriculum and learning materials in age-appropriate, educationally sound ways
- Align assessment policy with authentic evidence such as projects, portfolios, reflections, behavior indicators, and community engagement, so values and ethics inculcation is reflected at the graduate level
- Provide adequate instructional time and structured school-wide activities for values, heritage, and civics rather than leaving it informal
- Strengthen teacher standards to include competencies in values education, civic responsibility, inclusive classroom culture, and digital citizenship
- Establish teacher support systems, including resource packs, activity banks, mentoring, and recognition mechanisms to sustain implementation and reduce burden



Group 5: School Language Policy: Challenges and Needs

Recommendations

- Introduce multilingual education at the pre-primary level with a gradual transition.
- Develop a structured national language education framework.
- Use mother tongue or community languages for early concept development.
- Treat language as a skill rather than only as a subject.
- Ensure consistency of terminology in science and mathematics.
- Provide systematic teacher training for multilingual instruction.
- Launch public awareness campaigns on multilingual education.
- Reduce excessive grammatical load and focus on communication skills.
- Incorporate translation support during transition phases.
- Adopt activity-based and skills-based assessment approaches.



Group 6: Inclusive and Special Education

Recommendations

- Ensure flexible curriculum and assessment systems to support inclusive education.
- Provide continuous teacher professional development to strengthen inclusive classroom practices.
- Improve language and communication accessibility for all learners.
- Establish strong policy and structural support mechanisms for inclusion.
- Promote effective technological integration to facilitate inclusive learning.
- Foster social acceptance through active parental and community involvement.
- Adopt a holistic, multi-level approach to inclusive education across curriculum, classroom, institutional, and policy levels.



Group 7: Non-Formal Education

Recommendations

- Give chrome book to every child to enable them to learn in diverse languages through AI.
- Life skills and teachers' training integration is needed at the primary level curriculum.
- Teachers' training curriculum by NCC must be developed on NFE and linked with an accelerated curriculum.
- The Lifelong Learning (LLL) policy framework should be launched in the new curriculum, which should offer skill-based professional training to teachers.
- Strong moral and value systems may be integrated into the NFE curriculum.
- Certify informal/NF skills training centers and learning workshops.
- Outdated curriculum needs a revolution. Updated and new curriculum offering wider choices to students.
- Networking of GOs, NGOs, and literacy organizations is needed.
- A horizontally and vertically linked curriculum is desired for market-end economy demands.
- Revamping of NFE assessment systems is needed in the new curriculum for NFE.
- New NFE curriculum may be linked with needs assessment, aptitudes, and offer flexibility.
- There is a need for a new NFE curriculum for teachers' training, a new curriculum for students that is aligned with LLL and social inclusion.



Group 8: Challenges in Implementation of Curriculum and its Solutions

Recommendations

- Establish a federal–provincial coordination framework at the federal level to ensure curriculum and textbook coherence.
- Implement teacher professional standards through licensing, continuous professional development (CPD), and structured performance monitoring.
- Reform assessment and examination systems to integrate curriculum-based assessment with a focus on higher-order, psychomotor, and affective domains.
- Institutionalize structured stakeholder collaboration in curriculum development, textbook writing, and review processes.
- Promote decentralization of school management accompanied by strong accountability mechanisms to improve local-level implementation.
- Develop a structured and uniform Curriculum Implementation Roadmap with defined timelines in consultation with all stakeholders.
- Institutionalize evidence-based curriculum feedback mechanisms informed by assessment and examination results.



Summary of Recommendations of the Summit, 2026

The consolidated summary of the overall findings and strategic recommendations was presented by Dr. Nasir Mehmood, Vice Chancellor of Allama Iqbal Open University, Islamabad. He explained that the recommendations were the outcome of comprehensive deliberations held during the panel discussions and thematic working group sessions over the two days of the National Curriculum Summit 2026. Reflecting a broad national consensus, the Summit collectively endorsed a set of strategic policy recommendations that articulate the future direction of curriculum reform in Pakistan. These recommendations represent a shared commitment of federal and provincial stakeholders to develop a coherent, inclusive, competency-based, and implementation-focused national curriculum framework aligned with the country's educational aspirations and emerging global trends.



