THE SHIFT

EDUCATION REFORMS FOR SOCIAL CHANGE 2025-2026



A Systems Approach
Islamabad Capital Territory

Ministry of Federal Education and Professional Training

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FOREWORD

REFLECTIONS FROM THOUGHT LEADERSHIP

As the fifth most populous nation in the world, Pakistan stands at a defining crossroads. Human capital development and nation-building are no longer aspirations; they are urgent, non-negotiable imperatives.

The paradox before us is striking. We speak of policy gaps, brain drain, and a skills crisis, yet our youth rank among the world's top freelance workforces, generating over USD 1 billion in remittances each year. If young Pakistanis can compete globally with limited institutional support, what remains missing is not talent, but the foundations needed to unlock the nation's full potential.

Over the past year, the Ministry of Federal Education and Professional Training has focused on one enduring priority: strengthening systems that outlast individuals. Schools are where the intellectual foundation of a nation is laid, where brain development begins, and where the trajectory of every child's life is shaped.

Our approach was straightforward. We preserved and strengthened every intervention inherited from previous leadership while introducing new reforms informed by global best practice. From policy and strategy to implementation and institutional capacity, our aim was to build a stronger education system that serves every stakeholder.

Our goal has been to improve student learning and engagement, strengthen teacher and school leadership, expand opportunity, and deliver targeted interventions for the communities that need them most.

Under the guidance of the Prime Minister's vision for education and Minister Education's supervision, this report reflects the collective efforts of dedicated teams who worked with commitment and purpose throughout the year. We invite you to explore these achievements and to imagine what public education in Pakistan can become - an education system that gives every child the opportunity to thrive and every family confidence in the future.

Nadeem Mahbub
Secretary, Ministry of Education and Professional Training
September 2026

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A YEAR OF BUILDING SYSTEMS

Our Reform Philosophy

Across every initiative, the Ministry focused on strengthening the education system rather than implementing isolated projects. Whether developing federal policies, modernising schools, strengthening teachers, or expanding opportunities for vulnerable learners, each intervention contributed to a more coherent, accountable, and sustainable education system.

How We Approach Reform

Identify the Gap	Build the System	Deliver the Reform	Sustain the Change
Evidence and diagnostics	Policy, frameworks and institutions	Programmes and investments	Monitoring, data and continuous improvement



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YEAR AT A GLANCE

Policy & Systems

- Federal Education Policy
- Curriculum Rationalisation
- Roadmap for Quality Education and Innovation
- Professional Development Framework
- Digital Learning Roadmap
- Federal Wellbeing Plan
- NFE Strategy
- Special Education Strategy
- Digital Learning Roadmap
- National Education Action Plan (NEAP) for Out-of-School Children
- Foreign Degree Recognition &
- Digital Attestation Reforms

Reform Priorities

- Policy & Governance
- Teaching & Learning
- Digital Transformation
- Infrastructure
- Non-Formal Education
- Special Education
- Out-of-School Children

Reach & Results



18,000 OOSC Enrolled



3,450 Teacher Aid Kits distributed



300+ classrooms improved



900+ washrooms upgraded



60,000 ICT trainees



183 science laboratories equipped



81,235 students received career counselling



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POLICY AND STRATEGIC FRAMEWORK



National Direction

- Federal Education Policy
- Curriculum Rationalisation

System Frameworks

- Roadmap for Quality Education & Innovation
- Professional Development
- Digital Learning Roadmap
- Federal Wellbeing Plan

Sector Strategies

- NFE Strategy
- Special Education Strategy
- Foreign Degree Recognition

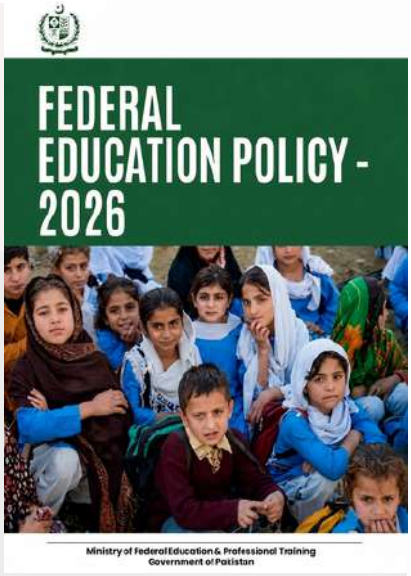
FEDERAL EDUCATION POLICY

The Gap

Since 2009, Pakistan has lacked a unified federal education policy. Reforms often progressed in isolation, limiting coordination, continuity, and long-term system transformation.

The Intervention

The **Federal Education Policy 2026** establishes a single strategic vision for federal education. Developed through extensive national consultations, it brings together priorities on access, quality, teachers, technology, governance, assessments, and data under one integrated framework. Following public consultation, the Policy is now progressing towards Cabinet approval.



Key Outcomes

- First comprehensive federal policy since 2009
- Final draft completed and under approval process
- Unified strategic direction for federal education

CURRICULUM RATIONALISATION

The Gap

Curriculum overload, rote learning, and weak foundational skills continue to limit student learning. Poor alignment between curriculum, teaching, textbooks, and assessment has further weakened classroom outcomes.

The Intervention

NCCW has launched a **phased curriculum rationalisation**, beginning with Grades IX–XII. Developed in collaboration with provinces through IPEMC, the reform strengthens foundational learning, promotes competency-based education, and integrates AI, STEAM, digital skills, and 21st-century competencies into a more coherent curriculum.



