24-25

YEAR BOOK

Ministry of Federal Education
and Professional Training












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MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING

YEAR BOOK 2024-25



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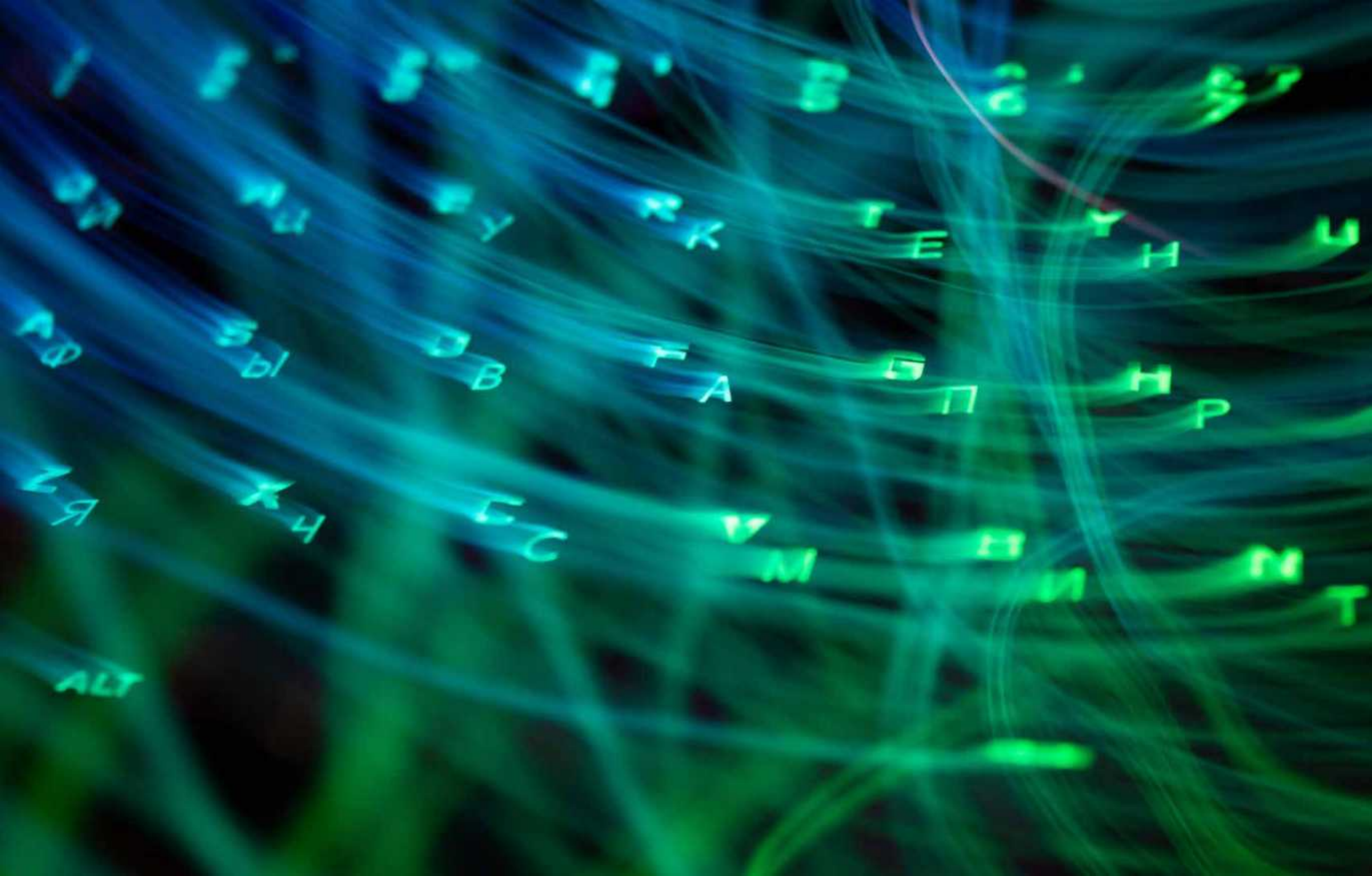
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FOREWORD BY THE FEDERAL MINISTER



It gives me great pleasure to present the Yearbook 2024–25, a comprehensive account of the milestones, reforms, and collective achievements of the Ministry of Federal Education and Professional Training during this defining year.

The year 2024 marked a pivotal moment with the declaration of an Educational Emergency by the Honorable Prime Minister, underscoring the nation's resolve to confront longstanding challenges in access, quality, and relevance of education. In response, the Ministry of Federal Education and Professional Training intensified its efforts to accelerate reforms, mobilize resources, and implement targeted interventions aimed at learning recovery, institutional strengthening, and improved outcomes across all tiers of education.

Significant progress was achieved through focused initiatives in curriculum modernization, teacher capacity building, digital and blended learning, and the expansion of technical and vocational education aligned with market needs. Equally important has been the Ministry's steadfast commitment to inclusive education, ensuring that no learner is left behind. Special emphasis was placed on improving access for girls, children with disabilities, out-of-school children, and learners from marginalized communities through inclusive policies, assistive technologies, infrastructure improvements, and community-based outreach programs.

The achievements documented in this Yearbook reflect the power of coordinated action among federal and provincial governments, educational institutions, development partners, and the private sector. Together, these efforts have laid the foundation for a more equitable, resilient, and future-ready education system.

This publication serves not only as a record of accomplishments but also as a strategic reference for policymakers, practitioners, and stakeholders. It captures lessons learned and reaffirms our commitment to sustaining momentum under the national education emergency framework.

I extend my sincere appreciation to educators, administrators, students, and partners whose dedication and perseverance continue to drive progress. With shared resolve and collective responsibility, we move forward toward building an inclusive, skilled, and enlightened nation.

"Education is the foundation of a progressive nation; it empowers individuals and transforms societies."

Mr. Khalid Maqbool Siddique
Federal Minister for Education and Professional Training

MESSAGE OF THE MINISTER OF STATE



As Minister of State for Federal Education and Professional Training, I regard education not merely as a policy priority, but as a national mission, one that will decisively shape the future trajectory of Pakistan.

The year 2024–25 marks recognition of long-standing challenges related to access, quality, and equity, the Prime Minister of Pakistan has placed education at the centre of the national development agenda. This landmark decision has accelerated reforms, strengthened inter-sectoral coordination, and mobilized resources to address systemic gaps, particularly for marginalized learners.

A central pillar of this renewed focus has been girls' education, based on the conviction that national progress is inseparable from the empowerment of women and girls. The Government undertook comprehensive upgradation of public sector schools, with a strong emphasis on dignity, safety, and well-being. These interventions included the provision of functional washrooms, access to clean and safe drinking water, and the establishment of basic health care facilities through dedicated first-aid rooms and the placement of trained health workers in schools to address immediate health needs and promote student well-being especially for adolescent girls.

To further reduce access barriers, free-of-cost transport facilities were introduced to ensure safe, reliable, and affordable mobility for female students, contributing to improved enrolment, attendance, and retention.

Our vision remains clear and inclusive: to ensure that every child, regardless of gender, socio-economic background, has the opportunity to dream, to learn, and to succeed. To this end, the Ministry continues to invest in teacher professional development, modern and market-relevant skills, and technology-enabled learning solutions, supported by evidence-based policymaking to prepare Pakistan's youth for a rapidly evolving, knowledge-based global economy.

From early childhood education to higher education and professional training, the Ministry is committed to expanding access, raising standards, and fostering innovation. However, sustainable progress in education requires a whole-of-society approach. Parents, teachers, communities, civil society, and policymakers must work together to translate this shared vision into lasting impact.

Together, we can nurture a generation of confident, capable, and compassionate Pakistanis; equipped not only with knowledge and skills, but with the values necessary to contribute meaningfully to society. Let us move forward with renewed determination and the firm belief that an educated Pakistan is an empowered Pakistan.

Ms. Wajiha Qamar
Minister of State

MESSAGE OF THE FEDERAL SECRETARY



The Yearbook 2024–25 presents a consolidated account of the Ministry of Federal Education and Professional Training's efforts to translate national education priorities into measurable action. During the year under review, the Ministry focused on strengthening governance, improving service delivery, and advancing systemic reforms to align education outcomes with national development objectives.

A key priority during the year was the expansion of equitable access to education. Progress was made towards the development of a Non-Formal Education Policy Framework, aimed at reaching out-of-school children, youth, and adults through flexible, community-based, and alternative learning pathways. Parallel initiatives were undertaken to further enhance girls' education, including targeted enrolment and retention measures, infrastructure upgradation, and the provision of free-of-cost pink bus transport facilities to ensure safe and reliable access to schools.

A landmark development during the year was the laying of the foundation of the Danish School and Danish University, reflecting the Government's commitment to providing high-quality, merit-based education opportunities to deserving students, particularly from underprivileged backgrounds. These initiatives signify a strategic investment in expanding access to excellence in both school and higher education.

Sustained efforts were made to improve the quality of the learning environment, including upgradation of school facilities, provision of basic health support services, integration of technology-enabled learning tools, and continued capacity building of teachers and administrators. Curriculum alignment and data-driven monitoring remained cross-cutting priorities throughout the year. Significant progress was also achieved in digital transformation for improved governance and citizen-centric service delivery.

Special emphasis was placed on Special Education, reaffirming the Ministry's commitment to inclusive, quality learning opportunities for children with disabilities and to ensuring that no learner is marginalized.

I would like to acknowledge, the dedication and professionalism of officers, educators, administrators, staff and development partners whose collective efforts have contributed to these achievements. With continued focus, innovation, and collaboration, the Ministry remains committed to delivering an inclusive, efficient, and future-ready education system that serves the aspirations of all citizens of Pakistan.

Mr. Nadeem Mahbub
Federal Secretary

THE FEDERAL MINISTRY FOR EDUCATION AND PROFESSIONAL TRAINING

MANDATE:

The Ministry of Federal Education and Professional Training (MoFE&PT) is mandated to formulate, coordinate, and implement national policies, plans, and programmes in the fields of education and professional training in accordance with the Constitution of the Islamic Republic of Pakistan. The Ministry is responsible for safeguarding the right to education under Article 25-A and for promoting equitable, inclusive, and quality education across all levels.

In the post-18th Constitutional Amendment context, the Ministry exercises direct administrative and regulatory authority over educational institutions and services within the Islamabad Capital Territory. At the national level, it serves as the principal coordinating body for education policy, standards, and reforms, ensuring alignment and collaboration among federating units and relevant stakeholders.

The Ministry is committed to addressing systemic inequities and improving learning outcomes by enhancing the quality of public sector education and supporting institutions serving marginalized and disadvantaged communities. Key reforms include the development and implementation of the National Curriculum, modernization of assessment and examination systems, integration of education technologies, establishment of non-formal education policy, and promotion of Technical skills and lifelong learning pathways.

Through its attached departments, autonomous bodies, and strategic partnerships with provincial governments, international development partners, and civil society organizations, MoFE&PT continues to advance evidence-based policymaking and innovative service delivery. Guided by national priorities and global best practices, the Ministry strives to build an inclusive, resilient, and future-ready education system ensuring that no learner is left behind and every citizen is equipped to thrive in an evolving global landscape.

FUNCTIONS:

The key functions of the Ministry include:

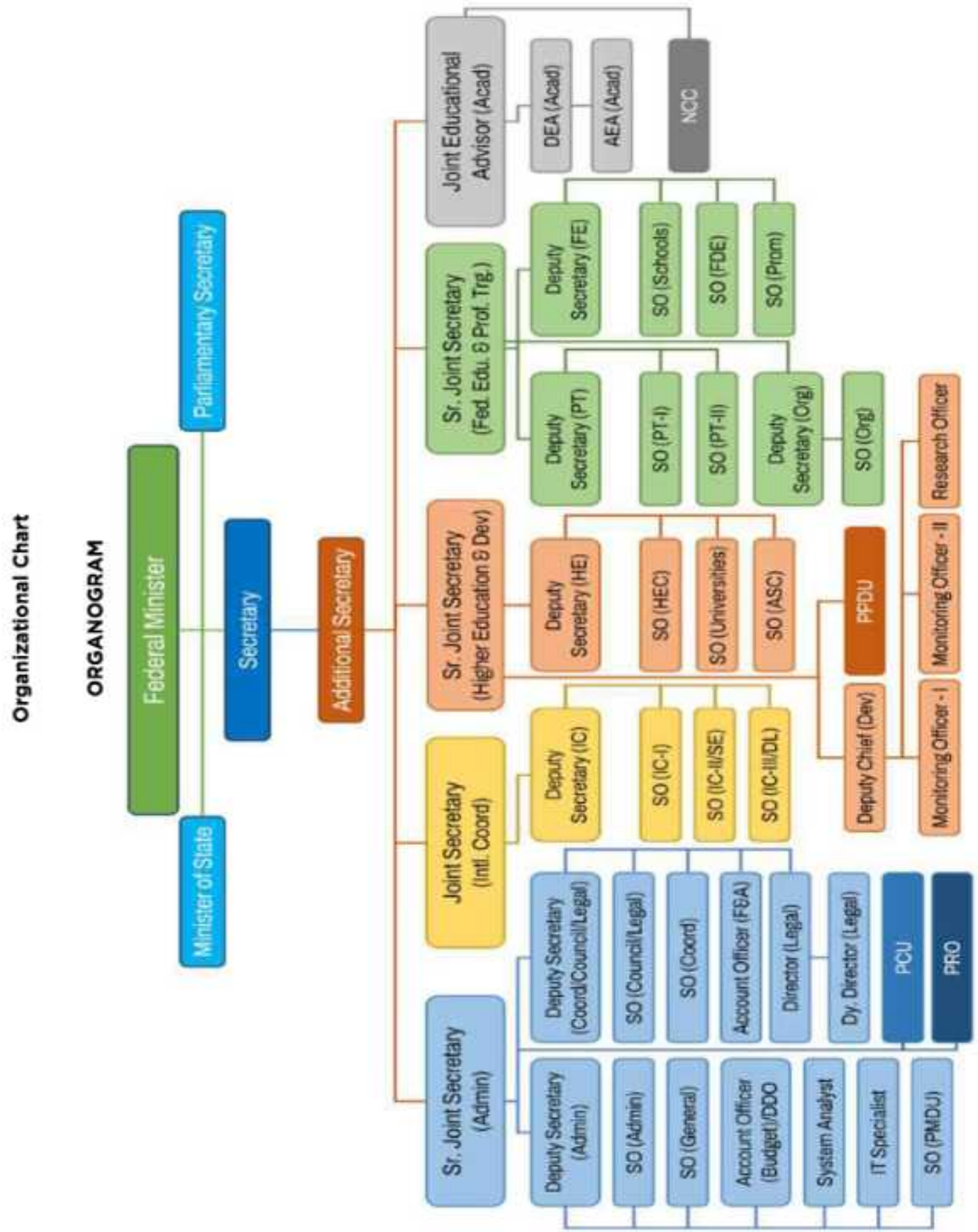
- Formulation of national education and professional training policies, strategies, and frameworks in line with national development priorities and international commitments.
- Coordination with provincial and area governments to promote harmonization of education standards, curricula, and assessment systems.
- Oversight and regulation of educational institutions, boards, and training bodies under the federal domain, particularly within the Islamabad Capital Territory.
- Development and implementation of initiatives aimed at improving access, quality, equity, and relevance of education, including curriculum reform, assessment modernization, and integration of education technologies.
- Promotion of skills development, technical and vocational education, and youth employability through targeted programmes and partnerships.
- Strengthening of research, data systems, monitoring, and evaluation to support evidence-based policymaking and planning.
- Engagement with international development partners, civil society organizations, and the private sector to mobilize technical and financial support for education reforms.

OPERATION:

The Ministry operates through its specialized wings, attached departments, and autonomous bodies, under the overall supervision of the Federal Secretary for Education and Professional Training. Policy formulation, coordination, and implementation functions are carried out in close collaboration with provincial education departments, area administrations, and other relevant federal ministries and agencies. The attached departments and autonomous organizations support the ministry in policy implementation, regulation, research, and service delivery.

Organizational Chart

ORGANOGRAM



VISION AND POLICY ALIGNMENT

VISION:

The Ministry of Federal Education and Professional Training (MoFE&PT) envisions a quality-driven, inclusive, and equitable education and skills development system in Pakistan, empowering all learners to achieve their full potential and contribute meaningfully to national development. The Ministry aims to ensure that every child and youth is equipped with knowledge, critical thinking, and vocational skills to thrive in a rapidly evolving global and digital economy.