Reflecting a broad national consensus, the Summit collectively endorsed a set of strategic policy recommendations that articulate the future direction of curriculum reform in Pakistan. These recommendations represent a shared commitment of federal and provincial stakeholders to develop a coherent, inclusive, competency-based, and implementation-focused national curriculum framework aligned with the country's educational aspirations and emerging global trends.

i. **Adopt Core Plus principle for all aspects of curriculum reform**

- a) The core defines minimum common structural expectations, essential learning areas and shared competencies and values to ensure coherence, equity and national comparability across provinces. The “plus” component allows provinces to adapt, expand or contextualise subject offerings in response to linguistic diversity, local priorities, resource realities and emerging needs.
- ii. Curriculum should be implemented as the state's policy document for its vision of the future: like any policy document it cannot be implemented without a resource assessment and a realistic implementation plan.
 - a) A plan with clear timelines and realistic costing should guide implementation
 - b) Continuous monitoring should ensure sustained implementation
- iii. Strengthen mother tongue/familiar language based learning & oral skills in early grades; developmentally sequence English;
 - a) A structured national language framework is required
 - b) Mother tongue / familiar language should support early learning
 - c) Implementing language laddering to ensure gradual transition from one language to the other
- iv. Focus on foundational learning in early grades with play based, experiential teaching methodologies
- v. Embed 21st century skills, climate readiness, water conservation & technology integration

- vi. Curriculum design and scheme of studies should align with development stages of learners
- vii. Barriers of cost and infrastructure should be addressed for integration of Ed-Tech and STEAM
- viii. Integrate national heritage, values, social emotional learning and civics education across subjects
- ix. Curriculum for NFE should derived from the national curriculum and adjusted to age and need of fast tracking of learning - with an added component of skill development.
- x. For Inclusive and Special Education the national curriculum should be adapted as per the learner's need (especially pacing): requires well trained teachers.
- xi. Federal-Provincial Coordination should be strengthened for design and implementation of curriculum

Dr. Nasir Mehmood, Vice Chancellor of Allama Iqbal Open University, Islamabad, presented the following Vision and Mission for the National Curriculum of Pakistan, prepared by the National Curriculum Council Wing, for endorsement by the Summit participants.

Vision

To cultivate inclusive, ethical, creative, and future-ready learners through a unifying national curriculum that promote celebration diversity within a common identity that fosters critical thinking, key competencies, Islamic values and global citizenship, enabling all learners in Pakistan to contribute to national development.

Mission

To achieve this vision, the NCF will:

- i) Follow the guiding principles of Islam as articulated in the Holy Quran and Sunnah, Pakistan's ideological and constitutional foundations and the vision laid down by Quaid-e-Azam and Allama Iqbal for a just, progressive and inclusive society.
- ii) Provide a coherent, competency-based, inclusive and culturally relevant curriculum that ensures achievement of equitable learning standards for all children and is applicable to the multiple contexts of learners across all education systems.

- iii) Promote holistic development (ethical, intellectual, social, moral, emotional, and physical) of every learner to become part of a society that celebrates diversity and peaceful coexistence as core values.
- iv) Integrate contemporary knowledge, technology, and 21st-century skills through a well-researched and deliberate process while ensuring adherence to Pakistan's contextual realities and values.

Closing Address by Ms. Wajiha Qamar, Minister of State for FE&PT

The National Curriculum Summit 2026 concluded with an address by the Minister of State for Federal Education and Professional Training. She emphasized that curriculum reform in Pakistan has moved beyond debate and into the realm of collective national action, reflecting growing trust between the federation and provinces, policymakers and practitioners, and vision and implementation. The Minister noted that the Summit



was the result of a year-long consultative process, enriched by provincial perspectives and endorsed through the Inter-Provincial Education Ministers' Conference, underscoring that reform must be collaborative and owned rather than imposed.