Key Outcomes

- National curriculum review underway
- Stronger focus on foundational learning
- Greater alignment across curriculum and assessment

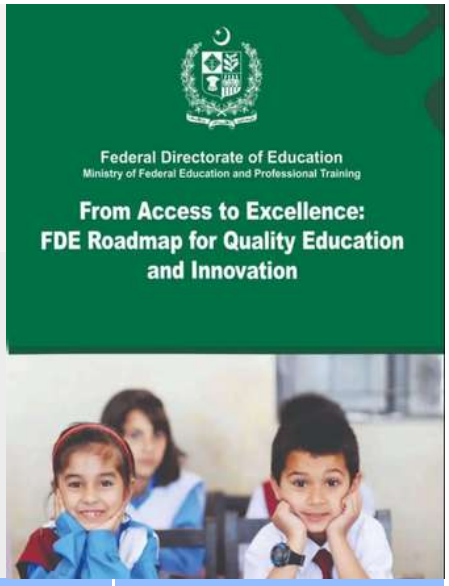
ROADMAP FOR QUALITY EDUCATION AND INNOVATION

The Gap

Without shared standards, school quality has depended too heavily on individual effort. This has limited consistency, accountability, and sustainable improvement.

The Intervention

The Roadmap for Quality Education and Innovation **establishes a common benchmark** for school quality across ICT. By embedding clear standards into teaching, leadership, and school improvement, it makes quality a system-wide expectation rather than an individual aspiration.



Key Outcomes

- Common standards for quality education established.
- System-wide roadmap for school improvement.
- Framework now under implementation.

PROFESSIONAL DEVELOPMENT FRAMEWORK

The Gap

Teachers shape learning outcomes, yet professional development has remained fragmented, inconsistent, and disconnected from classroom practice.

The Intervention

A new Professional Development Framework creates **structured, continuous learning pathways** for teachers across ICT schools. Supported by ongoing trainings, it embeds professional growth as a core part of the education system.



Key Outcomes

- Professional Development Framework developed.
- Continuous learning pathways established.
- Teacher trainings underway across ICT.

ROADMAP FOR ADVANCING DIGITAL LEARNING & TECHNOLOGY INTEGRATION

The Gap

Digital transformation cannot be achieved through isolated projects. Without a long-term strategy, technology investments remain disconnected and unsustainable.

The Intervention

The Digital Learning Roadmap provides ICT's **strategic blueprint through 2029**, guiding investments, strengthening institutional capacity, and connecting digital initiatives into one future-ready education system.



Key Outcomes

- Long-term digital transformation roadmap developed
- Strategic direction through 2029 established
- Connected approach to technology integration

FEDERAL WELLBEING PLAN FOR TEACHERS & STUDENTS

The Gap

Teacher and student wellbeing has long been overlooked despite its direct impact on learning, attendance, and school environments.

The Intervention

The Federal Wellbeing Plan **provides the first structured framework** to promote mental, physical, and professional wellbeing across ICT schools. It strengthens school support systems while encouraging similar reforms nationwide.



Key Outcomes

- First federal wellbeing framework approved
- Institutional support for teachers and students strengthened
- Model promotes replication across provinces

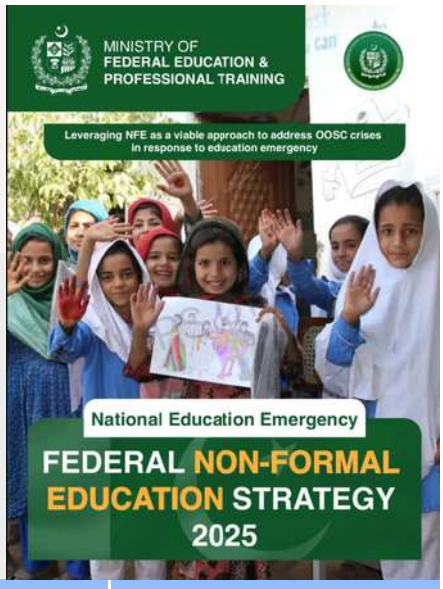
FEDERAL NON-FORMAL EDUCATION STRATEGY 2025

The Gap

Federal Non-Formal Education was delivered through multiple institutions without a shared vision, resulting in fragmented governance and uneven quality.

The Intervention

Approved in 2025, the Federal Non-Formal Education Strategy creates the **first unified roadmap** for governance, quality, teacher development, assessment, monitoring, and equitable service delivery. It now guides implementation across ICT, Gilgit-Baltistan, and AJK.



Key Outcomes

- First unified federal NFE strategy approved
- Five strategic pillars guiding reform
- Implementation underway across federal areas

SPECIAL EDUCATION STRATEGY

The Gap

Following the transfer of Special Education Institutes to MoFEPT, a federal assessment exposed deep systemic gaps in staffing, specialist services, infrastructure, and student support.

The Intervention

Approved in December 2025, the Special Education Strategy provides the **first comprehensive reform framework** for federal special education. Built around seven strategic domains, it is strengthening inclusive education, infrastructure, workforce capacity, partnerships, and disability data systems.



Key Outcomes

- First federal Special Education Strategy approved.
- Seven strategic reform domains established
- System-wide implementation underway

FOREIGN DEGREE RECOGNITION & DIGITAL ATTESTATION REFORMS

The Gap

For many Pakistanis returning from abroad, degree recognition and attestation have been slow, complex, and difficult to navigate.

The Intervention

MoFEPT, HEC, and IBCC have introduced reforms to **simplify recognition of international qualifications** while maintaining academic standards. A blockchain-based digital attestation system is also being introduced, making credential verification faster, more transparent, and fully online.



Key Outcomes

- Foreign qualification pathways streamlined
- Blockchain-based digital attestation introduced
- Faster and more transparent verification services



STRENGTHENING FORMAL EDUCATION



Teacher Development and System Strengthening

- System-Wide Professional Development for Teachers
- Head of Institutions (HOIs) Leadership Training
- Rationalisation of Seats & Teachers
- Monitoring & Evaluation Fellows Deployment

Student Welfare and Access

- Career Counselling Programme
- Remedial Therapy Services
- Socio-Emotional Learning & Media Mind Curriculum
- Social Emotional Learning & Sports in partnership with Right to Play
- Calligraphy Classes in Schools
- Educational Exposure Visits to Türkiye: High Achievers Programme

Digitalisation, Innovation and Skills

- Connected Classrooms
- High Speed Internet for All Schools
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- Matric-Tech Expansion
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- Real-Time Education Management Information System (EMIS)

Infrastructure & Facilities

- Science Laboratories: Refurbishment & Re-equipping
- Classroom Construction & Refurbishment
- WASH Facilities: Improvement & Expansion

SYSTEM-WIDE PROFESSIONAL DEVELOPMENT FOR TEACHERS

The Gap

Teachers are the strongest drivers of student learning, yet professional development has long been fragmented, inconsistent, and disconnected from career growth and classroom practice.