POLICY ALIGNMENT:

MoFE&PT's policies and programmes are aligned with key national and international frameworks, ensuring coherent, evidence-based, and outcome-oriented education planning:

- **Constitution of Pakistan (Article 25-A)** – Guarantees the right to free and compulsory education for all children aged 5–16 years.
- **National Education Policy Framework** – Focuses on equitable access, quality improvement, skills development, and lifelong learning.
- **National Curriculum of Pakistan (NCP)** – Provides standardized learning outcomes while promoting inclusivity, contextual relevance, and critical thinking across public and private institutions.
- **Sustainable Development Goals (SDG 4)** – Supports global commitments to inclusive, equitable, and quality education and lifelong learning opportunities for all.
- **Prime Minister's Initiatives** – Including Kamyab Jawan Programme for youth skills development, URAAN Pakistan, and Prime Minister's Youth Program which promote vocational training, employability, entrepreneurship, and women empowerment through structured skills and education interventions.
- **Digital Pakistan Vision** – Promotes EdTech solutions, e-learning platforms, digital assessments, and ICT integration in schools to modernize education delivery and reduce learning gaps.
- **National Development Priorities** - Focus on sustainable economic growth, human capital development, poverty reduction, and institutional strengthening. Emphasis is placed on education, skills development, healthcare, digital transformation, and infrastructure expansion to enhance productivity and competitiveness

Through these alignments, the Ministry seeks to harmonize federal and provincial initiatives, strengthen institutional capacity, and promote educational planning. This integrated approach ensures literacy growth, advancing Pakistan's commitment to a sustainable, inclusive, and progressive education system.



The year 2024–25 marked a pivotal phase for Pakistan's education sector, following the declaration of an Education Emergency by the Honorable Prime Minister in 2024. Education was elevated as a national priority, prompting accelerated reforms across access, quality, governance, and service delivery.

The Ministry of Federal Education and Professional Training focused on translating policy commitments into measurable outcomes through strengthened institutions, inclusive interventions, digital transformation, and skills-oriented education. This chapter presents a concise snapshot of the key statistics, milestones, and institutional footprint that defined the year.

1.1 KEY STATISTICS AND INDICATORS:

Size & Coverage: Total Federal Education Institutions

Stream	Institutions
School Education (FDE)	**432 Schools & Colleges**
Higher Education (HEC-funded HEIs)	**271 HEIs**
TVET Institutes (NAVTTC affiliated)	**3,800+ Institutes**
Non-Formal Education (Community Schools – Federal Supported)	**345 Centres**
Special Education Centres (DGSE)	**5 Centres**
Madaris Registered (DGRE)	**17,466 Madaris**

Total Enrolment: All Streams

Stream	Enrolment
School Education (FDE)	**237,938 Students**
Higher Education	**2,081,654 Students**
TVET	**169,274 Trainees**
Non-Formal Education	**14,631 Learners**
Special Education	**1,967 Children with Disabilities**

Total Teachers/Faculty

Category	Numbers
School Teachers (FDE)	**~24,000+** Including Outsourced & Fellows
Higher Education Faculty	**100,926 faculty members**
Teachers Trained (All Streams)	**10,000+**

Scholarships Awarded

Category	Numbers
Total Scholarships (HEC)	**33,503**
Indigenous Scholarships	**33,012**
Overseas & IRSIP	**491**

Teachers Trained

Programme	Coverage
Foundational Learning Programme	**2,800 teachers**
NIETE Continuous PD	**4,000+ teachers**
Subject & Induction Training	**3,300 teachers**
AI / Digital Training	**1,000+ teachers**

TVET Trainees & Outcomes

Indicator	Numbers
Trainees Enrolled	**169,274+**
RPL Certifications	**32,385**
Employment Linkages	**284,000+**
Employability Rate	**53%**
Skill Labs Established	**17 labs**
Trades Offered	**50+ trades**

Gender Parity Index (GPI)

Level	Indicator
School Education (FDE)	**Near parity (≈0.98)**
Higher Education	**47% female enrolment**
TVET	**Female participation rising** (reported)

Access, Equity & Inclusion

Indicator	Data
Girls benefiting from Pink Buses	**8,000**
Children with Disabilities Enrolled	**1,967**
NFE Learners	**14,631**
OOSC Enrolled (Islamabad)	**17,613**
Madaris Registered	**17,466**

Quality & Outcomes
Examinations 2024 (FBISE)

Indicator	Enrolled
Total Candidates	**648,154**
SSC Candidates	**379,428**
HSSC Candidates	**268,726**
Digital Monitoring & AI Tools	**Implemented**

CHAPTER 1:
**THE YEAR
AT A GLANCE**

Strength of the Candidates
(Annual Examinations 2024)

Exam	Overall			
	Enrolled	Appeared	Passed	Passed%
SC	381230	376474	270402	71.82
HSSC	291967	286142	203437	71.10
Exam	**Male**			
	Enrolled	Appeared	Passed	Passed%
SC	205079	202235	136975	67.73
HSSC	146704	143104	91998	64.29
Exam	**Female**			
	Enrolled	Appeared	Passed	Passed%
SC	176151	174239	133427	76.5
HSSC	145253	143038	111439	77.91

Curriculum & Learning Quality

Area	Achievement
Curriculum Framework	**NEPDF 2024 finalized**
Textbooks Reviewed	**100+**
Non-Credit Curricula	**7 notified**
National Curriculum Summit	**Held 2024**

Digital Transformation

Indicator	Coverage
Smart Classrooms	**1,000**
Google CoEs	**26**
STEAM & AI Labs	**10**
Computer Labs	**62**
Chromebooks	**20,000+**
Digital Degree Attestations	**310,787**
ASC Data Digitized	**5 years**

1.2 MAJOR POLICY AND ADMINISTRATIVE MILESTONES

One of the most significant milestones during the year was progress towards the National Education Policy Development Framework 2024, conceived as a unifying strategic instrument to harmonize federal and provincial priorities, integrate school education, higher education, skills development, and non-formal education. It was made to facilitate alignment of learning pathways with labour market and national development needs. The Framework aims to provide coherence across fragmented education streams while respecting constitutional roles and contextual diversity.

Addressing learning poverty and exclusion remained a core administrative focus. Substantive progress was made towards the Non-Formal Education Policy Framework 2025, which seeks to institutionalize flexible, community-based, and accelerated learning pathways for out-of-school children, youth, and adults. This policy direction reflects a shift from ad-hoc interventions towards a structured, scalable approach to non-formal education, supported by digital monitoring and mainstreaming mechanisms.

Curriculum reform constituted another major milestone of the year. The National Curriculum Council (NCC) achieved a landmark outcome through the finalization and notification of the Inclusive Scheme of Studies (SoS) 2024, covering Early Childhood Education to Grade XII. The Scheme provides a vertically aligned and coherent structure of schooling, emphasizes inclusivity and learner diversity, and allows flexibility in subject offerings while remaining aligned with national priorities and contemporary educational needs. It establishes a clear roadmap for schools, examination boards, and provinces, strengthening consistency across the system.

In parallel, NCC developed and notified several non-credit and functional curricula to address emerging societal, technological, and economic needs. Quality assurance in curriculum implementation was further strengthened through the review and approval of over 100 textbooks, developed by public and private publishers, in alignment with the National Curriculum of Pakistan. This process enhanced standardization, content accuracy, inclusivity, and pedagogical quality across provinces and regions.

Digital governance reforms represented a major administrative milestone. The rollout of e-admission systems in federal schools, establishment of IBCC one-window

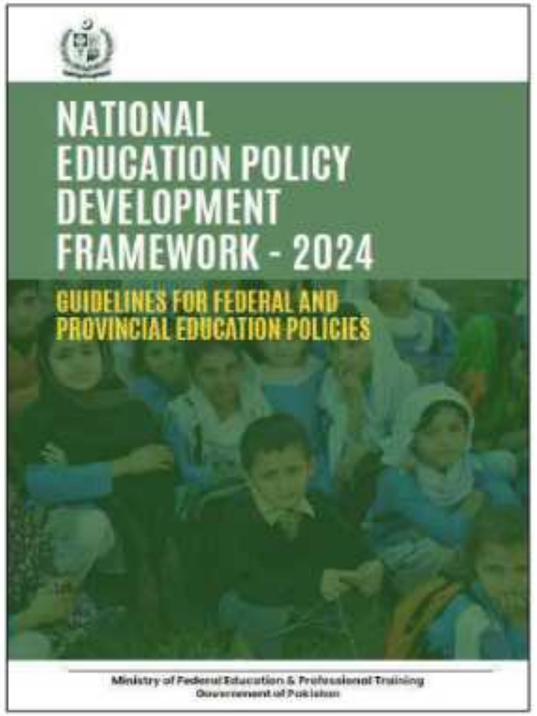
digital facilitation services for equivalence and certification, and expansion of fully digital degree attestation by the Higher Education Commission significantly improved transparency, efficiency, and citizen convenience. These reforms reduced processing times, minimized discretion, and strengthened trust in public service delivery.

1.3 NATIONAL EDUCATION POLICY DEVELOPMENT FRAMEWORK (NEPDF) 2024

The National Education Policy Development Framework (NEPDF) 2024 represents a landmark step toward addressing Pakistan's education emergency and establishing a cohesive, forward-looking direction for education reform across the federation. Developed by the Ministry of Federal Education and Professional Training in close collaboration with provincial and federal education departments, the Framework provides guidelines for federalas well as provincial governments to review, align, and strengthen their respective education policies in a manner that balances autonomy with national coherence.

A defining feature of the Framework is its emphasis on four core system dimensions: quality, participation, equity, and governance. It highlights the centrality of learning as the foundation of sustainable progress, stressing that access without quality perpetuates exclusion rather than resolving it. The document calls for renewed focus on foundational literacy and numeracy, reform of curricula and assessments, teacher education and professional development, and improved supervision and accountability mechanisms.

The NEPDF 2024 covers the entire education continuum, including early childhood education, school education up to higher secondary level, non-formal education and literacy, technical and vocational education and training (TVET), higher education, and Islamic education.



1.4 OVERVIEW OF INSTITUTIONS AND PROGRAMS

The Ministry of Federal Education and Professional Training exercises policy oversight, regulatory functions, and service delivery responsibilities across a diverse range of institutions and programs spanning school education, higher education, special education, technical and vocational training, and professional development. Through its attached departments and autonomous bodies, the Ministry seeks to ensure coherence in policy implementation, quality assurance, and alignment with national education and skills priorities.

At the school and college level, the Ministry oversees federal institutions and examination bodies responsible for curriculum implementation, assessment, and certification. These institutions play a critical role in maintaining academic standards, ensuring transparency in examinations, and facilitating equitable access to education for students enrolled in federal schools and affiliated institutions.

In the higher education domain, institutions under the Ministry contribute to human capital development through undergraduate, postgraduate, and research-oriented programs. Emphasis remains on academic quality, research relevance, and institutional governance, with a focus on producing graduates equipped to meet national development needs and global academic standards.

Technical and vocational education and training institutions under the Ministry support skills development aligned with labour market requirements. Programs in this area are designed to enhance employability, promote competency-based training, and strengthen linkages with industry. These initiatives contribute to workforce readiness and support broader economic and social objectives.

The Ministry also implements programs related to teacher education, professional development, digital learning, and innovation. These interventions aim to improve teaching quality, integrate technology into education delivery, and expand access to learning opportunities through flexible and blended models.

Collectively, the institutions and programs under the Ministry reflect a comprehensive approach to education and skills development. Through coordination, regulatory oversight, and targeted reforms, the Ministry continues to strengthen institutional capacity and improve outcomes across subsectors, while responding to emerging challenges and evolving national priorities.

1.5 BUDGET

In FY 2024–25, the Ministry of Federal Education and Professional Training emphasized prudent financial management, continuity of essential services, and alignment of expenditures with reform priorities under prevailing fiscal constraints. Budgetary allocations reflected a balance between sustaining core operations and advancing strategic initiatives under the Education Emergency framework.

The Federal Directorate of Education operated with a budget of approximately Rs. 19.04 billion, representing an increase over the previous financial year. These resources supported large-scale infrastructure upgradation, Early Childhood Education expansion, establishment of smart classrooms and laboratories, health and nutrition initiatives, digital reforms, and capacity building of teachers and administrators. Improved financial controls resulted in efficient utilization and minimal fund lapses, reflecting strengthened financial discipline.

The Higher Education Commission received Rs. 65 billion in recurring grants, supplemented by Rs. 61.10 billion under the Public Sector Development Programme (PSDP). These allocations supported university operations, scholarships, research and innovation, infrastructure development, and digital initiatives. Investments in higher education continued to focus on access, quality assurance, research productivity, and international competitiveness.

Skills development and TVET programmes were supported through over Rs. 20 billion in federal allocations, covering training delivery, certification, infrastructure, and labour market linkages. These investments reflected the growing emphasis on employability, international certification, and workforce readiness.

CHAPTER 2:
POLICY, PLANNING AND REFORMS

The Ministry of Federal Education and Professional Training adopted a policy planning-led approach to reform, emphasizing evidence-based decision-making, inter-institutional coordination, and alignment with national development priorities.

Planning reforms were supported by strengthened data systems, including consolidation of education statistics across public, private, non-formal, TVET, and Madaris streams. Improved planning mechanisms enabled more targeted interventions for access, quality enhancement, and equity, while reinforcing accountability and monitoring across federal education entities.

2.1 SCHOOL AND COLLEGE EDUCATION REFORMS

During 2024–25, school and college education reforms focused on expanding access, improving quality, strengthening learning environments, and promoting student well-being. The Federal Directorate of Education (FDE) implemented a comprehensive and future-oriented reform agenda encompassing infrastructure development, early childhood education expansion, teacher capacity building, curriculum innovation, and large-scale digital integration. These interventions aimed to modernize public education in the federal capital while establishing scalable models for broader adoption.

2.1.1 INFRASTRUCTURE DEVELOPMENT

Significant investments were made to improve physical learning environments. Under the Missing Facilities Project, 167 public schools and colleges underwent upgradation, including improvements in washroom facilities, libraries, laboratories, and overall maintenance. A total of 407 new classrooms were constructed to address space constraints and rising enrollment. Early Childhood Education (ECE) was strengthened through the establishment of 100 ECE centers under a PSDP-funded initiative. To promote sustainability and hygiene, more than 100 schools were solarized and 150 wash stations were installed. In addition, 10 IT Parks and E-Rozgar centers were established in collaboration with the Pakistan Software Technology Board, while a GIK campus was set up at the abandoned building of IMCG (PG) F-7/4, expanding opportunities for advanced technical learning.

2.1.2 EDUCATION TECHNOLOGY TRANSFORMATION

A central pillar of the reform agenda was the integration of education technology to bridge the digital divide and ensure equitable access to 21st-century learning tools. Approximately 1,000 smart classrooms equipped with LED displays and interactive smart boards were established across institutions. The Directorate also set up 26 Google Centers of Excellence, 10 STEAM and AI Labs, and 62 modern computer laboratories, alongside 16 high-impact laboratories at degree colleges. In the first batch, 303 students completed high-impact courses in areas such as artificial intelligence, data science, and blockchain, while a second batch of 595 students was enrolled during the year.

Partnerships with leading universities—including NUST, COMSATS, NUM, FAST, and GIK—enabled delivery of emerging technology courses in upgraded degree college labs. Additional initiatives included the introduction of 62 mathematics labs, establishment of astronomy clubs, creation of two virtual reality labs for immersive learning, and procurement and phased distribution of more than 20,000 Chromebooks. Skill development was further supported through the establishment of 17 new skill laboratories offering training in plumbing, electrical work, and fashion design, supplementing six existing labs. To strengthen communication and creativity, 35 podcast rooms were established, providing students with platforms to develop and showcase their skills.

Digital learning was further enhanced through the "Digital Hub–Connected Classrooms" initiative, which delivers live, expert-led







masterclasses via Zoom for Grades IX–XII. This initiative particularly benefits rural and teacher-deficient schools by providing daily access to high-quality instruction. All sessions are recorded and made available for self-paced learning. To support these digital initiatives, the Ministry of Federal Education and Professional Training, in collaboration with the National Telecommunication Corporation, launched a large-scale project to equip all 432 FDE schools with high-speed fiber-optic internet, with full connectivity targeted for completion by January 2026.

In parallel, Huawei courses were introduced under the Prime Minister's Youth ICT Training Initiative, offering students training in cloud computing, Internet of Things, 5G technologies, network security, data management, and artificial intelligence. These initiatives are aligned with the Roadmap for Advancing Digital Learning and Technology Integration in FDE (2025–2030), a five-year plan aimed at transforming public schools into digitally enabled ecosystems. The roadmap addresses infrastructure, platforms, teacher capacity, data systems, governance, and cybersecurity, with an estimated investment of PKR 4.3 billion to be mobilized through PSDP, development partners, and corporate social responsibility funding.

2.1.3 CURRICULUM INNOVATION

Curriculum reforms emphasized foundational learning, life skills, employability, and global exposure. The Foundational Learning Program trained approximately 2,800 teachers to improve literacy and numeracy outcomes at the primary level. Entrepreneurship and Environment curricula were introduced across Grades IV–VIII, reaching over 150,000 students. Financial literacy and Life Skills-Based Education programs were rolled out, training thousands of teachers and introducing essential concepts related to personal finance, decision-making, and civic responsibility.