She stressed that curriculum is not simply about textbooks but about national direction, shaping the kind of citizens Pakistan seeks to raise, the skills its economy requires, and the values guiding society. Discussions on foundational learning, competency-based approaches, STEAM, Ed-Tech, language policy, and inclusive education reinforced the importance of coherence between curriculum, assessment, policy, and classroom practice. She acknowledged that implementation, not design alone, is the real test, and highlighted the government's pragmatic approach linking reform to teacher development, assessment, and institutional capacity.

The Minister also emphasized that the new curriculum must remain rooted in constitutional principles and Islamic ethos while nurturing critical thinking, creativity, tolerance, civic responsibility, and respect for diversity. He praised the professional spirit of the Summit, assuring that its recommendations will inform the next phase of reform and guide policy decisions. In closing, he acknowledged the dedication of the National Curriculum Council Wing, provincial departments, and all contributors, noting that curriculum reform is long-term work whose impact will shape classrooms and learners across Pakistan for years to come.

Vote of Thanks

Dr. Tabassum Naz, Director, National Curriculum Council, expressed her profound gratitude to all distinguished guests, panellists, and participants for their invaluable contributions to the success of the two-day national dialogue.



She extended special appreciation to the senior political and administrative leadership for their strategic guidance and encouragement, which provided direction and confidence to the reform process. She acknowledged the thoughtful insights shared by eminent educationists, members of the Advisory and Technical Committees, and representatives of provincial and area education departments, whose active engagement enriched the deliberations.

Dr. Naz also conveyed sincere thanks to development partners, academic institutions, examination bodies, and teacher training institutions for their continued collaboration and technical support. She recognized the dedication of teachers, head teachers, and rapporteurs whose practical perspectives ensured that the discussions remained grounded in classroom realities.

Finally, she appreciated the organizing team and support staff for their tireless efforts in arranging the Summit. She concluded by reaffirming NCC's commitment to sustained collaboration and collective ownership in advancing the implementation of the National Curriculum of Pakistan.

National Curriculum Summit 2026

PROGRAMME DETAIL

Day 1	
Registration	0900-0930
National Anthem	0935-0940
Recitation from the Holy Quran	0940-0945
Welcome Address by Mr. Nadeem Mahbub, Secretary , Ministry of FE&PT	0945-0955
Presentation on the Objectives of Summit by Director, NCC Wing , Ministry of FE&PT	0955-1005
Key Note Speech by Mr. Alonso Sanchez , Senior Economist and Global Co-Lead of the Curriculum, Instruction and Learning Thematic Group, Education Global Practice, World Bank	1005-1025
Speech by Dr. Khalid Maqbool Siddiqui , Federal Minister for FE&PT	1025-1040
Key Note Speech by Mr. Ahsan Iqbal , Minister for Planning, Development and Special Initiatives	1040-1055
Tea Break	1055-1130
Key Note Speech by Dr. Phil Lambert , Adjunct Professor, University of Sydney & Nanjing Normal University	1140-1200
Key Note Speech by Graham S. Hall , Emeritus Professor in Applied Linguistics / TESOL, Northumbria University, UK	1200-1220
Panel Discussion: NCP: Issues, Challenges, and Way Forward with Q&A Moderator: Dr. Muhammad Shahid Soroya, Director General, PIE Coordinator & Rapporteur: i) Mr. Muhammad Tahir, AEA, NCC Wing ii) Dr. Farrukh Abbas, AIOU Panellists: i) Mr. Abbas Rashid, Executive Director, SAHE ii) Dr. Fouzia Khan, Additional Secretary / Chief Advisor, SELD iii) Dr. Fatima Dar, Chief Executive Officer, Oak Consulting iv) Mr. Irfan Muzaffar, Associate Professor, LUMS v) Mr. Riaz Kamrani, COO, TCF vi) Mr. Khurshid Ahmad Nadeem, Chairman, NRKNA vii) Dr. Farid Panjwani, Dean, AKU-IED viii) Ms. Izza Farrakh, Senior Education Specialist, World Bank ix) Ms. Aurelia Ardito, Chief Education, UNICEF Pakistan	<u>Main Hall</u> 1220-1330
Lunch Break	1330-1420
Breakout Group Discussions	1430-1630
Group 1: Curriculum Policy Issues (Needs and Future Planning) Moderator: Mr. Abdus Sami Khan Coordinator and Rapporteur: i) Mr. Tahir Mahmood, AEA, NCC,	<u>Room No.107</u> 1430-1630