The Intervention

FDE has introduced a **Professional Development Framework** that creates structured, competency-based learning pathways throughout a teacher's career. Through Continuing Professional Development (CPD), mentoring, leadership development, certification, and ongoing training, it embeds continuous learning at the heart of the education system.



Key Outcomes

- Professional Development Framework introduced
- Continuous CPD pathways established
- Teacher trainings underway across ICT schools

HEAD OF INSTITUTIONS (HOIs) LEADERSHIP TRAINING

The Gap

Strong schools need strong leaders, yet many Heads of Institutions entered leadership roles without formal preparation in school leadership or management.

The Intervention

A Leadership Training Programme has been rolled out for all Heads of Institutions, using **modern training modules developed with leading experts**. The programme equips school heads with the skills to lead people, drive school improvement, and strengthen institutional performance.



Key Outcomes

- Leadership programme launched for all HOIs
- Modern leadership modules developed
- Stronger school leadership across FDE

RATIONALISATION OF SEATS & TEACHERS

The Gap

Teacher deployment often reflected historical allocations rather than student need, leaving some schools overstaffed while others faced critical shortages.

The Intervention

A **system-wide rationalisation exercise** has redistributed teaching posts from over-resourced schools to underserved institutions, ensuring teachers are deployed where they are needed most.



Key Outcomes

- 600 teaching posts rationalised
- All FDE institutions covered
- More equitable teacher distribution

MONITORING & EVALUATION FELLOWS DEPLOYMENT

The Gap

School monitoring relied on periodic inspections and paper-based reporting, making timely action and continuous improvement difficult.

The Intervention

Thirty Monitoring & Evaluation Fellows have been deployed across all FDE institutions, equipped with digital tools to capture real-time school performance data and strengthen evidence-based decision-making.



Key Outcomes

- 30 M&E Fellows deployed
- All FDE schools covered
- Real-time digital monitoring introduced

CAREER COUNSELLING PROGRAMME

The Gap

For too long, public school students have navigated education without structured career guidance, industry exposure, or a clear understanding of the opportunities ahead.

The Intervention

A 24-month Career Counselling Programme is now being delivered across ICT schools and colleges in partnership with EduVision, Taleem Foundation, and PaceTech. Through counselling, aptitude assessments, career planning, university guidance, and Career Development Centres, students are being equipped to make informed choices about their future.



Key Outcomes

- 233 FDE institutions covered
- 81,235 students reached
- Career Development Centres being established

REMEDIAL THERAPY SERVICES

The Gap

Many students with dyslexia and other learning difficulties have gone unidentified, limiting their ability to learn and thrive in the classroom.

The Intervention

In partnership with the National Institute of Psychology, Quaid-i-Azam University, **specialised remedial therapy** is being delivered across ICT schools. Through assessment, personalised interventions, and teacher and parent engagement, students receive the support they need to succeed.



Key Outcomes

- 346 FDE institutions covered
- 63 remedial therapists deployed
- School capacity strengthened for inclusive learning

SOCIO-EMOTIONAL LEARNING & MEDIA MIND CURRICULUM

The Gap

Today's students face social, emotional, and digital challenges that traditional classrooms were never designed to address.



The Intervention

A dedicated Socio-Emotional Learning & Media Mind Curriculum has been introduced across all primary schools, helping students **build resilience, critical thinking, responsible media literacy, and the life skills** needed to thrive beyond the classroom.

Key Outcomes

- Introduced across all FDE primary schools
- Strengthens wellbeing and resilience
- Promotes responsible digital citizenship

SOCIAL EMOTIONAL LEARNING & SPORTS INTEGRATION IN PARTNERSHIP WITH RIGHT TO PLAY

The Gap

Play and physical activity remain underutilised in public schools, despite their proven role in improving wellbeing, teamwork, and learning.



The Intervention

Through a partnership with Right To Play, **SEL-based sports and play activities** are being introduced across FDE schools. Supported by teacher training and sports kits, the programme uses structured play to build resilience, leadership, and collaboration.

Key Outcomes

- Partnership established with Right To Play
- 25 SEL lesson plans per grade
- Teachers trained and sports kits provided

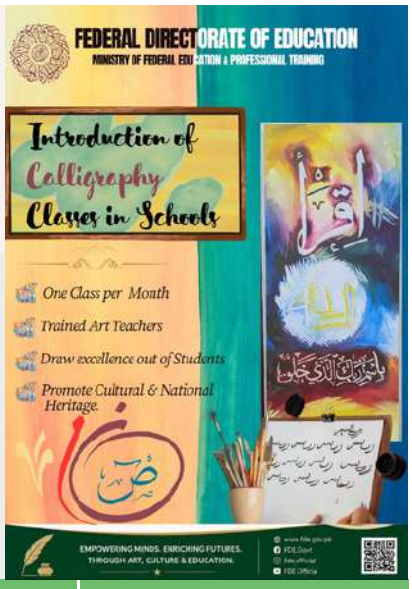
CALLIGRAPHY CLASSES IN SCHOOLS

The Gap

As children spend more time on screens, opportunities to develop creativity, focus, and fine motor skills are becoming increasingly limited.

The Intervention

Dedicated calligraphy classes have been introduced across all FDE primary and middle schools. More than an art lesson, they nurture creativity, concentration, and a lasting connection to Pakistan's cultural heritage.



Key Outcomes

- Introduced across all primary and middle schools
- Promotes creativity and concentration
- Supports student wellbeing and holistic development

EDUCATIONAL EXPOSURE VISITS TO TÜRKIYE: HIGH ACHIEVERS PROGRAMME

The Gap

Outstanding achievement in public schools has rarely been matched with opportunities that broaden horizons and inspire future ambition.