Character education and Early Childhood Education initiatives were embedded to strengthen ethical and foundational learning. Skill-based courses in electrician work, plumbing, stitching, beautician services, and culinary arts were introduced to enhance employability. In addition, foreign language classes in Japanese, Korean, Chinese, German, and Arabic were initiated, with approximately 1,000 students enrolled during the 2024–25 academic session.

2.1.4 STUDENT WELL-BEING

Sports and physical development were enhanced through the establishment of indoor and outdoor gyms in both boys' and girls' institutions, as well as mind sports rooms equipped with chess and scrabble to foster creativity and analytical thinking. A national-level Girls Sports Carnival was organized, with participation of approximately 5,000 athletes from all provinces.

Student well-being initiatives addressed health, nutrition, and mental wellness. Hot meals were provided to 54,000 students under the School Meal Program, while vision screening was conducted for 200,000 students, including provision of spectacles. Over 100 Mother and Child Nutrition Care Centers were established to support basic health screening and parental awareness. Deworming, nutritional supplementation, and mental health initiatives—including Taskeen Sehatmand Pakistan, Omar-e-Rawaan, and implementation of the Dyslexia Act—were rolled out across institutions. Career Counseling Units and Remedial Therapy Specialists were







integrated into schools, using AI-based labor market analytics and psychometric assessments to guide students toward future-ready careers and address learning challenges.

2.2 HIGHER EDUCATION REFORMS

During the year 2024–25, the higher education sector underwent significant policy consolidation and reform, driven by a strong emphasis on quality assurance, research excellence, human capital development, digital governance, and sustainable financing. The Higher Education Commission, operating under its statutory mandate, played a central role in translating national education priorities into structured policy instruments and programmatic interventions that strengthened the overall higher education ecosystem.

A major reform focus during the year was the maturation of the national quality assurance framework. Building upon the Pakistan Precepts, Standards and Guidelines for Quality Assurance in H igher Education (2023), the Quality Assurance Agency (QAA) transitioned from policy introduction to system-wide implementation. Universities increasingly internalized quality benchmarks, leading to the establishment of Institutional Quality Circles in 201 universities, supported by strengthened Quality Enhancement Cells. Graduate Programme Reviews and Institutional Performance Evaluations were expanded, reinforcing accountability and continuous improvement across academic programmes.

In the domain of academics and curriculum reform, HEC advanced systemic alignment by convening national curriculum review committees to revise curricula across 31 major disciplines, covering more than 150 academic programmes. Key policy decisions included making Pakistan Studies compulsory for all undergraduate programmes and introducing mandatory courses on Understanding of the Holy Quran from Bachelor to Doctoral levels. These reforms strengthened national cohesion, ethical grounding, and academic consistency while ensuring relevance to contemporary societal needs.

Research and innovation policy remained a cornerstone of reform. Through flagship initiatives such as the National Research Programme for Universities (NRPU). Human Resource Development reforms were pursued through a comprehensive portfolio of indigenous and international scholarship programmes, reinforcing Pakistan's long-term human capital strategy. A notable planning milestone was the strengthening of shared fiscal responsibility for higher education through the National Fiscal Pact (NFP) 2025, which formally recognized higher education financing as a joint obligation of federal and provincial governments. Despite initial fiscal constraints, the federal recurring grant for higher education was restored to Rs. 65 billion, while provincial governments increased their contributions. This marked a significant policy shift towards sustainability and cooperative federalism in education financing.

Development planning under the Public Sector Development Programme (PSDP) remained robust. During FY 2024–25, Rs. 61.1 billion were allocated for 159 development projects, supporting infrastructure expansion, ICT modernization, research facilities, faculty development, and national initiatives such as the Prime Minister's Laptop Scheme. Strengthened appraisal mechanisms and engagement with CDWP ensured improved project prioritization and execution.







2.3 TECHNICAL AND VOCATIONAL SECTOR

The Technical and Vocational Education and Training (TVET) sector underwent significant policy-driven transformation aimed at strengthening employability, improving quality assurance, and aligning skills development with domestic and international labour market demand. The National Vocational and Technical Training Commission (NAVTTC), as the apex regulatory and coordinating body for TVET under the Ministry of Federal Education and Professional Training, led these reforms through a comprehensive framework of regulation, planning, accreditation, and market-responsive programming.

At the policy level, NAVTTC continued to operationalize its mandate of "Skills for Employability, Skills for All", reinforcing TVET as a strategic pillar of national human resource development. Central to this effort was the strengthening of the National Qualification Framework (NQF), which provided standardized skill levels, learning outcomes, and certification pathways across the country. This framework enabled comparability, portability, and international recognition of skills, supporting both domestic employment and overseas labour mobility.

A major planning reform during the year was the transition towards demand-driven and outcome-oriented skills development. NAVTTC institutionalized a structured Skills Training Cycle, beginning with labour market demand assessment that includes both domestic and international followed by programme design, curriculum development, trade selection, institutional accreditation, trainee selection, implementation, third-party monitoring, certification, and tracer studies. This evidence-based planning approach ensured that training provision remained aligned with real employment opportunities rather than supply-driven assumptions.

Quality assurance and regulatory reforms remained a cornerstone of TVET policy. During the year, NAVTTC strengthened its accreditation and licensing regime, accrediting 330 national institutions and 10 international institutions, while licensing 388 assessors to ensure credible and standardized assessment processes. The expansion of third-party validation, monitoring, and audit mechanisms further enhanced transparency, accountability, and trust in TVET certification.

Recognition of informal learning was institutionalized through the Recognition of Prior Learning (RPL) framework, a major reform aimed at certifying skills acquired outside the formal system, particularly under the traditional Ustad-Shagird model. With 114 RPL assessment centres operational nationwide, this policy intervention formalized informal skills, improved employability, and supported social mobility for skilled but uncertified workers.

Internationalization of TVET policy advanced significantly through structured overseas employment pathways. NAVTTC's Overseas Employment Programme embedded foreign labour demand directly into training design, with a policy target of minimum 70% overseas employment for successful trainees. Priority destination countries included the Middle East, East Asia, and Eastern Europe, while curricula incorporated soft skills, language proficiency, and cultural orientation, reflecting a comprehensive workforce export strategy aligned with national economic objectives.

Digital and high-tech skills planning emerged as a defining reform theme. Inclusivity was







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systematically embedded into TVET policy planning. Targeted reforms addressed marginalized groups through skills training for youth in Newly Merged Districts, refugees and host communities (in collaboration with UNHCR), Madrassa students, and women, notably through the "She Fixes" initiative, which challenged gender norms by enabling women's participation in traditionally male-dominated technical trades. These interventions reflected a policy commitment to equity, regional balance, and social inclusion within the national skills agenda.

An important structural reform was the introduction of Matric-Tech, integrating TVET into formal secondary education in Islamabad Capital Territory, Gilgit-Baltistan, and Azad Jammu & Kashmir. This initiative provided an alternative education pathway at the matriculation level, linking schooling directly with career-oriented technical skills and strengthening the education-to-employment continuum.

Overall, the policy, planning, and reform measures undertaken during 2024–25 reflect a decisive shift towards a regulated, demand-responsive, and internationally aligned TVET system. By strengthening governance frameworks, accreditation mechanisms, market intelligence, and inclusivity, NAVTTC positioned TVET as a critical instrument for economic growth, workforce competitiveness, and social mobility.

2.4 NON-FORMAL EDUCATION

During 2024–25, the Ministry of Federal Education and Professional Training strengthened its policy and planning framework with a particular focus on non-formal education, literacy, equity, and access for marginalized populations. Reforms were designed to address persistent structural challenges—especially out-of-school children (OOSC), adult illiteracy, and geographic and social exclusion—through evidence-based planning, institutional coordination, and program integration. Key policy actions were implemented through attached bodies, notably the National Education Foundation (NEF), the National Commission for Human Development (NCHD), and the Directorate General of Basic Education Community Schools (BECS).

A major reform milestone during the year was the establishment of the Non-Formal Education (NFE) Strengthening Unit, comprising NEF, BECS, and NCHD. This unit was created to address fragmentation across non-formal education initiatives and to introduce a coordinated governance mechanism for assessment, quality enhancement, monitoring, and evaluation of NFE programs nationwide

The formation of this unit represents a shift from project-based implementation toward a system-level policy approach, enabling harmonized standards, improved data sharing, and integrated planning across federal non-formal education providers.

2.4.1 POLICY MEASURES FOR OUT-OF-SCHOOL CHILDREN (OOSC)

Addressing out-of-school children remained a central policy priority. Under the Zero OOSC Initiative in Islamabad, NCHD was assigned a clear planning target to identify and enroll 26,000 OOSC. Through structured door-to-door verification, digital tracking using the Non-Formal Education Management Information System (NFEMIS), and community mobilization, NCHD exceeded this target by identifying 27,530 children.

Policy planning emphasized mainstreaming pathways, whereby children residing near formal schools were referred to Federal









Directorate of Education (FDE) institutions and low-cost private schools, while others were enrolled in community-based schools. This dual-track approach reflects an evidence-based planning model integrating formal and non-formal systems.

Both NEF and BECS expanded community-based schooling as a policy instrument for access and equity. NEF scaled up its Community Model Schools (CMS) in Islamabad from 33 schools with 2,300 students in 2023 to 72 schools serving 5,308 students in 2024–25, demonstrating a targeted expansion strategy within urban marginalized communities.

BECS continued to operate 1,720 non-formal primary schools across ICT, Gilgit-Baltistan, Azad Jammu & Kashmir, and Karachi, with total enrollment of 62,657 students. The BECS school model—characterized by community-provided premises, multi-grade teaching, and government-supported teaching and learning materials that remains a cost-effective policy tool for achieving Universal Primary Education under Article 25-A of the Constitution.

2.4.2 CURRICULUM AND ACCELERATED LEARNING REFORMS

Curriculum reform within non-formal education focused on accelerated and flexible learning pathways. NCHD implemented the Accelerated Learning Program (ALP) by establishing 100 ALP Primary Centers across 16 districts, enrolling 2,571 learners. These centers enabled children with interrupted schooling to complete primary-level competencies within condensed timeframes, with standardized assessments conducted by FBISE using OMR technology, achieving a 96% pass rate.

Further policy innovation was reflected in the Middle-Tech Program, an 18-month bridge combining academic instruction with vocational training. Through collaboration with Allama Iqbal Open University and support from JICA and PHDF, 1,884 learners secured confirmed admissions, strengthening pathways from non-formal education to mainstream and skill-based systems.

2.4.3 NATIONAL MOBILIZATION THROUGH EACH ONE TEACH ONE

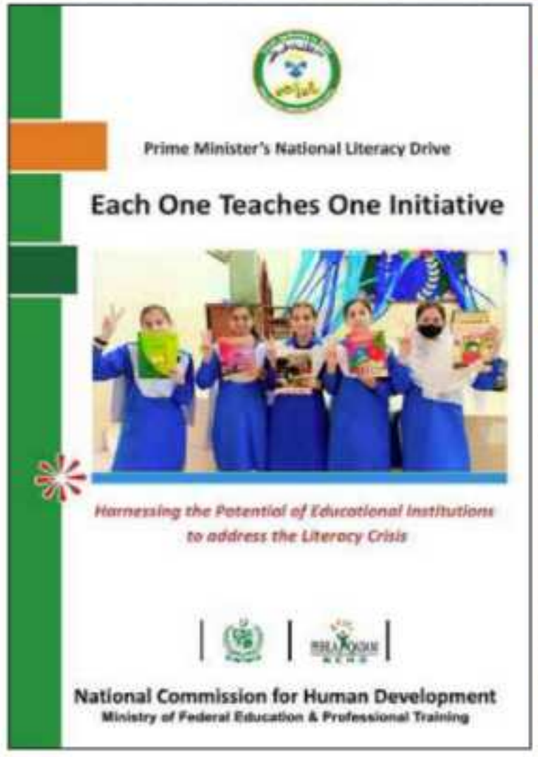
Adult literacy reforms were advanced through both institutional programs and mass mobilization strategies. NCHD implemented the Second Phase of the Adult Literacy Project across 117 districts, establishing 1,509 literacy centers and graduating 30,582 adult learners, predominantly women. Independent third-party evaluation validated strong retention of literacy and numeracy skills, reinforcing the effectiveness of the national literacy model.

The Each One Teach One (EOTO) initiative was launched in alignment with the Prime Minister's National Education Emergency. This policy reform mobilized secondary and university students as literacy ambassadors, beginning with 185 federal institutions in Islamabad and expanding through formal MoUs with public and private universities. The initiative institutionalized volunteerism as a national literacy policy instrument, supported by standardized curricula, monitoring tools, and certification mechanisms.

2.4.4 DATA-DRIVEN MONITORING REFORMS

A defining feature of policy reform during the year was the emphasis on data-driven decision-making. NCHD played a central role in large-scale national surveys, including enrollment of 3.915 million children under the Ehsaas Taleemi Wazaif program and surveying 1.8 million households under the NSER Dynamic Survey using digitally enabled field operations.









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BECS further strengthened monitoring frameworks through categorization of schools, development of monitoring strategies, and performance analysis of Grade 5 examination outcomes, which showed an overall pass rate of 88% during 2019–2024.

2.5 SPECIAL EDUCATION REFORMS

Significant reforms were initiated in the field of special education following the transfer of the Directorate General of Special Education (DGSE) to the Ministry of Federal Education and Professional Training in July 2024. This institutional realignment marked an important policy shift, placing special education firmly within the broader national education framework at the Islamabad Capital Territory (ICT) level. The transition enabled closer integration of special education services with federal education planning, inclusive education policies, and student welfare initiatives.

Policy interventions during the year focused on upgrading service delivery standards, strengthening inclusion, modernizing curricula, integrating assistive technologies, and enhancing student well-being, in line with international best practices and national commitments toward disability inclusion.

As part of reform-oriented planning, DGSE strengthened its institutional mandate to provide accessible and quality education, rehabilitation, and inclusive support services to children with disabilities. Governance reforms emphasized multidisciplinary service delivery, coordination with relevant departments, and engagement with development partners to align special education policies with contemporary inclusion standards.

DGSE continued to function as a specialized service provider offering assessment, diagnosis, education based on nature of disability, vocational training, transport, boarding, and therapeutic services, while simultaneously transitioning toward a more inclusive and rights-based education model.

2.5.1 LEARNING ENVIRONMENT REFORMS

A major reform initiative during the year was the comprehensive upgradation of all Special Education Centres under DGSE in accordance with international best practices. This included the establishment of sensory rooms for children with autism spectrum disorders, fully equipped occupational therapy rooms, state-of-the-art music therapy facilities, and the revamping of play areas to support holistic development.

Further reforms included the reactivation of the Prosthetic and Orthotic Workshop, promotion of kitchen gardening initiatives within centres, and the establishment of model and mobile libraries with ICT-accessible infrastructure. These measures collectively aimed to improve learning environments, therapy outcomes, and overall quality of life for students with disabilities.

2.5.2 CURRICULUM AND PEDAGOGICAL REFORMS IN SPECIAL EDUCATION

Curriculum upgradation formed a core component of policy reform. DGSE undertook systematic modification of syllabi according to the specific needs of students with disabilities, ensuring adaptability and relevance across disability categories. Teaching and learning materials were enhanced through the provision of Braille resources, assistive devices, and technology-enabled content, including











audiobooks for visually impaired students and Chromebooks for digital learning.

An important policy milestone was the initiation of the Pakistan Sign Language (PSL) standardization process, undertaken in technical collaboration with UNICEF. This reform lays the foundation for consistent, nationally recognized sign language usage across education, judicial, and public service sectors, reinforcing accessibility and communication rights for the hearing-impaired community.

2.5.3 STUDENT WELFARE AND SUPPORT REFORMS

Student well-being was strengthened through integration of DGSE centres into the Prime Minister's School Meal Program in December 2024. Music plays an important part in helping the locomotive and sensory development of special children, this is encouraged in DGSE. The policy reform is aimed to improve attendance, nutritional well-being, cognitive development, and academic performance of children with disabilities. Early evidence indicated positive short-term impacts on attendance and engagement.

Additional welfare reforms included the provision of free transport, boarding and lodging facilities, ambulance services, assistive devices, and learning materials to all enrolled students. DGSE also institutionalized multidisciplinary assessment and periodic evaluation by teams comprising psychologists, educationists, medical officers, therapists, and vocational instructors, ensuring individualized education and rehabilitation planning.