ii) Dr. Tooba Saleem, AIOU Panelist: i) Prof. Dr. Nasir Mahmood, Vice Chancellor, AIOU ii) Mr. Muhammad Nadeem Asghar, Curriculum Specialist/Associate Professor, HED, Punjab iii) Dr. Baela Raza Jamil, CEO, ITA iv) Mr. Salman Humayun, CEO, I-SAPS v) Mr. Irfan Ahmed Awan, MD, SCSPE, Quetta vi) Mr. Umar Nadeem, CEO, TABADLAB vii) Mr. Riaz Kamrani, CEO, TCF viii) Mr. Noor Ahmed Khoso, Director, DCAR, Jamshoro ix) Ms. Erum Barki, Programme Officer Education / ALP UNICEF x) Mr. Jaffar Mansoor Abbasi, Director, DCTE, Abbottabad xi) Dr. Takbir Ali, Head (Outreach), AKU-IED xii) Mr. Salman Naveed Khan, CEO, Pak Alliance of Maths and Science xiii) Mr. Abdul Khaliq Achakzai, Additional Secretary/Chief, PPIU, Quetta xiv) Dr. Jamil Bajwa, Northern University, PK xv) Ms. Raheela Awais, Principal, IMSG, G-11/1, Islamabad	
Group 2: Stages of Learning for Learner-Centred Curriculum Design and Context Moderator: Ms. Nighat Lone Coordinator and Rapporteur: i) Mr. Imran Ahmed Khan, AEA, NCC ii) Dr. Aneela Alam Panelist: i) Dr. Fouzia Khan, Chief Advisor, Curriculum Wing, SELD, Sindh ii) Dr. Tajammal Hussain Shah, Educationist iii) Dr. Gulab Khan Khilji, Chairman, BTBB, Quetta iv) Dr. Zubda Zia Ur Rehman, Managing Director, PECTAA v) Mr. Ahmed Ali, National Lead GOAL B-TAG, I-SAPS vi) Dr. Muhammad Ayub Buzdar, HoD, AIOU vii) Ms. Mome Saleem, Programme Specialist, UNICEF viii) Ms. Quratulain Ali Rizvi, Principal, GSIS, H-8/1 ix) Ms. Hadia Ashraf, Principal, PSI, Diplomatic Enclave x) Dr. Shahzad S. Mithani, Consultant xi) Dr. Khalid Mahmood, AEO, FDE xii) Mr. Salman Shahzad, Director, NIBAF xiii) Ms. Khadija Khan, PAFEC xiv) Ms. Shafia Khan, Headmistress, IMS (I-VIII), I-8/1, Islamabad xv) Dr. Javaid Mehr, Principal, IMS (I-V), Sihali	<u>Room</u> <u>No.104</u> 1430-1630
Group 3: ED-Tech and STEAM Moderator: Dr. Sajid Ali, AKU-IED Coordinator and Rapporteur: i) Mr. Sarfraz Ahmed, AEA, NCC ii) Ms. Jameela, AIOU Panelists:	<u>Room</u> <u>No.108</u> 1430-1630