The Intervention

Under the Prime Minister's initiative, **top-performing students** from examination boards across Pakistan travelled to Türkiye for an **educational exposure visit,** recognising academic excellence while opening doors to global learning experiences.



Key Outcomes

- 74 high-achieving students selected
- Nationwide representation across examination boards
- Academic excellence recognised and rewarded

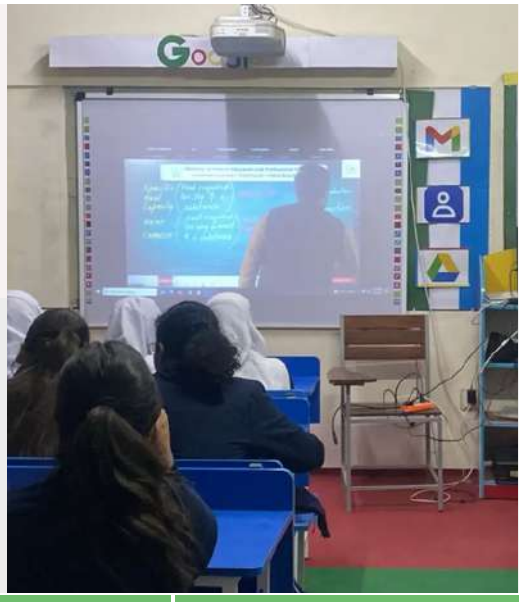
CONNECTED CLASSROOMS

The Gap

A student's learning was often limited to the expertise available inside their classroom, leaving many public-school students without access to specialist teaching.

The Intervention

Connected Classrooms link ICT schools with **professors, subject specialists, and industry experts through live virtual sessions,** bringing world-class learning directly into the classroom.



Key Outcomes

- 70 schools connected
- Live access to expert educators
- Programme actively expanding

HIGH SPEED INTERNET FOR ALL SCHOOLS

The Gap

Without reliable internet, digital learning cannot succeed. Limited connectivity has long prevented schools from fully embracing technology.

The Intervention

High-speed internet (30–100 Mbps) has been provided across all FDE schools in partnership with the Ministry of IT, creating the digital backbone for technology-enabled learning.



Key Outcomes

- All FDE schools connected
- 30–100 Mbps connectivity provided
- Foundation for digital transformation established

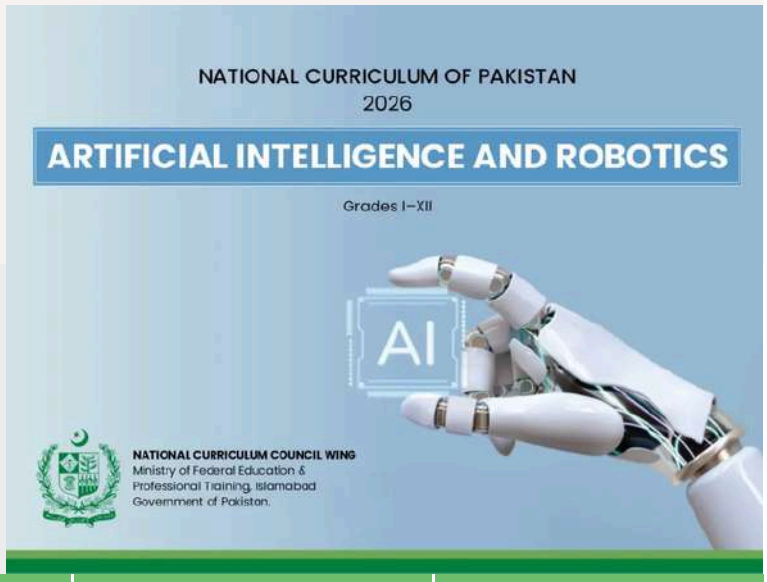
AI CURRICULUM INTRODUCTION

The Gap

As Artificial Intelligence reshapes the world, students need opportunities to understand and engage with this rapidly evolving technology.

The Intervention

An **AI Curriculum, approved by the National Curriculum Council**, has been introduced across ICT schools, giving students structured exposure to artificial intelligence and preparing them for the future of work.



Key Outcomes

- NCC-approved AI curriculum introduced
- Early AI learning integrated into schools
- Future-ready skills strengthened

HUAWEI ICT TRAINING

The Gap

Digital skills have become essential for employment, yet many public-school students lack opportunities to develop them.

The Intervention

Through a **partnership with Huawei**, students are receiving practical ICT training during dedicated summer programmes, building industry-relevant digital skills for the modern economy.



Key Outcomes

- Around 60,000 students trained
- Industry-relevant ICT skills delivered
- Stronger pathways to future employment

MATRIC-TECH EXPANSION

The Gap

Secondary education has traditionally prioritised academic pathways, leaving technical and vocational skills on the margins despite growing labour market demand.



The Intervention

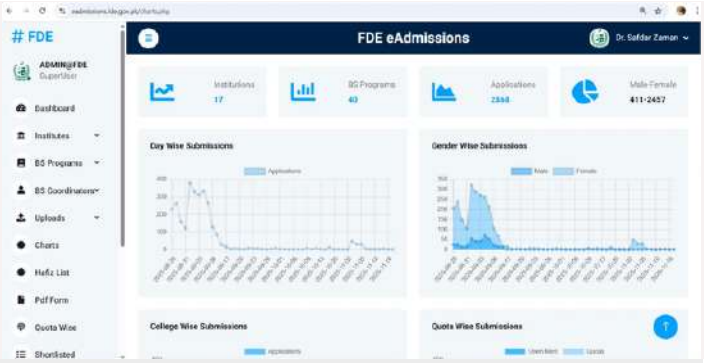
The **Matric-Tech Programme is expanding** to integrate technical education into secondary schools, enabling students to graduate with both academic qualifications and practical, job-ready skills.

Key Outcomes			
	34 schools offering Matric-Tech	Student enrolment increased from 771 to 1,780	10 technical trades now available

ONLINE BS ADMISSION PORTAL

The Gap

Lengthy paperwork and fragmented admissions processes have made access to higher education more difficult, particularly for first-generation college students.