2.5.4 COMMUNITY ENGAGEMENT, AND RIGHTS-BASED INITIATIVES

Policy planning during the year emphasized community inclusion and public awareness. DGSE undertook enrollment drives for out-of-school children with disabilities through community camps and awareness campaigns. Inclusive representation was further promoted through exhibitions showcasing artwork and skills of persons with disabilities, participation in national events, and presentation of the National Anthem in sign language at major state institutions.

DGSE also provided sign language interpreters for court proceedings upon request, reinforcing access to justice and institutional inclusion for persons with hearing impairments. Guidance and counseling services were expanded, with over 2,100 sessions conducted for parents and students, strengthening family engagement and psychosocial support systems.

2.6 MADARIS EDUCATION

Madaris education constitutes a critical pillar of Pakistan's education landscape, providing free education, boarding, and welfare support to millions of students, particularly from disadvantaged socio-economic backgrounds. Recognizing both the historic role of Madaris and the evolving demands of contemporary society, the Government of Pakistan initiated a comprehensive reform agenda to mainstream Madaris education while preserving its religious character.

During 2024–25, policy planning and reforms in Madaris education focused on institutional integration, curriculum modernization,







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regulatory oversight, teacher capacity building, and promotion of national harmony. These reforms were implemented primarily through the Directorate General of Religious Education (DGRE) under the Ministry of Federal Education and Professional Training, alongside initiatives of the National Rahmatul-lil-Aalameen Wa Khatamun Nabiyyin Authority (NRKNA).

The foundation of Madaris reform policy rests on the 2019 Cabinet-approved strategy, implemented through a formal agreement between Etihad Tanzeem-ul-Madaris Pakistan (ITMP) and the Ministry of Federal Education and Professional Training. The policy framework seeks to mainstream Madaris by integrating contemporary education, introducing the National Curriculum, improving governance, and ensuring regulatory transparency.

Key policy objectives include:

- Mandatory registration of all Deeni Madaris with DGRE
- Introduction of contemporary subjects (English, Mathematics, General Science)
- Gradual adoption of the National Curriculum
- Facilitation of technical and vocational pathways
- Enhancement of national harmony, peace, and socio-economic integration

This framework reflects a balanced reform approach, ensuring inclusion without undermining the religious identity of Madaris. A major policy milestone was the establishment and operationalization of the Directorate General of Religious Education (DGRE), with its headquarters in Islamabad and 16 fully functional regional offices across provinces and regions. DGRE was mandated as the central regulatory and facilitation body for Madaris reforms, enabling uniform implementation of policy decisions nationwide.

Governance reforms emphasized:

- Systematic registration and documentation of Madaris
- Creation of a centralized data repository
- Facilitation of bank account opening for registered institutions
- Regulation and facilitation of foreign students' visas
- Affiliation of Madaris with examination boards and technical education boards

By 2024–25, 18,950 Madaris had been registered, significantly strengthening state oversight, transparency, and coordination within the Madaris sector. Teacher capacity building emerged as a critical reform area. DGRE implemented a nationwide training strategy for both its staff and Madaris teachers, focusing on pedagogy, curriculum understanding, assessment practices, and integration of technology in teaching. A structured one-week intensive training program for Madaris teachers was conducted in collaboration with the Federal College of Education (FCE).

2.7 TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Teacher education and continuous professional development remained a core pillar of education reform during 2024–25. Recognizing that teacher quality is the single most important determinant of learning outcomes, the Ministry of Federal Education and Professional Training advanced a coordinated, multi-institutional strategy to strengthen teacher capacity, professional standards, pedagogical skills, and alignment with curriculum and assessment reforms.





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Policy planning in this area focused on institutionalizing continuous professional development (CPD), integrating technology in teaching, strengthening regulatory oversight of teacher quality in the private sector, and aligning teacher competencies with curriculum and assessment reforms across public and private education systems.

The Federal Directorate of Education (FDE) implemented a comprehensive professional development framework targeting induction, subject mastery, pedagogical improvement, and digital competence. During the year, over 3,300 teachers received induction and subject-specific training, ensuring standardization of teaching quality across FDE institutions.

A major policy milestone was the scaling up of real-time Continuous Professional Development (CPD) through the National Institute of Excellence in Teacher Education (NIETE) Project. Under this initiative, more than 4,000 primary and middle-level teachers participated in structured CPD programs, emphasizing classroom practice, learner-centered pedagogy, and formative assessment techniques.

To prepare teachers for technology-enabled classrooms, FDE also introduced training on Artificial Intelligence–supported teaching tools, including the Khanmigo platform, enabling teachers to integrate AI-assisted instructional strategies into lesson planning and classroom engagement.

Institutional capacity-building was further reinforced through the National Academy of Higher Education (NAHE), which emerged as the apex body for faculty and leadership development. Structured tiered training frameworks, national outreach programmes, and leadership certification initiatives enhanced governance, pedagogy, and research supervision capacity across universities. These reforms supported the professionalization of higher education management and teaching, aligning institutional performance with global standards.

Teacher development reforms were closely aligned with national curriculum transformation led by the National Curriculum Council (NCC). With the notification of the Inclusive Scheme of Studies (SoS) 2024 and non-credit curricula in ICT, entrepreneurship, media literacy, environment, and adult education, NCC emphasized the need for teacher preparedness to effectively deliver revised curricula. These interventions strengthened teachers' ability to translate curriculum reforms into effective classroom practice and supported national goals of inclusivity, life-skills education, and learner diversity.

A significant policy reform during 2024–25 was the institutionalization of teacher professional development within the private education regulatory framework. ICT-PEIRA, recognizing widespread pedagogical gaps in low-fee private schools, embedded teacher training as a regulatory priority.

For the first time, ICT-PEIRA established a dedicated CPD Resource Centre and launched structured teacher training programs targeting under-resourced private educational institutions. More than 7,000 teachers from private schools were trained in priority areas including pedagogy, micro-teaching, student learning outcomes (SLOs), inclusive education, dyslexia awareness, and online teaching methodologies. This marked a policy shift from purely compliance-based regulation to capacity-building-led quality assurance, linking registration privileges with professional development opportunities.

Teacher professional development was further strengthened through assessment reforms led by the Federal Board of Intermediate and Secondary Education (FBISE). FBISE's transition







toward curriculum-centric assessment, automated test construction, item validation, and on-screen marking required parallel enhancement of teacher assessment literacy. Through examiner reports, assessment frameworks, and future certification initiatives in educational assessment, FBISE contributed to building teachers' understanding of:

- Curriculum-aligned testing
- Valid and reliable assessment practices
- Use of data and feedback to improve teaching and learning

These reforms strengthened the linkage between teaching, assessment, and learning outcomes, reinforcing professional standards across affiliated institutions.

The Pakistan Institute of Education (PIE), through its Policy Research Wing, provided a strong evidence base for teacher education reforms. During 2024–25, PIE finalized the National Education Policy Development Framework (NEPDF) 2024, which places teacher capacity, recruitment, deployment, and professional growth at the center of national education reform.
PIE also completed:

- Training Needs Assessment (TNA) for Non-Formal Education teachers
- Teachers Management Framework for recruitment, career pathways, and professional growth
- Analytical inputs for the Federal Education Policy and National Action Plans

These outputs strengthened policy coherence and provided actionable guidance for systematic teacher professional development across formal and non-formal education streams.

Through the National Institute of Special Education and the National Mobility and Independence Training Centre, DGSE organized extensive training programs and workshops for educators, therapists, and caregivers. These initiatives enhanced institutional capacity and ensured continuous improvement in service quality across special education centres.

2.8 TELESCHOOL: LEARNING THROUGH UNIVERSAL ACCESS, BRIDGING THE DIGITAL DIVIDE

TeleSchool, launched in 2020, continued to function in 2025 as an important equity-driven learning platform, ensuring access to education for students with limited or no connectivity to digital devices or the internet. By delivering curriculum-aligned lessons through national television broadcasting, TeleSchool reached learners in remote, rural, and underserved areas, where online learning solutions remain constrained.

The initiative played a supportive role in reinforcing classroom instruction, enabling revision, concept reinforcement, and exam preparation across grades. Its wide terrestrial reach made it particularly effective for households facing socio-economic barriers, thereby reducing learning gaps linked to geography and income.

Positioned within the Ministry's broader access to education ideology, TeleSchool complemented digital initiatives such as E-Taleem by addressing the digital divide through low-cost, high-reach delivery. The platform demonstrated how mass media can be leveraged to promote equitable learning opportunities, strengthen system resilience, and uphold the principle that no learner should be left behind due to structural or technological constraints.

During 2024–25, the Ministry of Federal Education and Professional Training pursued a coordinated reform agenda aimed at strengthening equity, relevance, quality, and institutional sustainability across federally administered, primary, secondary, higher education and professional training institutions. Policy interventions focused on aligning academic instruction with national economic priorities, expanding access for majority populations, modernizing governance and systems, and strengthening linkages between education, industry, and global markets.









CHAPTER 3:
FLAGSHIP INITIATIVES

3.1 FRAMEWORK FOR DANISH UNIVERSITY AND DANISH SCHOOL

The draft charter and project framework of the Danish University were prepared and formally shared with the Law Division and the Planning Ministry for legal and technical vetting. In parallel, the Ministry of Federal Education and Professional Training initiated the process of seeking approval for a Technical Supplementary Grant, moving a summary to the Cabinet Division for placement before the Federal Cabinet. Upon approval, funds amounting to £190 million, repatriated to Pakistan by the Government of the United Kingdom, are planned to be utilized for the development of the Danish University and associated Danish Schools infrastructure.

To ensure effective execution, the Ministry is working hard to manage planning, construction, and implementation of the university project. The Federal Cabinet has already approved the allocation of 100 acres of land in Islamabad, and preparatory steps are underway to facilitate an early start to construction. High-level coordination continues, including meetings chaired at the Prime Minister's Office, with clear directions to expedite implementation timelines. Subject to approvals and commencement of construction, the project aims to initiate academic activities within a short implementation cycle.

The Danish University of Applied and Emerging Sciences is envisioned as a research-driven institution, with a focus on artificial intelligence, emerging technologies, applied sciences, and innovation-led learning, contributing to national priorities in human capital development. The University is proposed to be managed by the Danish Education Trust, ensuring alignment with the merit-based and inclusive philosophy that underpins the Danish education model.

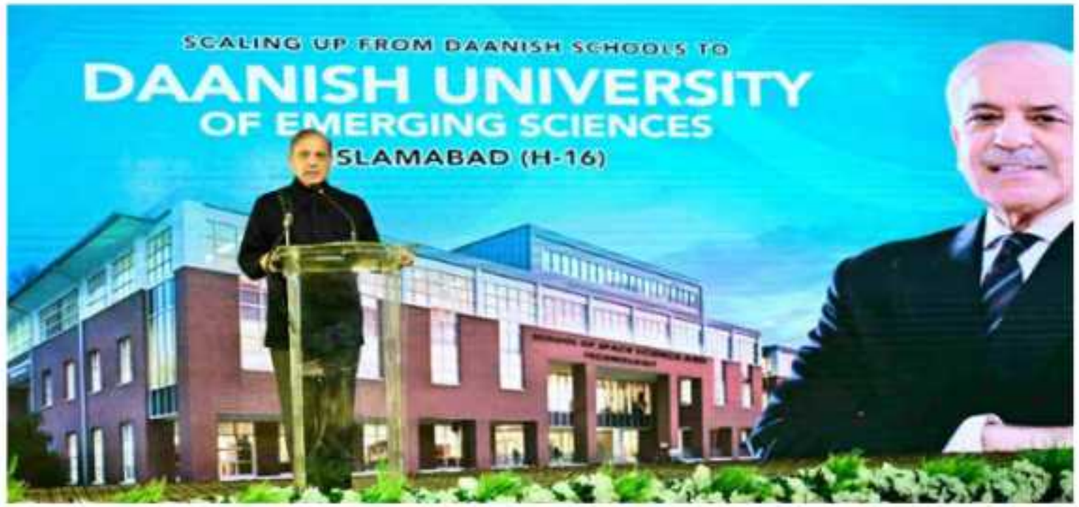
The Ministry is also advancing the development of new Danish School in Islamabad, designed as fully residential institutions equipped with state-of-the-art laboratories, smart classrooms, STEM-focused facilities, and separate boarding arrangements for boys and girls. These schools will cater to talented students from underserved backgrounds, with admissions at the middle school level through transparent, merit-based processes. The Islamabad initiative builds upon the proven success of the Punjab Danish Schools network, which has demonstrated strong outcomes in academic performance, social mobility, and student retention.

The Prime Minister has underscored the strategic importance of this initiative, expressing the vision that Danish University will emerge as a model institution, capable of competing internationally on the basis of quality education, research excellence, and innovation in applied sciences.

3.2 PRIME MINISTER'S LAPTOP SCHEME 2025

The Prime Minister's Laptop Scheme 2025 represents a renewed commitment by the Government of Pakistan to promote digital inclusion, merit-based support, and academic excellence among students of public sector higher education institutions. Building on the legacy of earlier phases, the Scheme is designed to equip deserving students with modern computing devices, enabling them to actively participate in the digital economy and benefit from technology-driven learning and research.

The Scheme covers students enrolled in public sector universities and degree-awarding institutions, with eligibility criteria aligned to academic performance, enrollment status, and







institutional verification mechanisms. Special emphasis is placed on inclusion of students from remote areas, women, and first-generation learners, reinforcing the Government's broader equity and access agenda in higher education. Under the Prime Minister's Laptop Scheme 2025, beneficiaries receive state-of-the-art laptops capable of supporting academic coursework, research, data analysis, programming, and online learning platforms. The initiative complements ongoing reforms in digital learning, blended education models, and research-based instruction, enabling students to effectively utilize learning management systems, virtual laboratories, digital libraries, and international academic resources.

Beyond individual academic benefits, the Scheme contributes to national priorities by supporting innovation, entrepreneurship, and skills development. Access to technology empowers students to engage in freelancing, start-ups, applied research, and problem-solving aligned with emerging fields such as information technology, artificial intelligence, data sciences, and digital media. In this way, the Scheme strengthens the link between higher education and the evolving demands of the labor market.

In the 2025 phase (Phase-IV/Phase-V cycle), approximately 100,000 laptops were targeted for distribution to eligible students enrolled in HEC-recognized public sector universities and degree awarding institutions, based purely on academic merit and transparent selection criteria. In the year 2024 alone, 100,000 laptops were distributed, including 58,000 units to female students and 42,000 to male students, underscoring the Scheme's inclusive gender reach.

Overall, the Prime Minister's Laptop Scheme 2025 serves as a flagship intervention for youth empowerment and digital education, reinforcing the Government's vision of a knowledge-based economy. By placing modern technology in the hands of talented students, the Scheme not only enhances educational access and quality but also invests in Pakistan's future innovators, researchers, and professionals.

3.3 THE CENTRE OF EXCELLENCE FOR AUTISM

A major milestone in 2025 was the groundbreaking ceremony of the Centre of Excellence for Autism at H-8/4, Islamabad, held on December 18 and attended by the Honourable Prime Minister Muhammad Shehbaz Sharif. During his visit, the Prime Minister toured the Rehabilitation Centre for Children with Developmental Disorders (RCCDD) and reviewed newly developed sensory and therapeutic facilities designed to support children with autism and other developmental disorders. To enhance accessibility, he announced the provision of fifteen pick-and-drop vehicles to ensure safe transportation for students enrolled in special education centres. As part of broader reforms by the Directorate General of Special Education (DGSE), five state-of-the-art therapy rooms—including music, occupational, speech, sensory integration, and soft therapy rooms—were established at RCCDD, significantly strengthening personalized interventions and improving developmental and learning outcomes. These initiatives reflect the Government's strong commitment to inclusive education, institutional strengthening, and rights-based services for persons with disabilities.











3.4 INSTITUTIONAL REFORM INITIATIVES

Several institutions undertook regulatory, structural, and systems-level reforms to improve transparency, efficiency, and accountability. PIFD amended its admission regulations to expand access for students from Balochistan, aligning institutional policy with national equity directives. Digital governance was strengthened through implementation of Enterprise Resource Planning (ERP) systems and Student Lifecycle Management platforms to modernize academic administration and financial management.

NTU and NFC Institutes emphasized quality assurance, accreditation, and internal audit mechanisms, ensuring compliance with Higher Education Commission (HEC), Pakistan Engineering Council (PEC), and relevant accreditation councils. Strategic planning committees and boards were engaged to guide long-term institutional development, infrastructure investment, and academic expansion.

At NCA, governance reforms included implementation of the NCA Institute Act, restructuring of academic systems toward credit-hour and semester-based frameworks, and strengthening of Boards of Studies. These reforms supported academic autonomy while maintaining alignment with federal oversight and quality standards.