i) Ms. Farhat Jehan Raja, DG (Standard & Curricula), NAVTTC ii) Dr. Sohaib, Director (Research), Character Education Foundation iii) Ms. Sarah Faizan, Head of Ali Institute of Education iv) Dr. Farah Nadeem, School of Education, LUMS v) Dr. Yasser Ayaz, Professor, NUST vi) Mr. Nawaz Aslam, Ed-Tech Pakistan vii) Dr. M. Yasin Afaqi, Deputy Director General, FDE viii) Mr. Umair Ali, Director, Knowledge Platform ix) Ms. Rozina Faheem, Principal, Institute of Art and Design x) Mr. Irfan Sarfraz, Elements Learning, NUST xi) Ms. Naureen Sarwar, Headmistress, IMS (I-VIII), F-6/3	
Group 4: Values, National Heritage & Ethos and Civics Moderator: Mr. Suhail Bin Aziz, Director, NRKNA Coordinator and Rapporteur: Dr. Muhammad Tanveer Afzal i) Mr. Saeed Ahmed Khan, Director, Bureau of Curriculum, Quetta ii) Mr. Ali Raza, Director, Dar e Arqam School Network iii) Ms. Afshan Huma, Assistant Professor, AIOU iv) Khawaja Mazhar Ul Haq, DS, Education Dept., South Punjab v) Syed Azhar Hussain, Director, DGRE vi) Mr. Mehrdad Yusuf, Representative, Bahai's vii) Mr. Haroon Yasin, CEO, Taleemabad viii) Mr. Hameed, Aiming Change for Tomorrow ix) Ms. Sumbal Naveed, Ilphabet x) Dr. Ahsan Mahmood, AEO, FDE xi) Ms. Samra Kalsum, Headmistress, IMS (I-V) xii) Dr. Ahmed Ali, Analyst P&AW/PVE Wing, NACTA	<u>Room</u> <u>No.109</u> 1430-1630
Group 5: School Language Policy: Challenges and Needs Moderator: Dr. Fatima Dar Coordinator and Rapporteur: i) Ms. Bushra Anwar ii) Dr. Zafar Iqbal Mir i) Mr. Abbas Rasheed, CEO, SAHE ii) Raja Muhammad Naseer Khan, Director, DCRD, AJ&K iii) Mr. Amir Riaz, Director, PECTAA iv) Dr. Ghulam Ali, Director, AIOU v) Dr. Shahzad Ali Gill, Director, IBCC vi) Mr. Mirza Ali, Director, FBISE vii) Mr. Muhammad Shafique Awan, Ex- Chairman, BISE, Abbottabad viii) Ms. Sabahat Khan Tatari, Regional Director, The City School ix) Ms. Riffat Jabeen, Director, FDE x) Ms. Ammara Awais Niazi, Principal, FDE xi) Dr. Fauzia Younas, Principal, MSG, FDE xii) Mr. Faisal Mushtaq, CEO, Roots Millennium	<u>Room</u> <u>No.203</u> 1430-1630
Group 6: Inclusive and Special Education Moderator: Dr. Munazza Gillani, Sightsavers Coordinator and Rapporteur: i) Ms. Najma Yousaf, Education Officer	<u>Room</u> <u>No.204</u> 1430-1630