The Intervention

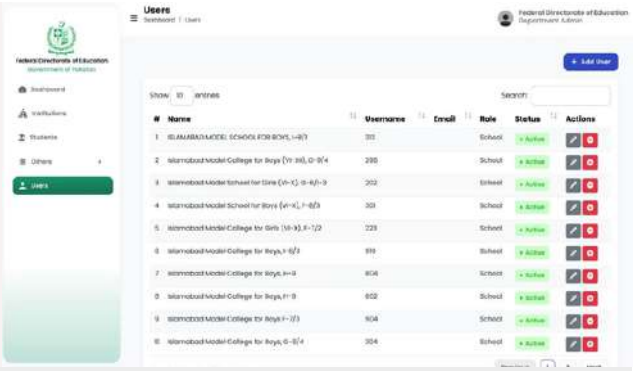
A **centralised Online BS Admission Portal** now streamlines admissions across ICT degree colleges, making the process more transparent, accessible, and merit-based.

Key Outcomes			
	17 colleges onboarded	40 BS programmes available	Over 3,000 applications received

REAL-TIME EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

The Gap

Manual and fragmented data systems have limited timely decision-making and weakened education planning across FDE institutions



The Intervention

A **Real-Time EMIS, developed with PITB,** is under trial to digitise school management, human resources, and monitoring through integrated dashboards that support faster, evidence-based decisions.

Key Outcomes

- EMIS developed and under trial
- Integrated management and HR modules
- Business Intelligence dashboards introduced



SCIENCE LABORATORIES: REFURBISHMENT & RE-EQUIPPING

The Gap

Great science cannot be taught through textbooks alone. Years of underinvestment left many public-school laboratories outdated, under-equipped, and unable to support hands-on learning.



The Intervention

Science laboratories across ICT schools are being refurbished with modern equipment, replenished consumables, and interactive screens that bring experiments to life. The first phase has upgraded Physics, Chemistry, and Biology labs, with further expansion planned.

Key Outcomes

- 30 science laboratories refurbished
- 96,000+ science equipment items supplied
- 30 interactive screens installed

CLASSROOM CONSTRUCTION & REFURBISHMENT

The Gap

The condition of a classroom shapes how a child experiences school. Ageing buildings, overcrowded rooms, and deteriorating facilities have long undermined learning.



The Intervention

A major construction and refurbishment drive is **transforming learning spaces** across ICT schools, ensuring students learn in classrooms that are safe, functional, and fit for the future.

Key Outcomes

- 300+ classrooms constructed and refurbished
- Learning environments significantly improved
- Additional classrooms under construction

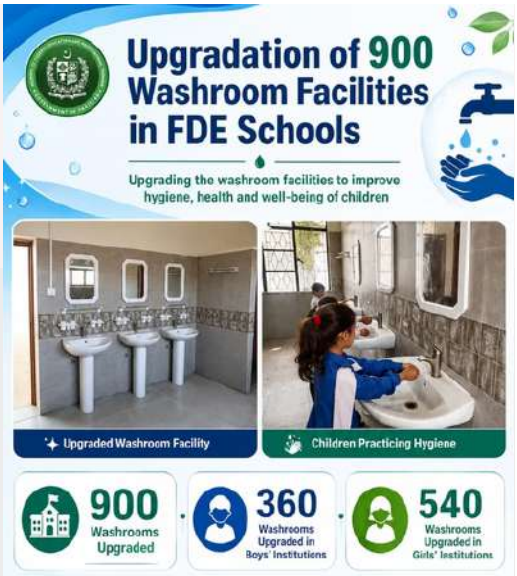
WASH FACILITIES: IMPROVEMENT & EXPANSION

The Gap

Safe, clean washrooms are essential to keeping children—especially girls—in school, yet they have remained one of the most overlooked parts of school infrastructure.

The Intervention

More than 900 washrooms have been renovated and expanded across ICT schools, improving hygiene, dignity, and safer learning environments for thousands of students.



Key Outcomes

- 900+ washrooms renovated
- Strong focus on girls' schools
- Healthier and safer school environments



NON-FORMAL EDUCATION (NFE)



Governance & System Strengthening

- NFE Coordination Cell
- Monitoring & Reporting Framework

Teacher Quality & Learning

- Teacher Training & CPD Framework
- Teacher Aid Kits
- Standardised Assessment Framework

Student Access & Progression

- Reinstatement of the Grade 5 Examination
- Teaching & Learning Materials (TLMs)
- Khwaja Sira NFE Centre

NFE COORDINATION CELL

The Gap

Non-Formal Education in ICT was managed by multiple institutions without a single coordination mechanism, resulting in fragmented planning and weak accountability.



The Intervention

A dedicated NFE Coordination Cell now brings all three federal NFE institutions – **BECS, NCHD, NEF - under one coordination platform,** improving planning, problem-solving, and oversight across the system.

Key Outcomes

- First federal NFE Coordination Cell established.
- Unified governance across NFE institutions.
- Stronger coordination and accountability.

MONITORING & REPORTING FRAMEWORK

The Gap

Without real-time monitoring, NFE centres operated with limited oversight and little evidence to guide improvement.



The Intervention

A **structured monitoring framework** has been introduced through NFEMIS, enabling real-time performance tracking and regular reporting. Two monitoring cycles have already been completed, strengthening accountability across NFE centres.

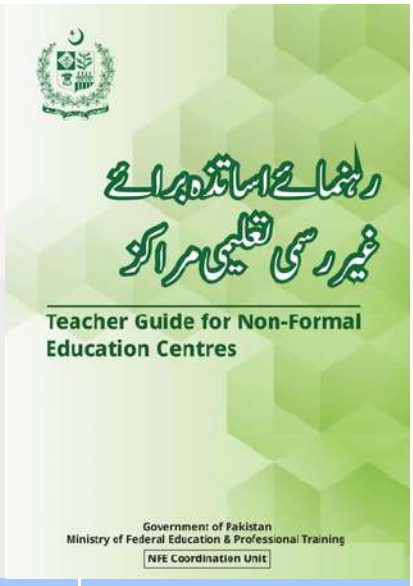
Key Outcomes

- Monitoring integrated into NFEMIS
- Two monitoring cycles completed
- Real-time performance tracking introduced

TEACHER TRAINING & CPD FRAMEWORK

The Gap

NFE teachers have long worked without structured professional development, limiting support for some of the country's most challenging classrooms.