The National College of Arts (NCA) marked its 150 years of excellence (1875–2025) as one of South Asia's oldest and most prestigious art institutions, highlighted by several notable expansions and achievements:

- Expansion through new campuses, including Rawalpindi, Islamabad, and Gilgit-Baltistan, along with a planned Karachi sub-campus, significantly enhancing nationwide access to art and design education
- Strengthening of its academic framework with 7 faculties and 17 departments, alongside the introduction of new undergraduate, MS, MPhil, and PhD programs
- Strategic investment in infrastructure and research, including hostels, a graduate block, an environmental lab, and increased research publications
- Active promotion of heritage conservation through UNESCO-backed initiatives and landmark restoration projects such as Tollinton Market
- Successful organization of major international platforms like the NCA Triennale 2025, fostering global artistic collaboration and engagement

Infrastructure modernization formed a key component of reform planning. PIFD expanded its geographic footprint through establishment of training centers in Karachi and Skardu, supporting regional inclusion and skills development, subject to phased funding availability. NTU and NFC Institutes invested in laboratories, research facilities, digital studios, and campus services to support hands-on learning and applied research.

Energy sustainability planning gained prominence, particularly at NFC Institutes, where solarization projects were pursued to reduce operational costs and enhance environmental responsibility. Infrastructure planning across institutions increasingly reflected sustainability, accessibility, and long-term cost efficiency considerations.

3.5 PLANNING FOR DISCIPLINES WITH HIGH EMPLOYABILITY POTENTIAL

A central pillar of reform was the strengthening of need- and merit-based financial support mechanisms to expand access to higher education. Through PEEF, scholarship policy was strategically oriented toward disciplines







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with high employability potential and national relevance, including health sciences, inter-technology fields, arts and culture, tourism and hospitality, climate and environmental sciences, artificial intelligence, and cybersecurity.

Scholarship planning emphasized inclusion of students from underserved regions and socio-economic backgrounds, with nationwide coverage across provinces, districts, institutions, and cities. The scholarship framework also supported international certification and licensing pathways, particularly in health sciences, enabling Pakistani graduates to meet global professional standards and contribute to international labor markets through remittances and skills transfer. These reforms positioned scholarships not merely as financial assistance, but as instruments of human capital development and economic policy.

Academic planning across institutions prioritized diversification of programmes and alignment with industry demand. PIFD introduced new undergraduate and graduate programmes in fashion design, textile design, leather apparel, fine arts, and design management, reflecting a strategic shift toward the creative economy and export-oriented sectors. The approval of the Design and E-Commerce Center at PIFD marked a policy transition toward integrating design education with entrepreneurship, innovation, and international market trends.

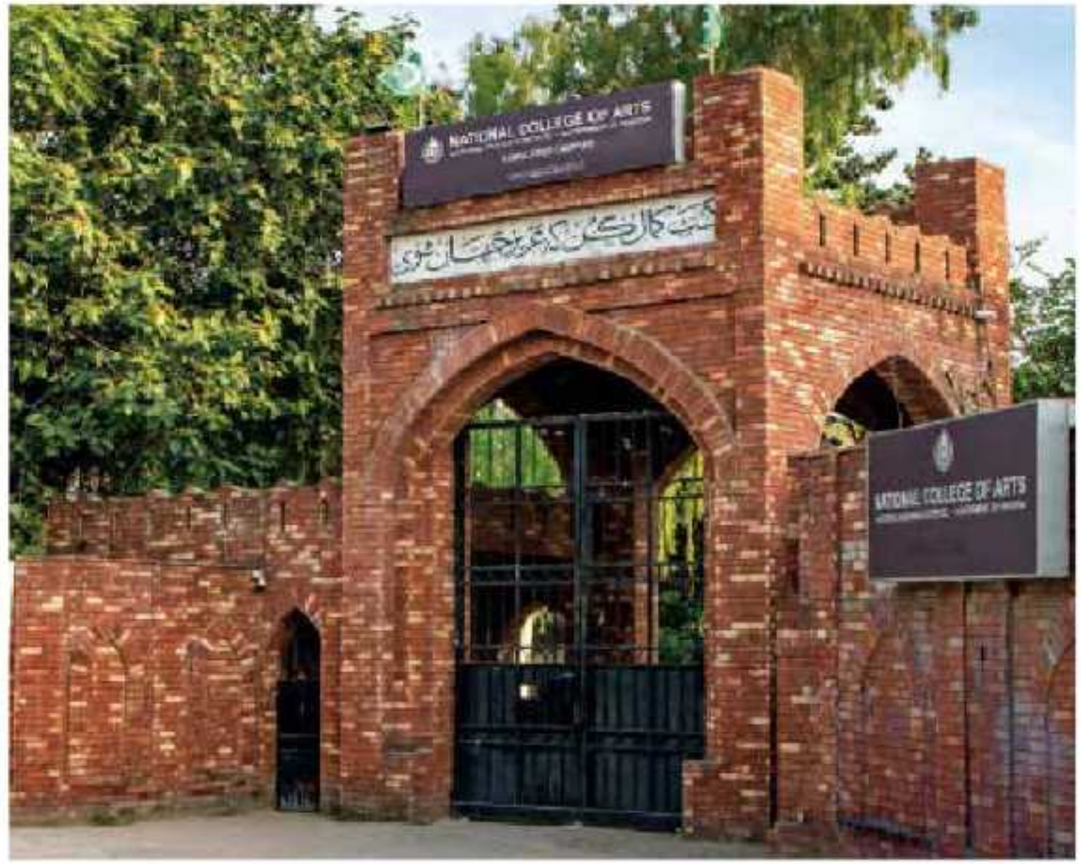
Similarly, NTU expanded its academic portfolio across engineering, computing, business, design, and applied sciences, while maintaining strong accreditation alignment with national and international bodies. Programme offerings were structured to support emerging technologies, advanced materials, artificial intelligence, and applied research, reinforcing NTU's role in industrial modernization and innovation-driven growth.

At NFC Institutes, policy reforms focused on expanding engineering, computing, and applied science programmes, while pursuing degree-awarding status upgrades and accreditation under national frameworks. These reforms were underpinned by structured academic governance, performance indicators, and benchmarking against leading national institutions.

Policy reforms placed renewed emphasis on research relevance, innovation, and international engagement.
NTU strengthened its research ecosystem through postgraduate expansion, interdisciplinary research, and international pathway programmes. PIFD and NCA emphasized innovation through design research, conservation projects, creative entrepreneurship, and international exhibitions. NCA's policy orientation integrated heritage conservation, creative industries, and cultural diplomacy into academic planning. Establishment of new campuses, restoration projects, and international collaborations reflected a broader reform vision linking education with national identity, soft power, and global cultural engagement.

Across institutions, reforms emphasized employability and skills integration. PIFD introduced entrepreneurship initiatives, business plan competitions, and industry collaborations to embed market readiness within academic programmes. NFC Institutes expanded short courses and skills training in collaboration with NAVTTC under national





youth skill initiatives, aligning technical education with labor market demand.

Scholarship programmes under PEEF supported skill-based and technology-driven disciplines, reinforcing coherence between higher education policy, skills development, and national employment strategies.

3.6 NATIONAL HARMONY, CHARACTER BUILDING, AND NARRATIVE ALIGNMENT

Complementing structural reforms, policy planning emphasized ideological harmony, peace, and social cohesion. DGRE institutionalized Paigham-e-Pakistan sessions across provinces, integrating the national narrative into Madaris education and training programs.

A landmark achievement was the development and rollout of Pakistan's first-ever Character Education Strategy for Grades I–XII. During the year, the strategy was implemented in the Federal Capital Area, benefiting over 200,000 students, and adopted by Federal Government Educational Institutions (Cantonments and Garrisons) nationwide. To support implementation, NRKNA published 20 themed booklets, released 11 teacher training videos, and established Rahmatul-lil-Aalameen Youth Clubs in 10 universities and colleges, embedding character education within formal learning environments.

Initiatives further reinforced through research and outreach. NRKNA launched 12 research projects and published works applying Seerah-based principles to contemporary issues such as economics, social justice, disaster management, and minority rights. Engagement with Madaris scholars from different schools of thought strengthened intra-faith dialogue and policy acceptance. Interfaith initiatives, youth engagement programs, and international collaboration further supported a reform narrative rooted in peace, coexistence, and social responsibility.

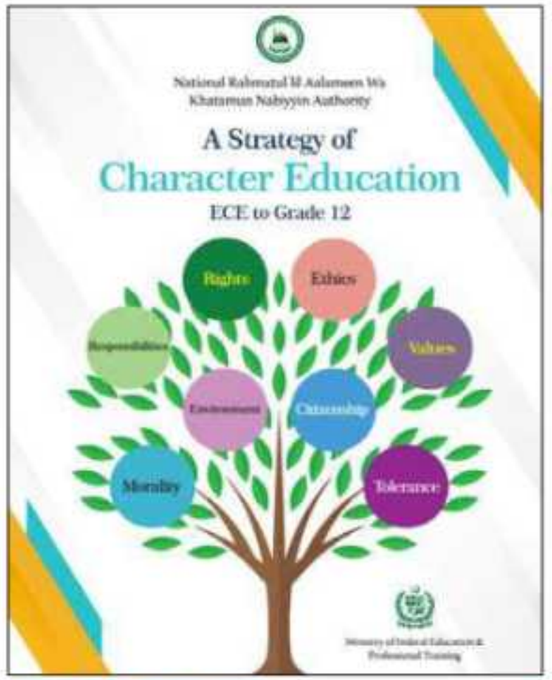
3.7 YOUTH EMPOWERMENT AND INNOVATION CULTURE

A strong emphasis was placed on building a national innovation culture among youth through digital skills development, entrepreneurship, and global exposure. NAVTTC-linked high-impact IT programs, university-based incubation ecosystems, and international certifications contributed to employability-driven learning pathways.

Flagship initiatives that were taken by NAVTTC for enhancement of digitization among youth included skill trainings such as Summer of Code, High-Impact IT Training, and the NAVTTC–Huawei Partnership signaled a strategic shift towards future skills, including artificial intelligence, cloud computing, robotics, cybersecurity, and advanced programming. The Huawei initiative alone adopted a phased planning approach, targeting 2,000 trainees initially with scalability to 10,000 trainees over three years, reflecting long-term skills ecosystem planning rather than short-term interventions.

3.8 INNOVATION AND KNOWLEDGE COMMERCIALIZATION

The Higher Education Commission (HEC) led several flagship initiatives to position universities as engines of socio-economic development. The National Research













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Programme for Universities (NRPU) remained a cornerstone of the research ecosystem, supporting multidisciplinary research, postgraduate training, and publication output across sciences, social sciences, engineering, health, and agriculture.

Innovation and commercialization were further strengthened through expansion of Offices of Research, Innovation and Commercialization (ORICs), establishment of new Business Incubation Centres (BICs), and hosting of national investor-linkage platforms such as Investor Connect Event (ICE-25). The Technology Development Fund (TDF) continued to bridge academia–industry gaps by supporting prototype development and commercialization, with several university-led projects generating revenue and market uptake.

Under the Higher Education Development in Pakistan (HEDP) project, HEC modernized its research-grant architecture through challenge-based funding windows, rapid research mechanisms, and centres of excellence, ensuring relevance, responsiveness, and impact.

3.9 PRIME MINISTER'S NATIONAL INNOVATION AWARD (PMNIA)

The Prime Minister's National Innovation Award (PMNIA) stands out as a flagship national initiative aimed at nurturing early-stage innovation and entrepreneurship among Pakistani youth. Launched in August 2022 and implemented through the Higher Education Commission, PMNIA provides a comprehensive support package combining financial assistance and structured incubation.

During 2024–25, 100 early-stage startups received PMNIA awards, each supported by a grant of Rs. 1 million along with technical mentorship, legal and financial training, business development support, and investment-readiness services through HEC-recognized Business Incubation Centres. Of these, 70 startups opted for formal incubation, enabling them to transition from idea stage to market-ready enterprises. With a total expenditure of Rs. 30.58 million during the year, PMNIA significantly strengthened the national startup ecosystem and reinforced the government's commitment to innovation-led economic growth.

3.10 E-TALEEM AND DIGITAL TRANS FORMATION INITIATIVES

Digital transformation in education sector is a central reform priority, reflecting the Ministry of Federal Education and Professional Training's commitment to modernizing education delivery, expanding equitable access, and aligning learning outcomes with 21st-century skills. Across formal, non-formal, technical, and vocational streams, technology was systematically integrated into infrastructure, curriculum, assessment, skills development, and governance, transforming education systems from content delivery models to digitally enabled learning ecosystems.
The E-Taleem Initiative, launched in 2023, continued to gain momentum in 2025 as a key pillar of the Ministry of Federal Education and Professional Training's digital learning reforms. The initiative was designed to extend expert-led, standardized instruction to federal schools through technology-enabled learning, particularly in institutions facing shortages of subject specialists.

During 2025, E-Taleem was expanded across Federal Directorate of Education (FDE) institutions through smart classrooms and connected learning hubs, delivering live and recorded lessons in core secondary and higher secondary subjects. The initiative improved instructional equity by reaching remote and

under-resourced schools, while recorded content supported self-paced learning and exam preparation.

The Federal Directorate of Education (FDE) led one of the most comprehensive digital education transformations in the country, covering 432 institutions and approximately 237,938 students. A core reform thrust focused on embedding technology directly into classrooms to enhance instructional quality and student engagement.

Key digital interventions included:

- Establishment of approximately 1,000 smart classrooms equipped with interactive smart boards and LED displays
- Installation of 26 Google Centers of Excellence, 10 STEAM & AI Labs, and over 80 modern computer laboratories
- Creation of 16 high-impact IT laboratories at degree colleges, offering courses in Artificial Intelligence, Data Science, Blockchain, and Software Development in collaboration with leading universities
- Provision of 20,000+ Chromebooks (procurement and phased distribution underway) to support blended and digital learning environments

To bridge geographical and teacher-availability gaps, FDE launched Digital Hub–Connected Classrooms, delivering live, expert-led masterclasses via Zoom for Grades IX–XII.

Recorded sessions were made available for asynchronous learning, enabling equitable access to high-quality instruction, particularly for underserved and teacher-deficient schools.

A major system-level reform is the Fibrization of all FDE institutions, implemented in collaboration with the National Telecommunication Corporation (NTC). This initiative aims to provide high-speed fiber-optic internet connectivity to all 432 schools by January 2026, establishing a backbone for sustained digital learning.

To consolidate digital initiatives into a coherent long-term vision, FDE developed the Roadmap for Advancing Digital Learning and Technology Integration (2025–2030). This five-year plan addresses fragmented digital efforts and the digital divide through six core domains: infrastructure, platforms, teacher capacity, data systems, governance, and cybersecurity. The roadmap targets 100% campus Wi-Fi, cloud migration, integrated EMIS/LMS platforms, adaptive digital content, and establishment of a dedicated Ed-Tech Cell, with an estimated investment of PKR 4.3 billion mobilized through PSDP, development partners, and CSR support.



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3.10.1 DIGITALIZATION OF ASSESSMENT AND EXAMINATION SYSTEMS

A major innovation during the year was the large-scale digital transformation of assessment systems led by the Federal Board of Intermediate and Secondary Education (FBISE). The Board introduced curriculum-centric and technology-enabled assessment reforms, including automated test construction, item validation using statistical indices, and development of digitally tagged question repositories.

Key digital reforms included:

- Online registration, admissions, and automated appointment of supervisory staff
- GIS-based examination center management and Digital Attendance Monitoring Systems
- On-Screen Marking (OSM) using OCR and OMR technologies with subject experts located nationally and internationally
- Post-examination data analytics and publication of examiners' reports to inform teaching and learning practices

These reforms significantly enhanced transparency, reliability, and efficiency in assessment while laying the foundation for future integration of AI-assisted evaluation systems.

3.10.2 DIGITAL SKILLS AND INNOVATION IN TVET

Digital innovation in skills development was spearheaded by the National Vocational and Technical Training Commission (NAVTTC). During 2024–25, NAVTTC trained 169,274+ individuals, with a strong emphasis on high-impact IT and digital skills, achieving employability outcomes of over 53% in key programs.

3.10.3 DIGITAL LEARNING IN NON-FORMAL AND LITERACY EDUCATION

Digital innovation also extended to non-formal education and literacy programs implemented by the National Commission for Human Development (NCHD). During this year, NCHD utilized the Non-Formal Education Management Information System (NFEMIS) to digitally track enrollment, retention, and learning outcomes of out-of-school children and adult learners.

Technology-enabled initiatives included:

- Digital data collection for Out-of-School Children (OOSC) campaigns
- Integration of digital literacy and life skills into community schools and adult literacy curricula

These reforms strengthened evidence-based planning and expanded access to learning for marginalized populations through technology-supported delivery models.

Collectively, digital learning and innovation reforms during 2024–25 demonstrate a decisive shift toward technology-enabled, data-driven, and learner-centered education systems. By integrating digital infrastructure, curriculum reform, assessment modernization, and skills development, the Ministry has laid a strong foundation for sustainable digital transformation aligned with national priorities and SDG-4.