ii) Dr. Hafiz Tahir Jameel, AIOU. i) Cap. (R) Asif Iqbal Asif, Director General, DGSE/Joint Secretary, MoFE&PT ii) Dr. Afaf Manzoor, Assistant Professor (IE), UoE, Lahore iii) Dr. Zahid Majeed, Director, AIOU iv) Mr. Ghulam Farooq, Vice Principal, FG Sir Syed School and College of Special Education, Rawalpindi v) Ms. Fehmida Nasim, Principal, National Institute of Special Education, Islamabad vi) Ms. Noor Ul Eain, Headmistress, IMS, I-9/4 vii) Mr. Azeem Zia, Lecturer, IMCB (PG), H-9 viii) Mr. Bahadur Ali, Lecturer, IMCB (PG), H-9 ix) Dr. Abdul Hameed, Retd Professor, University of Punjab, Lahore x) Dr. Naeem Mohsin, Associate Professor, GC University, Faisalabad xi) Mr. Khalid Naeem, Ex-Director General, DGSE xii) Dr. Humaira Bano, Head of Sp. Education Dept., University of Punjab xiii) Dr. Farhat Parveen, IMS, G-10/4 xiv) Prof. Anjum James Paul, Chairman, PMTA	
Group 7: Non-Formal Education Moderator: Mr. Abid Gill, Deputy Chief Advisor, JICA Coordinator and Rapporteur: i) Mr. Bilal Aziz, JICA – AQAL ii) Dr. Naila Naseer, AIOU i) Dr. Muhammad Athar Hussain, HoD, CNFE Department, AIOU ii) Dr. Muhammad Ajmal Ch, Associate Professor (Edu), AIOU iii) Mr., Fajer Rabia Pasha, CEO, PAGE iv) Mr. Naveed Sultan, Director, Supernova School v) Dr. Muhammad Zaigham Qadeer Janjua, Director, PIE vi) Mr. Habib Ullah, Director, NCHD vii) Ms. Nabgha Hashmi, BECS viii) Mr. Muhammad Khayam, Director, Junior Jinnah Trust ix) Dr. Tayyaba Siddiqui, Ex-Principal x) Ms. Mussarat Jabeen, Principal, IMCG, G-8/4	<u>Room</u> <u>No.205</u> 1430-1630
Group 8: Challenges in Implementation of Curriculum and Possible Solutions Moderator: Dr. Muhammad Idrees, Director, PIE Coordinator and Rapporteur: i) Dr. Wasai, Education Officer ii) Dr. Rukhsana Durrani, AIOU. i) Dr. Ghulam Ali Mallah, Executive Director, IBCC ii) Dr. Ikram Ali Malik, Chairman, FBISE iii) Syed Junaid Akhlaq, Director General, FDE/Sr. JS, MoFE&PT iv) Brig. Muhammad Ramzan, Deputy Director General, APSACS v) Dr. Kamran Jahangir, Managing Director, NBF vi) Dr. Naveed Yousaf, CEO, AKU-Examination Board	<u>Room</u> <u>No.206</u> 1430-1630

vii)	Mr. Abid Ullah Kakakhel, Chairman, KPTBB	
viii)	Dr. Nusrat Parveen Sahito, Secretary, STBB	
ix)	Syed Tufail Hussain Bukhari, Chairman, AJK Textbooks Board	
x)	Dr. Naveed Sultana, AIOU	
xi)	Ms. Farah Najeeb, Principal, Froebel's International School	
xii)	Dr. Samia Rehman Dogar, Director, FCE	
xiii)	Dr. Amjad Hussain, Director General Academics, HEC	
xiv)	Dr. Nasir Mahmood, Assessment Expert, PIE	
xv)	Dr. Claudine Rizkallah, Senior International Educational Consultant, UNICEF	
Day 2		
Recitation from Holy Quran		0930-0935
Recap of Day 1		0935-0945
Presentation by Group Leader on each theme (20 minutes each-Group 1-4)		0945-1105
Tea Break		1105-1125
Presentation by Group Leader on each theme (20 minutes each-Group 5-8)		1125-1245
Lunch & Prayer Break		1245-1345
Summary of Key Findings by Vice Chancellor, AIOU		1400-1420
Closing Session		
Address by Ms. Wajiha Qamar, Minister of State for FE&PT		1420
Vote of Thanks by Director, NCC Wing, FE&PT, Islamabad		
Group Photo		

Pictures Gallery

























































































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