The Intervention

A **Teacher Training & CPD Framework** now provides structured professional learning for NFE teachers. Through updated training, teacher guides, and practical classroom resources, educators are better equipped to deliver quality learning in multigrade settings.

Key Outcomes

- CPD Framework introduced for NFE teachers
- Updated training delivered nationwide
- Teacher guides distributed to all educators

TEACHER AID KITS

The Gap

Teaching multigrade classrooms without engaging learning materials makes it harder for children to develop strong foundational literacy and numeracy skills.



The Intervention

MoFEPT has provided **3,450 Teacher Aid Kits** across ICT, AJK, and Gilgit-Baltistan. Filled with interactive games, flashcards, puppets, puzzles, and science materials, the kits help transform classrooms into engaging learning spaces.

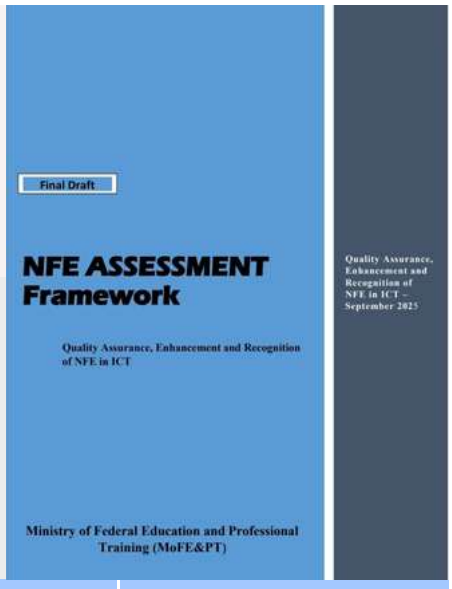
Key Outcomes

- 3,450 Teacher Aid Kits distributed
- 17 interactive learning resources per kit
- Supports multigrade and accelerated learning

STANDARDISED ASSESSMENT FRAMEWORK

The Gap

Without a common assessment system, learning outcomes across NFE centres remained difficult to measure and improve.



The Intervention

A **Standardised Assessment Framework** has been developed and is being piloted, creating a common benchmark to measure student learning and strengthen accountability across the NFE system.

Key Outcomes

- Assessment Framework developed
- Pilot implementation underway
- Common learning benchmarks established

REINSTATEMENT OF THE GRADE 5 EXAMINATION

The Gap

Without recognised certification, many NFE learners had no clear pathway into formal education or further learning opportunities.



The Intervention

The Grade 5 Examination has been reinstated for NFE students in ICT, **creating a structured bridge** to formal schools, accelerated learning, and skills pathways while providing remedial support for learners who need it.

Key Outcomes

- Grade 5 examination reinstated
- First cohort successfully assessed
- Clear progression pathways restored

TEACHING & LEARNING MATERIALS (TLMS)

The Gap

For many NFE students, basic learning essentials remain out of reach, creating barriers to participation and learning.



The Intervention

Every NFE learner in ICT has received a school bag, textbooks, and additional reading materials, ensuring every child has the essentials to learn with confidence and dignity.

Key Outcomes

- All ICT NFE students supported
- School bags and textbooks distributed
- Barriers to learning reduced

KHWAJA SIRA NFE CENTRES

The Gap

For decades, members of the Khwaja Sira community have faced barriers to education, limiting opportunities for learning, employment, and inclusion.



The Intervention

Dedicated Khwaja Sira NFE Centres have been strengthened to provide **safe, inclusive spaces** where learners can build literacy, numeracy, and foundational skills while creating a model for inclusive education.

Key Outcomes

- Two centres fully operational
- Safe and inclusive learning spaces created
- Expanding educational opportunities for the Khwaja Sira community


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SPECIAL EDUCATION



Accessible Learning Environments

- Upgrading Infrastructure & Accessibility
- Safe & Accessible Transport
- Assistive Devices, Equipment & Expansion of Audiobooks

Digital Inclusion & Innovation

- IT Labs & Smart Boards
- Pakistan Sign Language (PSL) Upgradation Lab & Studio

Student Wellbeing & Inclusion

- Student Wellbeing, Sports & Development
- Autism Centre of Excellence

Institutional Capacity

- Human Resources & Partnerships
- Capacity Building Programmes

UPGRADING INFRASTRUCTURE & ACCESSIBILITY

The Gap

For many children with disabilities, inaccessible schools remain a barrier to learning, limiting safety, independence, and dignity.

The Intervention

Special Education Institutes are being upgraded to create **safer, more accessible learning environments.** Renovations include improved accessibility, refurbished play areas, upgraded washrooms, repaired facilities, and new furniture across classrooms and hostels.



Key Outcomes

- Accessibility improved across institutes
- Learning spaces refurbished and upgraded
- Safer, more inclusive environments created

SAFE & ACCESSIBLE TRANSPORT

The Gap

Without reliable transport, many children with disabilities cannot reach school, making access to education dependent on mobility rather than ability.

The Intervention

The transport fleet serving Special Education Institutes has been expanded and rehabilitated, **ensuring more students can travel safely** and consistently to school.



Key Outcomes

- Transport fleet expanded
- Existing vehicles rehabilitated
- Improved access to education

ASSISTIVE DEVICES, EQUIPMENT & EXPANSION OF AUDIOBOOKS

The Gap

Without assistive technology, many students with disabilities face unnecessary barriers to learning and participation.



The Intervention

Special Education Institutes have been equipped with **modern assistive devices, therapeutic equipment, vocational lab consumables**, and an expanded audiobook collection, enabling more accessible and inclusive learning.