3.10.4 TECHNOLOGY INTEGRATION AND ASSISTIVE INNOVATIONS IN SPECIAL EDUCATION

Technology integration was prioritized as a reform enabler in special education. DGSE introduced assistive and adaptive technologies, including the installation of the EKKO Device,





an innovative tool based on neurotransmission cognitive theory, for the management of cerebral palsy and neuromuscular disorders. Digital resources such as audiobooks and ICT-enabled learning tools were deployed to enhance accessibility and individualized learning outcomes.

These reforms represent a shift from traditional service delivery toward technology-supported, evidence-based interventions in special education planning.

3.10.5 DIGITIZATION IN HIGHER EDUCATION

Digital transformation emerged as a major reform enabler. The Degree Attestation System, integrated with NADRA, processed over 310,000 applications, enhancing transparency and service efficiency. The expansion of digital repositories, including the Higher Education Data Repository, PhD Country Directory, and Pakistan Research Repository, strengthened evidence-based policymaking, international visibility, and academic accessibility. Record participation of Pakistani universities in global rankings reflected the growing impact of data-driven planning and quality reforms.

3.11 ACCESS, INCLUSION AND EQUITY-FOCUSED INITIATIVES

Promoting equitable access to education and ensuring inclusion of marginalized, vulnerable, and underserved populations remained a central priority during 2024–25. Across formal, non-formal, technical, and higher education streams, federal initiatives focused on removing financial, gender, disability, and social barriers, while embedding inclusivity within curriculum, service delivery, and institutional governance.

The Federal Directorate of Education (FDE) implemented multiple interventions aimed at improving access, retention, and learning conditions for disadvantaged students. Infrastructure upgrades and Equity-focused measures included expansion of the Pink Bus Service, with 22 buses improving access for approximately 8,000 girls and working women. Fifty-seven daycare centers were established to support children of working teachers, while the Evening Schools Program addressed out-of-school children in 52 institutions. To strengthen service delivery, 1,377 staff members were engaged through outsourcing, including ECE teachers, teacher assistants, administrative staff, coding fellows, technology fellows, and teaching fellows from leading institutions.

To address mobility and gender barriers, the School on Wheels initiative was expanded to reach children in underserved areas, and targeted transport solutions improved attendance, particularly for girls.

DGSE also emphasized community inclusion and visibility through exhibitions of students' artwork, enrolment drives for out-of-school children with disabilities, presentation of the National Anthem in Sign Language at national venues. Outreach was further strengthened through the launch of a Mobile Library, delivering accessible reading services directly to communities.

Access, inclusion, and equity-focused initiatives during 2024–25 reflect a comprehensive, multi-sectoral approach to educational reform. By combining curriculum inclusivity, financial support, disability services, skills development, assessment fairness, and values-based education, the Ministry advanced its commitment to leaving no child's learning behind. These efforts collectively strengthened social cohesion, expanded opportunity, and reinforced education as a vehicle for equitable national development.

Inclusive education policies were operationalized through targeted interventions



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for marginalized groups. NEF expanded Khawajasara (Transgender) Learning Centers, establishing additional centers in Islamabad under directives of the Ministry, and integrating skills development, digital learning, and psychosocial support.

In social inclusion and youth empowerment, a flagship achievement was the "Rehabilitation of Street Children through Football" project, implemented with ICESCO. The program reached vulnerable children from low-income communities in Islamabad, combining sports, life skills, and psychosocial support. PNCU also celebrated International Youth Day 2025 under the theme "Local Youth Actions for the SDGs and Beyond", engaging students, youth organizations, and policymakers in dialogue and creative expression.

International cooperation and partnerships remained a cornerstone of education sector development during the year under review. Through structured bilateral and multilateral engagements, the Ministry of Federal Education and Professional Training strengthened institutional capacity, enhanced policy alignment with global standards, and expanded opportunities for learners and educators across all subsectors. Strategic scholarships and academic exchange programs facilitated international exposure, skills transfer, and human capital development, while Memoranda of Understanding (MoUs) provided formal frameworks for sustained collaboration in priority areas such as research, innovation, skills development, and digital learning.
Complementing these efforts, donor-funded and technical assistance projects supported systemic reforms, infrastructure development, and capacity building, enabling the Ministry and its attached institutions to implement evidence-based interventions aligned with national priorities and international commitments, including the Sustainable Development Goals.

4.1 MULTILATERAL AND BILATERAL ENGAGEMENTS

The Ministry of Federal Education and Professional Training strengthened Pakistan's engagement with bilateral and multilateral partners across school education, higher education, technical and vocational training, non-formal education, youth development, culture, and research. These collaborations played a critical role in capacity building, systems reform, international benchmarking, innovation, and inclusion, while aligning national education priorities with global commitments under the Sustainable Development Goals (SDGs), UNESCO conventions, ICESCO collaborations and international skills frameworks.

4.1.1 ENGAGEMENTS IN SCHOOL AND COLLEGE EDUCATION

In school and college education, international cooperation supported digital learning, curriculum enrichment, and inclusive education. The Federal Directorate of Education (FDE) collaborated with international and national partners for the introduction of smart classrooms, AI-enabled learning tools, and IT parks, while also linking global standards through partnerships with other stakeholders.

As part of ongoing multilateral educational engagement and international academic cooperation, a total of 149 high-achieving Pakistani students from 26 educational boards











participated in a structured educational and cultural visit to Türkiye in two batches, with the second group of 74 students returning in November 2025. The initiative aimed to recognize academic excellence while providing students meaningful exposure to international learning environments, scientific innovation, and cross-cultural dialogue. During the visit, students toured leading educational institutions, science high schools, research centres, and historical landmarks, and participated in exchange programmes that fostered mutual understanding and collaboration. The programme reflects Pakistan's commitment to strengthening bilateral educational ties, promoting academic diplomacy, and preparing youth for global engagement through experiential learning opportunities.

4.1.2 HIGHER EDUCATION AND RESEARCH COLLABORATION

The Higher Education Commission (HEC) continued to expand Pakistan's footprint in global research and innovation ecosystems. Through bilateral and multilateral arrangements, HEC promoted international collaborative research grants, academic mobility, joint research projects, and participation in global knowledge networks.

Under World Bank–supported initiatives such as the Higher Education Development in Pakistan (HEDP) project, HEC modernized research funding mechanisms, supported centres of excellence, and implemented challenge-based research windows aligned with international development priorities.

Partnerships under programs like the Pak-UK Education Gateway, technology development initiatives, and global incubation platforms strengthened university–industry linkages and international competitiveness

4.1.3 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

The National Vocational and Technical Training Commission (NAVTTC) emerged as one of the most internationally connected institutions during 2024–25. NAVTTC collaborated with a wide range of multilateral and bilateral partners, including ILO, UNIDO, UNHCR, UNESCO-UNEVOC, World Bank Group (IFC), GIZ, JICA, KOICA, ADB, EU, Huawei, TÜV Rheinland, British Council, and ICESCO, among others.

These partnerships supported:

- International certification and accreditation
- Skills training aligned with overseas employment markets
- Workforce development programs for partner countries (e.g., Belarus)
- High-impact IT and emerging technology training

Through these engagements, NAVTTC positioned Pakistan's skilled workforce within regional and global labour markets, enhancing employability and export of skilled labour.

4.1.4 NON-FORMAL EDUCATION AND LITERACY PARTNERSHIPS

The National Commission for Human











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Development (NCHD) advanced bilateral and multilateral cooperation to address Pakistan's out-of-school children challenge and adult literacy needs. With support from development partners such as JICA and international NGOs, NCHD implemented Accelerated Learning Programs (ALP), Middle-Tech models, and community schools that combine academic learning with skills development and international assessment practice. These partnerships strengthened community-based education delivery and transition pathways into formal education and skills training.

4.1.5 EDUCATION AND GLOBAL CITIZENSHIP

Pakistan's education and youth development landscape benefited from sustained multilateral engagement through internationally affiliated institutions and programs aligned with United Nations frameworks, UNESCO mandates, and global youth movements. These engagements strengthened Pakistan's contribution to global priorities in education, gender equality, youth empowerment, climate action, humanitarian response, and social cohesion, while reinforcing national commitments under the Sustainable Development Goals (SDGs).

The Pakistan Girl Guides Association (PGGA) and the Pakistan Boy Scouts Association (PBSA)—both part of globally recognized youth movements—served as key platforms for multilateral engagement. Their programs aligned closely with international principles of non-formal education, civic responsibility, leadership development, volunteerism, and inclusion, contributing to Pakistan's participation in worldwide youth development efforts.

PGGA advanced multilateral objectives through structured programs focused on girls' leadership, nutrition, emotional well-being, climate action, and environmental stewardship. The introduction of new thematic badges and large-scale participation of adolescent girls reflected harmonization with global Girl Guiding curricula and international standards for youth empowerment. Observance of International Day of the Girl further positioned PGGA within UN-supported advocacy platforms addressing girls' education, gender-based violence, health, digital safety, and leadership.

4.1.6 MITSUBISHI ASIAN CHILDREN'S ENIKKI FESTA

The Pakistan National Commission for UNESCO (PNCU) played a central coordinating and facilitative role in Pakistan's participation in the Mitsubishi Asian Children's Enikki Festa (16th Edition, 2024–2025)—a prestigious biennial cultural initiative promoting cross-cultural understanding among children across Asia. It mobilized participation, received nationwide submissions, and convened a National Screening Committee at its office on 27 December 2024 to evaluate entries. Out of 190 submissions, eight outstanding artworks were shortlisted and forwarded to Japan for international judging. The Commission's efforts culminated in a remarkable achievement: an entry submitted by Khadija Ghaury, a Grade 5 student from Karachi, was selected for the Grand Prize. She was invited to attend the international awards ceremony held in Osaka, Japan (30 July – 3 August 2025) at the Expo 2025 Osaka Kansai venue.

The Pakistan National Commission for UNESCO (PNCU) also functioned as a central coordinating platform for multilateral engagement in education, culture, science, and communication. During 2024–25, PNCU collaborated closely with UNESCO, ICESCO, and other UN agencies to implement programs in AI for Teachers, WASH in rural schools, human trafficking in education, youth empowerment, cultural heritage protection, and global citizenship education.







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These engagements enhanced Pakistan's participation in international conventions, global education dialogues, and UNESCO-led thematic initiatives, while strengthening national capacity through localized implementation. PNCU also organized an International Conference and Training Workshop on Fighting Illicit Trafficking of Cultural Properties, enhancing inter-agency coordination and alignment with global heritage protection frameworks. PNCU also initiated national dialogue on ratification of the 2001 UNESCO Convention on the Protection of the Underwater Cultural Heritage, positioning itself as a key actor in heritage diplomacy.

These collaborations not only strengthened institutional capacity but also reinforced Pakistan's commitment to global education goals and international cooperation.

4.2 SCHOLARSHIPS AND EXCHANGE PROGRAMS

Scholarships and international exchange programs remained a key instrument for advancing equitable access, human capital development, and global academic integration during 2024–25. Through coordinated interventions led by the Pakistan Education Endowment Fund (PEEF) and the Higher Education Commission (HEC), the Government continued to support talented students from diverse socio-economic backgrounds while strengthening Pakistan's presence in international education and research networks.

4.2.1 TARGETED SCHOLARSHIPS FOR NATIONAL PRIORITY SECTORS (PEEF)

PEEF continued to function as a strategic, need- and merit-based scholarship mechanism, with a deliberate focus on disciplines aligned with national development and global employability. Scholarship allocations prioritized sectors facing skill shortages or high growth potential, including health sciences, inter-tech and agri-tech, arts and culture, tourism and hospitality, climate change and environmental sciences, artificial intelligence, and cybersecurity.

During the reporting period, 16,922 scholarships were processed through PEEF, covering 4 provinces, 28 districts, 64 institutions, and 42 cities. The geographic spread demonstrates a strong equity focus, ensuring representation from underserved regions. Gender inclusion remained central, with significant female participation among scholarship recipients.

In high-impact areas such as nursing and allied health sciences, PEEF supported both domestic training and international licensure preparation (including NCLEX), contributing to workforce development, overseas employment pathways, and remittance potential. Collectively, PEEF scholarships functioned not only as financial assistance but as policy tools for skills alignment, economic growth, and social mobility.

4.2.2 INDIGENOUS AND OVERSEAS SCHOLARSHIPS (HEC)

HEC's Human Resource Development initiatives represented one of the largest scholarship portfolios in the country. During FY 2024-25, 33,503 scholarships were awarded across undergraduate, graduate, doctoral, post-doctoral, and research levels. Of these, 33,012 were indigenous scholarships, while overseas and international research support programs enabled Pakistani scholars to access advanced training and global research exposure.









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Key exchange and mobility instruments included:

- International Research Support Initiative Programme (IRSIP), supporting short-term overseas research placements
- Faculty Exchange Programme, enabling bilateral academic mobility
- Post-Doctoral Fellowships, strengthening advanced research capacity
- Overseas PhD Scholarships (Phase-II and Phase-III) aligned with Vision 2025 and URAAN Pakistan
- These programs strengthened Pakistan's academic capital while ensuring structured return and reintegration mechanisms.

4.2.3 FOREIGN-FUNDED AND MULTILATERAL SCHOLARSHIP PROGRAMS

HEC continued to serve as the national focal point for foreign-funded and multilateral scholarships, facilitating access to globally recognized programs. During the year, Pakistani students benefitted from major international schemes including Stipendium Hungaricum (Hungary), Chinese Government Scholarships, Commonwealth Scholarships, Erasmus Mundus, DAAD (Germany), and Fulbright.

Notably:

- 259 students were awarded fully funded Stipendium Hungaricum scholarships in FY 2024–25
- 114 Pakistani students secured Erasmus Mundus scholarships, placing Pakistan among the top recipient countries globally
- Large-scale programs for Afghan nationals and students from OIC and Commonwealth least-developed countries reinforced Pakistan's role in regional academic solidarity and educational diplomacy.

4.2.4 EXCHANGE, MOBILITY, AND SKILLS EXPOSURE

Beyond degree programs, short-term international exposure was expanded through specialized initiatives, including short-term training of agricultural graduates in China and research mobility grants under bilateral frameworks such as Pak-UK Education Gateway and Pak-France PERIDOT. These exchanges strengthened institutional linkages, research collaboration, and skills transfer aligned with emerging global standards.

During 2024–25, scholarships and exchange programs collectively advanced equity, excellence, and internationalization across Pakistan's education system. By combining targeted domestic scholarships with robust international mobility and exchange frameworks, PEEF and HEC reinforced education as a driver of socio-economic development, global competitiveness, and inclusive growth.

4.3 MEMORANDA OF UNDERSTANDING (MOUS)

4.3.1 ESTABLISHMENT OF URDU AND PAKISTAN STUDIES CHAIRS AT THE UNIVERSITY OF JORDAN

In a landmark development aimed at strengthening academic and cultural ties between Pakistan and the Hashemite Kingdom of Jordan, Urdu and Pakistan Studies Chairs have been established at the University of Jordan. This initiative marks a significant step toward deepening bilateral cooperation in higher education and fostering greater mutual understanding between the two nations.

The establishment of these Chairs provides Jordanian students and scholars with structured and formal avenues to study





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Pakistan's language, history, literature, and cultural heritage. The Urdu Chair is designed to promote the teaching and research of Urdu language and literature, enabling students to gain direct access to Pakistan's rich literary traditions and contemporary intellectual discourse. Simultaneously, the Pakistan Studies Chair offers interdisciplinary academic engagement with Pakistan's political evolution, socio-economic development, regional dynamics, and cultural diversity.
This academic collaboration is expected to catalyze research exchanges, joint seminars, faculty interactions, and student mobility between institutions of the two countries. By institutionalizing Pakistan-focused scholarship within one of Jordan's leading universities, the initiative enhances Pakistan's academic outreach in the Middle East and supports people-to-people connectivity through education.

The Chairs symbolize a shared commitment to educational diplomacy and long-term scholarly partnership, laying a strong foundation for sustained academic engagement and cross-cultural dialogue between Pakistan and Jordan.

4.3.2 PAKISTAN–INDONESIA EDUCATIONAL COOPERATION AND MUTUAL RECOGNITION OF DEGREES

In December 2025, the Ministry of Federal Education and Professional Training (MoFEPT), Government of Pakistan, and the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia formalized a significant step forward in bilateral educational collaboration. A comprehensive agreement and multiple Memoranda of Understanding (MoUs) were signed to enhance cooperation across the education sector and strengthen institutional linkages between the two countries.

A key milestone of this engagement was the signing of an agreement between the Higher Education Commission (HEC) of Pakistan and Indonesia's Ministry of Higher Education, Science, and Technology on the Mutual Recognition of Higher Education Certificates and Degrees. This agreement establishes a formal framework for recognizing academic qualifications awarded by accredited institutions in both countries, thereby facilitating student mobility, academic progression, and professional opportunities.