Key Outcomes

- Assistive devices provided
- Audiobook collection expanded
- Greater accessibility for diverse learners

IT LABS & SMART BOARDS

The Gap

Students with disabilities have often been left behind as classrooms embraced digital learning and technology.



The Intervention

IT labs have been upgraded, Chromebooks distributed, and smart boards installed across Special Education Institutes, **expanding access to interactive and technology-enabled learning**.

Key Outcomes

- IT labs upgraded
- Chromebooks and smart boards provided
- Digital learning strengthened

PAKISTAN SIGN LANGUAGE (PSL) UPGRADATION LAB & STUDIO

The Gap

For decades, Pakistan Sign Language lacked standardised learning resources, limiting the quality and consistency of deaf education.

The Intervention

A national initiative is standardising Pakistan Sign Language through new learning materials and the establishment of a **dedicated PSL Research Lab and Studio** at the National Institute of Special Education.



Key Outcomes

- National PSL initiative launched
- PSL Research Lab being established
- Standardised learning resources developed

STUDENT WELLBEING, SPORTS & DEVELOPMENT

The Gap

Children with disabilities have often had limited opportunities to participate in sports, wellbeing programmes, and activities that build confidence and belonging.

The Intervention

Customised sports plans, counselling, life skills sessions, and extracurricular activities have been introduced across Special Education Institutes, with Special Olympics Pakistan **supporting inclusive sports programming.**



Key Outcomes

- Partnership with Special Olympics Pakistan
- Inclusive sports and wellbeing programmes introduced
- Stronger student participation and belonging

AUTISM CENTRE OF EXCELLENCE

The Gap

Families seeking autism diagnosis and specialised support have often faced limited public services and few affordable options.

The Intervention

An **18,000-square-foot Autism Centre of Excellence** is being developed to provide diagnosis, therapy, training, and research under one roof, creating a landmark public resource for autism services in ICT.



Key Outcomes

- PC-I approved
- 18,000 sq. ft. Centre under development
- First public Autism Centre of its kind in ICT

HUMAN RESOURCES & PARTNERSHIPS

The Gap

Special Education Institutes have long faced shortages of therapists, psychologists, and other specialist professionals essential to supporting children with disabilities.

The Intervention

A **targeted recruitment drive has strengthened the workforce with specialist professionals** while new partnerships with the private sector and development organisations are expanding support for Special Education.



Key Outcomes

- 70+ specialist professionals engaged
- Specialist workforce strengthened
- Partnerships expanded for inclusive education

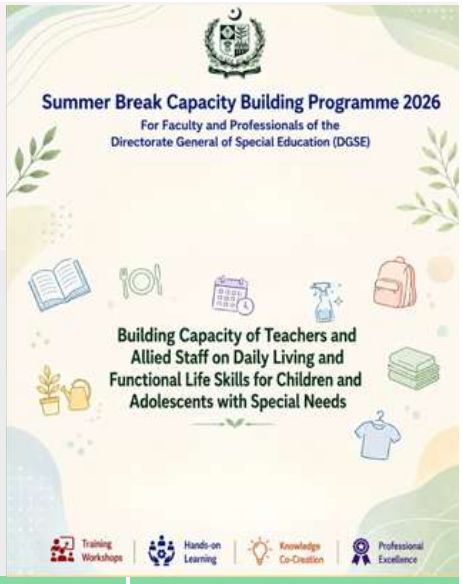
CAPACITY BUILDING PROGRAMMES

The Gap

Teachers and support staff have had limited access to specialised training tailored to the needs of children with disabilities.

The Intervention

A **comprehensive capacity-building programme is equipping educators** with practical skills in inclusive education, child protection, classroom management, and learner-centred teaching.



Key Outcomes

- Specialised staff training delivered
- Inclusive teaching practices strengthened
- Better support for diverse learners



SPECIAL INITIATIVES



Out-of-School Children

- National Education Action Plan (NEAP) for Out-of-School Children
- Federal 'No Child Left Behind' Campaign
- School on Wheels: Expansion

Safeguarding Vulnerable Communities

- DAANISH Schools: Pan-Pakistan Expansion

OUT-OF-SCHOOL CHILDREN

Pakistan carries one of the heaviest burdens in the world when it comes to children denied their right to education. With an estimated 25.3 million out-of-school children nationally — and the Government of Pakistan having declared a National Education Emergency in response — this is not a policy challenge. It is a moral crisis. In Islamabad Capital Territory, 89,127 children remain out of school as per the 2023 Census. The Ministry has responded with urgency, coordination, and a multi-pronged approach: finding every child, bringing them in, keeping them there, and building the systems that ensure no child is ever invisible again.



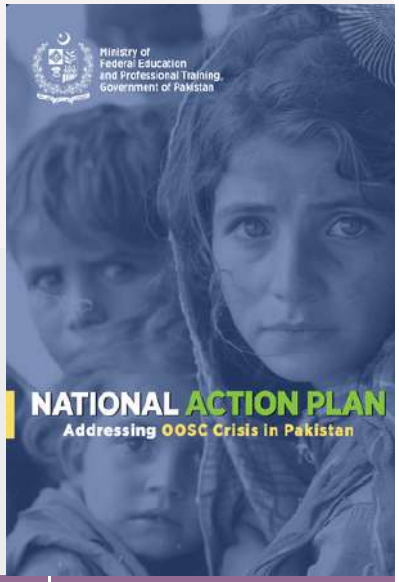
NATIONAL EDUCATION ACTION PLAN (NEAP) FOR OUT-OF-SCHOOL CHILDREN

The Gap

Despite a national Education Emergency, efforts to reach out-of-school children remained fragmented, with no shared framework to align action across provinces and territories.

The Intervention

Approved by consensus through IPEMC, the National Education Action Plan (NEAP) provides **Pakistan's first nationally harmonised roadmap for reducing out-of-school children**, with shared priorities, measurable targets, and coordinated action across all provinces and territories.