In addition to the degree recognition agreement, two further MoUs were concluded between the respective governments to broaden collaboration in higher education, research, and academic exchange. These instruments aim to promote joint research initiatives, faculty and student exchanges, and enhanced cooperation between universities and research institutions.

The documents were signed by Dr. Khalid Maqbool Siddiqui, Federal Minister for Federal Education and Professional Training, Pakistan, and Mr. Brian Yuliarto, Minister of Higher Education, Science, and Technology, Indonesia, reflecting the strong commitment of both governments to deepening educational ties. This development marks an important advancement in Pakistan's international education diplomacy, reinforcing its commitment to global partnerships, academic excellence, and the internationalization of higher education. The collaboration with Indonesia opens new avenues for institutional cooperation, research synergy, and cross-border academic engagement, contributing to regional connectivity and shared knowledge development.

4.3.3 MOU TO STRENGTHEN DIGITAL INFRASTRUCTURE IN ICT SCHOOLS

In February 2025, the Ministry of Federal Education and Professional Training (MoFEPT) signed a Memorandum of Understanding (MoU) to enhance digitization and expand reliable internet connectivity across schools





under the Federal Directorate of Education (FDE). The initiative aims to strengthen digital infrastructure, support technology-enabled learning, improve access to online educational resources, and facilitate efficient school administration through integrated digital platforms. By upgrading connectivity and ICT facilities, the Ministry seeks to bridge the digital divide and promote equitable access to quality education for students in Islamabad Capital Territory.

4.3.4 TRIPARTITE AGREEMENT TO INTRODUCE FOREIGN LANGUAGE TRAINING IN ISLAMABAD SCHOOLS

In August 2024, a landmark Memorandum of Understanding (MoU) was signed between the Federal Directorate of Education (FDE), the National Vocational and Technical Training Commission (NAVTTC), and the National University of Modern Languages (NUML) to introduce structured foreign language training in selected schools of Islamabad Capital Territory (ICT).

The initiative, undertaken by the Ministry of Federal Education and Professional Training (MoFEPT), aims to equip students with internationally relevant language skills, enhance their global employability prospects, and promote cross-cultural understanding. Under the agreement, a six-month foreign language course will be offered in selected ICT schools, with certification awarded upon successful completion.

4.3.5 JOINT IT INTERNSHIPS PROGRAM WITH CAPITAL DEVELOPMENT AUTHORITY (CDA)

On August 7, 2024, the Ministry of Federal Education and Professional Training (MoFEPT) and the Capital Development Authority (CDA) signed a Memorandum of Understanding (MoU) for a Joint IT Internships Program. The 24-month partnership provides 10 paid internships every six months over a two-year period for students enrolled in Hi-Impact IT Labs established in 16 degree colleges under MoFEPT. Each intern receives a monthly stipend of PKR 40,000 and a completion certificate from CDA. The initiative strengthens industry-academia linkages and enhances IT student employability, contributing directly to Pakistan's growing.

4.4 GLOBAL AND STRATEGIC EDUCATIONAL PARTNERSHIPS

4.4.1 ASPIRE–STRENGTHENING FOUNDATIONAL LEARNING AND EXPANDING EQUITABLE ACCESS

The Actions to Strengthen Performance for Inclusive and Responsive Education (ASPIRE) is a results-based financing program supporting the Government of Pakistan in strengthening equitable education service delivery, improving learning outcomes, and enhancing system resilience—particularly in lagging and disadvantaged districts. Approved with an initial financing of US$200 million and later scaled up through US$33 million in Additional Financing, the total envelope of US$233 million extends support through June 2028. The program focuses on reducing learning poverty, improving enrollment—especially among out-of-school children (OOSC)—and strengthening federal-provincial coordination in education management. Despite disruptions caused by COVID-19, ASPIRE has delivered measurable and independently validated results. Primary-level Gross Enrollment Rates in lagging districts increased, learning poverty showed gradual decline, and nearly 3 million children directly benefited from interventions including learning recovery and accelerated learning programs. The program successfully enrolled 444,778 out-of-school children through targeted outreach efforts and supported flexible, multimodal learning pathways to bring vulnerable learners—particularly girls—back into the education system. These efforts have significantly expanded access and strengthened foundational literacy and numeracy.

In addition to improving access and learning, ASPIRE has strengthened institutional systems and school environments. A National



CHAPTER 4:
INTERNATIONAL COOPERATION AND PARTNERSHIPS

Foundational Learning Policy Framework was approved to guide early-grade literacy and numeracy reforms. Thousands of teachers received targeted training, new classrooms were constructed in underserved areas, and WASH facilities were upgraded in girls' schools to improve attendance and retention. By embedding performance-based grants within provincial systems and improving data transparency through strengthened EMIS integration, ASPIRE has reinforced accountability, improved coordination, and laid the foundation for a more resilient and equitable education system in Pakistan.

4.4.2 INAUGURATION OF THE UNITED STATES EDUCATIONAL FOUNDATION IN PAKISTAN (USEFP)

In December 2025, a significant milestone was achieved in Pakistan's commitment to expanding global learning opportunities with the inauguration of the newly constructed United States Educational Foundation in Pakistan (USEFP) facility. The ceremony was jointly led by Minister of State Ms. Wajiha Qamar and Chargé d'Affaires Ms. Natalie A. Baker, symbolizing strengthened Pakistan–U.S. educational cooperation.

The state-of-the-art facility stands as a testament to the shared vision of both countries to empower Pakistani students through expanded access to exchange programs, academic advising, and international scholarship opportunities. The new building is expected to further enhance student support services, deepen academic collaboration, and inspire greater global engagement among Pakistani youth.

This development reflects Pakistan's continued investment in international partnerships aimed at fostering educational excellence, cross-cultural understanding, and expanded academic pathways.

4.4.3 PAKISTAN–RUSSIA EDUCATIONAL AND SKILLS COOPERATION

On November 26, 2025, a high-level delegation from the Russian Federation, led by H.E. Albert P. Khorev, Ambassador of the Russian Federation to Pakistan, visited Islamabad Model College for Boys (IMCB) I-8/3. The visit marked an important step toward strengthening bilateral cooperation in education and skills development.

Russian language courses were formally launched at IMCB in collaboration with NAVTTC and the National University of Modern Languages (NUML). The delegation, comprising 38 senior officials attending the Pakistan–Russia Intergovernmental Commission meetings, reaffirmed both countries' commitment to expanding strategic educational ties.

The Director General, Federal Directorate of Education (FDE), emphasized the importance of international language learning in promoting global academic and cultural connectivity. Russian officials appreciated Pakistan's efforts in expanding language education and reiterated support for enhanced academic collaboration, including scholarship opportunities for Pakistani students.

4.4.4 PUBLIC SECTOR SKILLS FINANCING INITIATIVE–NAVTTC & PARTNERS

On December 30, 2025, the National Vocational and Technical Training Commission (NAVTTC) formalized a landmark Public Sector Investment Bond (PSIB) initiative to strengthen Pakistan's skills development ecosystem.

The documents were signed by Mr. Muhammad Aamir Jan, Executive Director NAVTTC; Mr. Zafar Masud, President Bank of Punjab; Mr. Asif Rangoonwala, Vice Chair British Asian Trust; and H.E. Matt Cannell, British Deputy High Commissioner to Pakistan. The ceremony was





witnessed by Federal Minister for Finance Mr. Muhammad Aurangzeb; Federal Minister for Education & Professional Training Dr. Khalid Maqbool Siddiqui; Chairperson NAVTTC Ms. Gulmina Bilal Ahmad; the Federal Secretary, Ministry of Overseas Pakistanis & Human Resource Development; and other senior officials.

This initiative marks a historic step in mobilizing innovative financing for Technical and Vocational Education and Training (TVET), reinforcing Pakistan's commitment to skills for employment, workforce readiness, and sustainable economic growth.

4.4.5 DIGITAL TRANSFORMATION INITIATIVE WITH HUAWEI TECHNOLOGIES PAKISTAN

On May 14, 2025, MoFEPT signed a landmark MoU with Huawei Technologies Pakistan to train 300,000 youth in ICT, artificial intelligence, cloud computing, and cybersecurity. The program commenced with 146,367 students from Islamabad, AJK, and GB under the Federal Directorate of Education. Summer camps beginning in June 2025 aim to provide hands-on training to 50,000 students, supported by over 1,300 labs and partnerships with 15+ universities. This initiative, aligned with the Prime Minister's Youth Program, represents a transformative stride toward bridging the digital divide, promoting job creation, expanding IT exports, and enabling global certifications for Pakistani youth.

4.4.6 GOVERNMENT OF PAKISTAN AND JAPAN INTERNATIONAL COOPERATION AGENCY (JICA) LAUNCH AQAL PHASE III TO SUPPORT OUT-OF-SCHOOL CHILDREN

The Government of Pakistan, in collaboration with the Japan International Cooperation Agency (JICA), formally launched Phase III of the Advancing Quality Alternative Learning (AQAL) programme through the signing of a Record of Discussions (RD) on 6 August 2025 at the Ministry of Federal Education and Professional Training (MoFEPT), Islamabad. AQAL Phase III marks a significant step toward expanding equitable access to quality education for out-of-school children, adolescents, and youth across the country. The initiative aims to strengthen and scale alternative learning pathways while enhancing alignment with skills development and labour market needs.

Key Components of AQAL Phase III:

- Scaling up of Accelerated Learning Programmes (ALP), including Primary, Middle-Tech, and Literacy & Skills streams
- Introduction of ALP Matric-Tech, a new secondary-level alternative education stream integrated with technical and vocational skills
- Integration of digital technologies into ALP models to improve access, delivery, monitoring, and learning outcomes
- Revision and implementation of updated Non-Formal Education (NFE) policies and strategic plans at the provincial and area levels

Through this strategic partnership, the Government of Pakistan and JICA reaffirm their shared commitment to inclusive, flexible, and quality education opportunities for marginalized learners.









CHAPTER 5: INSTITUTIONS UNDER THE MINISTRY

The Ministry of Federal Education and Professional Training discharges its mandate through a diverse network of autonomous bodies, attached departments, and affiliated institutions operating across multiple domains of education and training. These institutions play a central role in policy implementation, regulation, service delivery, quality assurance, research, skills development, and international engagement. Collectively, they support the Ministry's objectives of improving access, enhancing quality, promoting equity, and aligning education and training systems with national priorities and international standards. This chapter presents an overview of key institutions under the Ministry, highlighting their mandates, core functions, and major contributions during the year under review.

5.1 HIGHER EDUCATION COMMISSION

The Higher Education Commission (HEC) serves as the apex body responsible for policy formulation, regulation, quality assurance, funding, and development of higher education in Pakistan. It is governed under the Higher Education Commission Ordinance 2002 , amended in 2021 and established to strengthen universities as engines of socio-economic development, HEC is mandated to enhance access, ensure academic quality, promote research and innovation, develop human capital, and align higher education with national priorities and global standards.

HEC performs its mandate through a multi-divisional structure covering the full higher education value chain. Its core functions include:

- **Policy and Planning:** Strategic planning for higher education development, including preparation and execution of Public Sector Development Programme (PSDP) projects and budgetary frameworks.
- **Funding and Financial Oversight:** Allocation and disbursement of federal grants to public sector universities, ensuring transparency, accountability, and equitable distribution.
- **Quality Assurance and Accreditation:** Regulation of academic standards through institutional accreditation, programme review, quality assurance frameworks, and oversight of national accreditation councils.
- **Human Resource Development:** Provision of indigenous and overseas scholarships, faculty development, post-doctoral fellowships, and placement of fresh PhDs.
- **Research, Innovation, and Commercialisation:** Promotion of research excellence, HEC performs its mandate through a multi-divisional structure covering the full higher education value chain. Its core functions include:
  - **Policy and Planning:** Strategic planning for higher education development, including preparation and execution of Public Sector Development Programme (PSDP) projects and budgetary frameworks.
  - **Funding and Financial Oversight:** Allocation and disbursement of federal grants to public sector universities, ensuring transparency, accountability, and equitable distribution.
  - **Quality Assurance and Accreditation:** Regulation of academic standards through institutional accreditation, programme review, quality assurance frameworks, and oversight of national accreditation councils.
  - **Human Resource Development:** Provision of indigenous and overseas scholarships, faculty development, post-doctoral fellowships, and placement of fresh PhDs.
  - Research, Innovation, and Promotion of research excellence.





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During 2024–25, the Higher Education Commission continued to function as the central driver of higher education reform, combining policy leadership, financial stewardship, quality assurance, human capital development, and international engagement. Its interventions strengthened universities as hubs of learning, research, innovation, and global connectivity, reinforcing higher education's role in Pakistan's long-term socio-economic development.

5.2 FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION (FBISE)

The Federal Board of Intermediate and Secondary Education (FBISE), Islamabad, was established in 1975 through an Act of Parliament to regulate, affiliate, and examine institutions at the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) levels within Pakistan and overseas. The Board exercises statutory authority over affiliated institutions to ensure standardized assessment, academic integrity, and quality assurance in secondary and higher secondary education.

FBISE performs its mandate through a comprehensive examination and affiliation framework. Its core functions include:

- Affiliation of Institutions imparting SSC and HSSC education within Pakistan and abroad
- Prescribing academic resources and assessment frameworks for affiliated programs
- Conduct of SSC and HSSC examinations, including theory, practical, and alternate assessments
- Monitoring and quality assurance of affiliated institutions for continuous improvement
- Promotion of co-curricular activities to support holistic student development
- During the year under review, FBISE conducted SSC and HSSC examinations for 648,154 candidates, including 379,428 SSC and 268,726 HSSC candidates, reflecting its central role in national certification and student progression.

Examination administration was further modernized through:

- Online registration and admission systems
- Online transmission of question papers to affiliated institutions
- GIS-based examination center management and automated appointment of supervisory staff
- Digital Attendance Monitoring System (DAMS) for real-time examination monitoring

In the evaluation phase, FBISE implemented advanced digital assessment tools, including:

- OMR and OCR-based scanning of answer scripts
- On-Screen Marking (OSM) by subject experts from Pakistan and abroad
- Collaborative marking models, reducing examiner bias and variance
- Remote monitoring with live surveillance to ensure integrity

The Quality assurance was strengthened through:

- Random verification of 15% marked scripts by senior examiners
- Auto-suspension mechanisms for examiners exceeding tolerance limits











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- Post-examination analyses and publication of Examiners' Reports, providing feedback for teachers, students, and policymakers

During this year, FBISE consolidated its role as a national leader in examination reform, combining statutory oversight with cutting-edge assessment innovation. Through large-scale digitalization, curriculum-aligned assessment, and robust quality assurance mechanisms, the Board significantly strengthened transparency, credibility, and effectiveness of secondary and higher secondary examinations in Pakistan.

5.3 FEDERAL DIRECTORATE OF EDUCATION (FDE)

The Federal Directorate of Education (FDE) is responsible for the administration, management, and quality assurance of public sector school and college education in the Islamabad Capital Territory (ICT). Operating under the Ministry of Federal Education and Professional Training, FDE oversees academic delivery, infrastructure development, human resource management, and student welfare across federal educational institutions, while serving as a model system for national education reforms.