Key Outcomes

- First national OOSC action plan approved
- Provincial and territorial action plans aligned
- Shared targets for nationwide implementation

OUT-OF-SCHOOL CHILDREN

FEDERAL 'NO CHILD LEFT BEHIND' CAMPAIGN

The Gap

Nearly 89,000 children in ICT remain out of school, demanding a coordinated effort to identify, reach, and enrol every child.



The Intervention

MoFEPT has launched the 'No Child Left Behind' Campaign, **bringing together federal education institutions, partners, and communities** to enrol 25,000 out-of-school children across ICT in the first phase.



Key Outcomes

- 25,000 children targeted in Phase I
- Whole-of-government enrolment campaign launched
- Community partnerships driving enrolment

SCHOOL ON WHEELS: EXPANSION

The Gap

For many children in remote and informal settlements, the nearest school is simply out of reach, leaving geography to determine whether they receive an education.



The Intervention

The School on Wheels initiative is expanding across ICT, taking classrooms directly to underserved communities so that distance is no longer a barrier to learning.



Key Outcomes

- Mobile classrooms expanded across ICT
- Reaching remote and underserved communities
- Bringing education closer to every child

SAFEGUARDING VULNERABLE COMMUNITIES

Every education system has a frontier, a point beyond which its reach has historically not extended. Children from the poorest households, from the most marginalised geographies, from families where the dream of quality education has never once felt within reach. Safeguarding vulnerable communities is not a programme category. It is a declaration that no child's potential will be written off by the circumstances of their birth.



DAANISH SCHOOLS: PAN-PAKISTAN EXPANSION

The Gap

Talent is everywhere, but opportunity is not. For many children from disadvantaged backgrounds, access to high-quality residential education has remained beyond reach.



The Intervention

Building on 15 years of success, the Prime Minister has launched a nationwide expansion of the **DAANISH Schools Programme across ICT, Gilgit-Baltistan, AJK, Balochistan, Sindh, and Khyber Pakhtunkhwa.** At the heart of this expansion is DAANISH School Kuri, Islamabad—a 30-acre federal flagship offering world-class residential education, modern facilities, and holistic student support.

Key Outcomes

- DAANISH Schools expanding nationwide
- Federal flagship established at Kuri, Islamabad
- Elite-standard residential education for disadvantaged students




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MOVING FORWARD

The interventions outlined in this report reflect a deliberate shift from fragmented programming to a coherent, system-wide reform agenda anchored in equity, access, and quality. Moving forward, the central imperative is to ensure that every initiative is embedded within a clearly defined institutional architecture, supported by reliable data systems, and guided by measurable outcomes that extend beyond implementation outputs to real changes in learning, access, and opportunity.

Every intervention must be rooted in system-level thinking, not as a collection of standalone or ad hoc activities, but as part of a continuously evolving public education ecosystem. This requires careful design across the full cycle of reform: from ideation and policy formulation, to implementation planning, to institutional ownership and long-term sustainability. Each component must be explicitly linked to responsible institutions, clear timelines, financing pathways, and accountability mechanisms that ensure continuity beyond project lifespans.

A key lesson across all reforms is that delivery strength depends on system coherence. Whether it is non-formal education, digital transformation, infrastructure improvement, or skills integration, success lies in integration rather than isolation. Data systems must talk to each other; institutions must operate in coordination rather than parallel; and field-level implementation must continuously inform policy refinement. In this context, strengthening coordination bodies, harmonising datasets, and building real-time monitoring capacity are not auxiliary functions—they are central to effective governance.

Equally important is the focus on the learner as the ultimate unit of impact. The measure of success is not the number of initiatives launched, trainings conducted, or facilities upgraded, but whether a child is able to access school, remain in learning, and progress with dignity and purpose. This requires sustained attention to enrolment, retention, learning outcomes, and transition pathways, particularly for the most vulnerable and underserved populations. No reform can be considered complete unless it translates into tangible improvement in the lived educational experience of children.

Sustainability must also be treated as a core design principle rather than an afterthought. This includes institutionalising reforms within government systems, ensuring predictable financing mechanisms, strengthening human resource capacity, and embedding accountability frameworks that endure beyond political or project cycles. Development partners, federal and provincial institutions, and implementation agencies must operate within a shared framework of alignment, avoiding duplication while reinforcing national systems.

Finally, the direction of travel is clear: towards a public education system that is not only expanded in reach, but strengthened in quality and coherence; not only inclusive in intent, but effective in delivery; and not only reform-oriented, but system-sustaining in practice.

Ministry of Education and Professional Training

Islamabad Capital Territory | 2025 – 26

ACRONYMS & ABBREVIATIONS

Acronym	Full Form
AJK	Azad Jammu & Kashmir
AIOU	Allama Iqbal Open University
BECS	Basic Education Community Schools
BS	Bachelor of Studies
CPD	Continuing Professional Development
DGSE	Directorate General of Special Education
EMIS	Education Management Information System
FDE	Federal Directorate of Education
FLN	Foundational Literacy and Numeracy
GB	Gilgit-Baltistan
GPF	Global Proficiency Framework
HEC	Higher Education Commission
HOIs	Heads of Institutions
ICT	Islamabad Capital Territory
IBCC	Inter-Boards Coordination Commission
INGO	International Non-Governmental Organization
MoFEPT	Ministry of Federal Education and Professional Training
M&E	Monitoring & Evaluation
NEAP	National Education Action Plan
NEF	National Education Foundation
NCHD	National Commission for Human Development
NCC	National Curriculum Council
NCCW	National Curriculum Council Wing
NCP	National Curriculum of Pakistan
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NISE	National Institute of Special Education
OOSC	Out-of-School Children
PC-I	Planning Commission Proforma-I
PIE	Pakistan Institute of Education
PSL	Pakistan Sign Language
SDG 4.1.1	Sustainable Development Goal Indicator on Learning Outcomes
SEL	Social Emotional Learning
STEAM	Science, Technology, Engineering, Arts and Mathematics
TLM	Teaching and Learning Materials
UIS	UNESCO Institute for Statistics
UNCRPD	UN Convention on the Rights of Persons with Disabilities

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