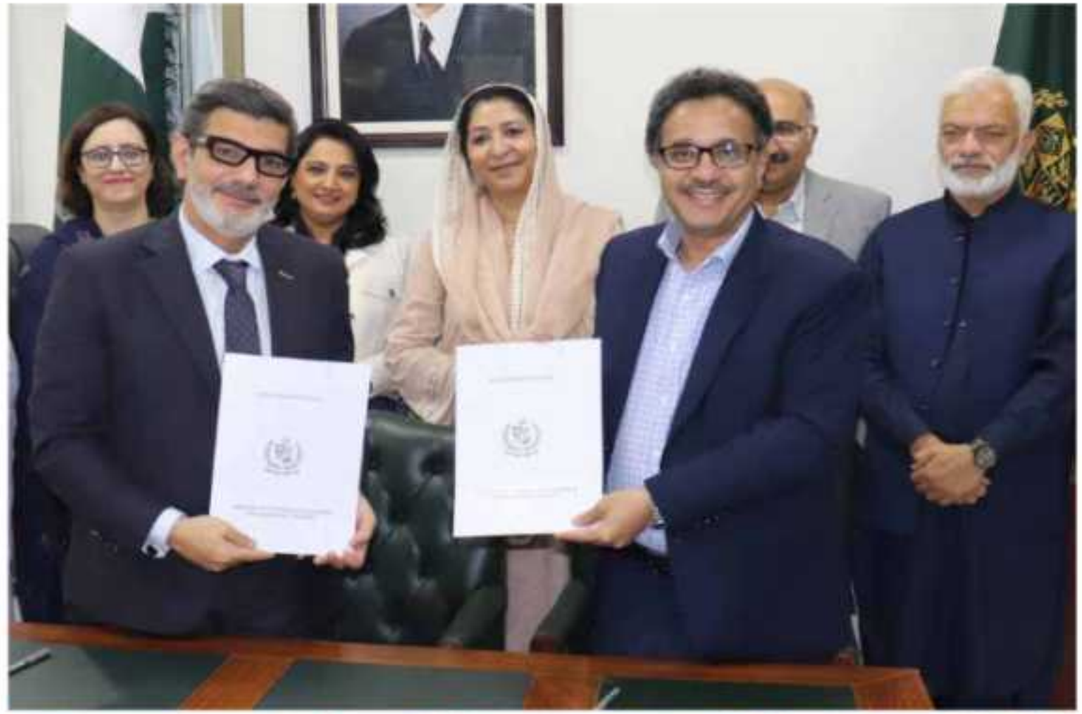
FDE discharges its mandate through a comprehensive institutional framework encompassing:

- Academic governance and quality assurance of schools and colleges from ECE to degree level
- Curriculum implementation and innovation, aligned with national priorities and SDG-4
- Teacher recruitment, induction, training, and continuous professional development
- Infrastructure development and estate management for educational institutions
- Digital learning integration and EdTech transformation
- Student welfare, health, nutrition, and well-being services
- Equity-focused access initiatives, particularly for girls, working parents, and out-of-school children
- Planning, development, and execution of PSDP and non-PSDP projects

The Federal Directorate of Education consolidated its position as a model public education system, combining large-scale infrastructure development, digital innovation, curriculum reform, and student-centered services. Through strategic planning and evidence-based reforms, FDE significantly advanced access, quality, equity, and future readiness of education in the Islamabad Capital Territory.

5.4 NATIONAL VOCATIONAL AND TECHNICAL TRAINING COMMISSION (NAVTTC)

The National Vocational and Technical Training Commission (NAVTTC), established in 2005, is the solitary national body for the regulation, coordination, and development of Pakistan's Technical and Vocational Education and Training (TVET) sector. Operating under the Ministry of Federal Education and Professional Training, NAVTTC is mandated to formulate national TVET policies, set skill standards, regulate accreditation and certification,





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approve curricula, and provide strategic direction for skills development aligned with national economic priorities and international labour market demand.

NAVTTC performs its mandate through a comprehensive skills governance and delivery framework, with core functions including:

- Formulation of national TVET policies, strategies, and regulations
- Development and implementation of skill training programs to bridge labour market demand-supply gaps
- Accreditation of institutions and certification of trainees, including international certification
- Development of National Qualification Framework (NQF) and skill standards
- Recognition of Prior Learning (RPL) to certify informally skilled workers
- Public-private partnerships for industry-led training
- Labour Market Information System (LMIS) and tracer studies for evidence-based planning
- Third-party monitoring, validation, and performance evaluation to ensure quality and accountability.

NAVTTC is the national leader in skills development and workforce transformation. Through large-scale training delivery, international certification, industry-aligned programs, and strong employability outcomes, NAVTTC significantly advanced Pakistan's TVET ecosystem, supporting inclusive growth, overseas employment, and national economic competitiveness.

5.5 NATIONAL CURRICULUM COUNCIL (NCC)

The National Curriculum Council (NCC), is the subordinate department of the Ministry of Federal Education and Professional Training, is mandated to develop, review, and update curricula, schemes of studies, and textbook review frameworks for Early Childhood Education (ECE) through Grade XII for all compulsory, elective, and technical subjects. NCC's mandate emphasizes quality, inclusivity, relevance, and alignment with national priorities and global commitments, particularly SDG-4.7, ensuring that education contributes to sustainable development, citizenship, and social cohesion.

NCC performs its mandate through a structured national curriculum governance framework, with core functions including:

- Development and revision of national curricula for ECE to Grade XII
- Formulation of Schemes of Studies to ensure vertical and horizontal alignment of learning
- Textbook review and approval, including issuance of No Objection Certificates (NOCs)
- Development of non-credit and functional curricula to address emerging societal and economic needs
- Stakeholder consultation and policy dialogue with provinces, boards, experts, and practitioners
- Capacity building for curriculum developers and textbook reviewers
- Monitoring implementation challenges and recommending policy reforms







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Through these functions, NCC serves as the central coordinating body for curriculum coherence and standardization nationwide.

5.6 PRIVATE EDUCATIONAL INSTITUTIONS REGULATORY AUTHORITY (PIERA)

The Private Educational Institutions Regulatory Authority (ICT-PEIRA) is established under the Islamabad Capital Territory Private Educational Institutions (Registration and Regulation) Act, 2013 to register and regulate private educational institutions (PEIs) operating within the Islamabad Capital Territory up to Higher Secondary level or equivalent. The Authority is mandated to ensure minimum academic quality standards, transparency, consumer protection, and regulatory oversight in the private education sector.

PEIRA discharges its mandate through a comprehensive regulatory and facilitative framework, with core functions including:

- Registration, renewal, and regulation of private educational institutions in ICT
- Development and enforcement of academic and quality standards for PEIs
- Fee regulation and determination to ensure affordability and transparency
- Inspection, monitoring, and qualitative reporting of PEIs
- Capacity building of teachers, particularly in low-fee and less-resourced schools
- Complaints and grievance redressal for parents, students, and teachers
- Stakeholder engagement and public outreach to strengthen regulatory compliance
- Policy formulation and reform to improve private sector education governance

During 2024–25,PEIRA continues to serve as a model education regulator, expanding its regulatory coverage, professionalizing private sector oversight, and directly contributing to quality improvement through teacher development and transparent governance Its reforms significantly strengthened accountability, equity, and public confidence in private education within the Islamabad Capital Territory.

5.7 NATIONAL BOOK FOUNDATION (NBF)

The National Book Foundation (NBF) was established in 1972 under an Act of Parliament as a service-oriented organization with the primary mandate of promoting book culture, knowledge dissemination, and access to quality reading material across Pakistan. The Foundation is entrusted with developing, publishing, and distributing textbooks and general books in accordance with the National Curriculum of Pakistan, while also supporting literacy, inclusive education, and Pakistan's cultural soft image nationally and internationally.

NBF performs its mandate through a wide range of publishing, distribution, and promotional activities, including:

- Development and publication of textbooks from Prep to Grade XII in line with the National Curriculum
- Publishing of general books (fiction and non-fiction) across diversified disciplines, including pure and applied sciences
- Development and publication of children's literature, including storybooks
- Supply of textbooks and reading material to federal and affiliated education systems
- Promotion of reading culture through book exhibitions and outreach campaigns
- Provision of inclusive learning resources, including books printed in Braille
- International dissemination of publications to promote Pakistan's cultural and intellectual soft image







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The National Book Foundation reaffirmed its role as a cornerstone institution for curriculum support, literacy promotion, and inclusive access to knowledge. Through large-scale textbook publishing, nationwide distribution, record financial performance, and sustained reading promotion initiatives, NBF made a significant contribution to strengthening Pakistan's education ecosystem and cultural soft image.

5.8 INTER-BOARD COORDINATION COMMISSION (IBCC)

The Inter Boards Coordination Commission (IBCC), reconstituted under Act XIII of 2023, serves as the apex national statutory body responsible for ensuring uniformity, coordination, and standardization of examinations, assessment, and evaluation at the secondary and higher secondary levels across Pakistan. The reconstitution transformed the former Inter Boards Committee of Chairmen into a corporate statutory authority, empowered to formulate and implement national policies related to examinations, grading, equivalence, attestation, and recognition of qualifications, thereby strengthening alignment with international academic standards.

IBCC performs its mandate through a comprehensive coordination and regulatory framework, with core functions including:

- Harmonization of examination systems and assessment practices across all Boards of Intermediate and Secondary Education
- Formulation of national policies on assessment, grading, migration, and evaluation
- Recognition, equivalence, and attestation of local and foreign qualifications
- Regulation of foreign examination boards operating in Pakistan
- Promotion of modern assessment techniques and innovation in examinations
- Capacity building and professional development of examination personnel
- Facilitation of inter-provincial and inter-board coordination
- Promotion of academic, curricular, and co-curricular activities

Governance is exercised through a Board of Governors, chaired by the Secretary, Ministry of Federal Education and Professional Training, while the Academic Forum—comprising representatives of boards, curriculum bodies, and major educational institutions—acts as a national think-tank for academic and assessment reforms.

5.9 PAKISTAN NATIONAL COMMISSION FOR UNESCO (PNCU)

The Pakistan National Commission for UNESCO (PNCU) was established under Article VII of the UNESCO Constitution, which obliges Member States to create National Commissions to coordinate national efforts in education, science, culture, communication, and information. As a founding member of UNESCO and an active member of the Islamic World Educational, Scientific and Cultural Organization (ICESCO), Pakistan fulfils its international commitments through PNCU, which operates as a subordinate office of the Ministry of Federal Education and Professional Training.

PNCU's mandate is to serve as the national liaison, coordinating, and implementing body, translating UNESCO and ICESCO mandates into national policies, programs, and on-ground interventions aligned with the Sustainable Development Goals (SDGs).









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PNCU performs its mandate through a facilitative and implementing framework, with core functions including:

- Liaison and coordination with UNESCO, ICESCO, and related UN bodies
- Implementation of UNESCO-aligned programs in education, culture, science, and social development
- Promotion of global citizenship, gender equality, youth empowerment, and social inclusion
- Capacity building of educators, youth, media professionals, and institutions
- Safeguarding cultural and natural heritage in line with international conventions
- Promotion of international prizes, fellowships, and global programs for Pakistani scholars and youth
- International representation at UNESCO and ICESCO Executive Boards, Councils, and General Conferences
- Multi-stakeholder partnerships with government, academia, civil society, and the private sector

The Pakistan National Commission for UNESCO consolidated its role as a strategic bridge between global frameworks and national action. Through education innovation, cultural diplomacy, youth empowerment, and community-based programs, PNCU significantly advanced Pakistan's alignment with UNESCO and ICESCO mandates, reinforcing its contribution to sustainable development, international cooperation, and social cohesion.

5.10 DIRECTORATE GENERAL OF RELIGIOUS EDUCATION (DGRE)

The Directorate General of Religious Education (DGRE) was established in 2019 under the Ministry of Federal Education and Professional Training following approval of the Federal Cabinet (Case No. 765/35/2019). DGRE is mandated to mainstream Deeni Madaris into Pakistan's formal education system while preserving their religious identity. Its core objective is to reform madrassa education through registration, curriculum integration, contemporary subject teaching, and institutional facilitation, enabling madrassa students to access equitable academic and socio-economic opportunities alongside graduates of public and private education streams.

DGRE discharges its mandate through a structured national framework supported by a Head Office in Islamabad and 16 Regional Offices across all provinces, AJK, and Gilgit-Baltistan. Its core functions include:

- Registration of all Deeni Madaris with the Ministry through DGRE
- Collection and maintenance of national madrassa data
- Facilitation of bank account opening for registered madaris
- Introduction of contemporary education (English, Mathematics, General Science) at SSC/HSSC level
- Implementation of the National Curriculum in madaris alongside Dars-e-Nizami







- Provision of teachers for contemporary subjects
- Facilitation of affiliation with Boards of Intermediate & Secondary Education and Boards of Technical Education
- Visa facilitation for foreign madrassa students (up to 9-year study visas)
- Promotion of national harmony, peace, and integration, including Paigham-e-Pakistan initiatives
- Capacity building of DGRE staff and madrassa teachers through structured training programs

Through large-scale registration, curriculum integration, teacher deployment, capacity building, and national harmony initiatives, DGRE made tangible progress toward creating an inclusive, balanced, and future-ready religious education system aligned with national development goals.

5.11 NATIONAL COMMISSION FOR HUMAN DEVELOPMENT (NCHD)

The National Commission for Human Development (NCHD) is the Government of Pakistan's lead agency for Literacy and Non-Formal Education (NFE), mandated to address Pakistan's education and human development challenges—particularly out-of-school children (OOSC), adult illiteracy, and marginalized communities. Operating in line with Article 25-A of the Constitution, Vision 2025, and Pakistan's international commitments under the Sustainable Development Goals (SDG-4), NCHD focuses on expanding access, improving retention, strengthening quality, and integrating education with health, nutrition, and social protection interventions.

NCHD discharges its mandate through a nationwide, community-based service delivery model, with core functions including:

- Identification, enrollment, and mainstreaming of Out-of-School Children (OOSC)
- Operation of community schools and non-formal education centers
- Implementation of Accelerated Learning Programs (ALP) for second-chance learners
- Adult literacy and lifelong learning programs
- Integration of skills and vocational pathways through Middle-Tech and blended models
- Large-scale surveys and education data operations supporting national planning and social protection systems
- Health, nutrition, and child well-being integration within education programs
- Volunteer mobilization and community engagement
- Research, monitoring, evaluation, and evidence-based policy support

NCHD has made a decisive contribution toward reducing exclusion, improving learning outcomes, and advancing Pakistan's constitutional and global education commitments.







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5.12 DIRECTORATE GENERAL OF BASIC EDUCATION COMMUNITY SCHOOLS (BECS)

The Directorate General of Basic Education Community Schools (BECS) operates under the Ministry of Federal Education and Professional Training as a flagship non-formal education initiative aimed at addressing illiteracy and Out-of-School Children (OOSC). BECS is mandated to supplement the formal education system by providing free, flexible, and community-based primary education to disadvantaged children, girls, and special children, in line with Article 25-A of the Constitution of Pakistan, Universal Primary Education goals, and national commitments to inclusive education.

BECS delivers its mandate through a distinctive community-owned, government-supported model, with core functions including:

- Establishment and operation of non-formal primary schools (Class I–V) for out-of-school children
- Community mobilization, with local communities providing school space and support through Village Education Committees (VECs)
- Provision of free education, including teachers' honorarium, textbooks, Teaching Learning Materials (TLM), and utilities
- Multi-grade teaching through a single-teacher model based on the formal national curriculum
- Mainstreaming of graduates into the formal education system after completion of Grade V
- Teacher recruitment, training, and capacity building
- Monitoring, evaluation, and categorization of schools for improved service delivery
- Partnership development with public, private, and civil society organizations

BECS has made a significant contribution toward universal primary education and equitable access for Pakistan's most vulnerable learners.

5.13 NATIONAL EDUCATION FOUNDATION (NEF)

The National Education Foundation (NEF) is an autonomous body under the Ministry of Federal Education and Professional Training, established in 1996 to expand equitable access to quality education for marginalized and underserved communities. NEF's mandate focuses on addressing educational deprivation through community-based schooling, inclusive education models, and targeted support for vulnerable groups, including out-of-school children and the transgender (Khawajasara) community, in the Islamabad Capital Territory (ICT) and Azad Jammu & Kashmir (AJK).

NEF significantly improved learning environments through the provision of Teacher Learning Materials (TLM). Free textbooks were distributed to 10,000 students, stationery to 5,300 students, and teaching aids to CMS teachers, directly enhancing classroom effectiveness and student engagement.

A major access milestone was the expansion of the Community Model Schools (CMS) network







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in ICT; from 33 schools with 2,300 students in 2023 to 72 schools serving 5,308 students in 2024–25; reflecting rapid scaling of NEF's community-based education model.

NEF further strengthened inclusive education by establishing two additional Khawajasara (Transgender) Learning Centers in Islamabad, expanding opportunities for learning, skills development, and social inclusion for the transgender community. These centres also served as hubs for creative expression, civic engagement, and community service.

Institutionally, NEF signed a Letter of Understanding (LoU) with Volunteer Service Organization (VSO) to enhance teacher capacity, inclusive teaching practices, and support for slow learners. Under this partnership, 15 head teachers received professional development training, and 15 tablets were provided for digital lesson delivery.

NEF also awarded merit-based scholarships worth Rs. 100,000 each to 23 children of federal government teachers who secured admission on merit to medical and engineering colleges. Additional initiatives included establishment of a NEF Volunteer Pool, engagement of university interns, and active linkages with QAU, NUML, FAST, and NUST for civic engagement and volunteerism.

At the system level, NEF contributed to sector coordination through the establishment of a Non-Formal Education (NFE) Strengthening Unit, jointly comprising NEF, BECS, and NCHD, focused on assessment, quality enhancement, monitoring, and evaluation of non-formal education initiatives nationwide.

5.14 DIRECTORATE GENERAL OF SPECIAL EDUCATION (DGSE)

The Directorate General of Special Education (DGSE) was established in 1985 as an attached department of the Government of Pakistan to provide specialized education, rehabilitation, and support services for children with disabilities (CWDs). Following the 18th Constitutional Amendment, DGSE now functions at the Islamabad Capital Territory (ICT) level and was transferred to the Ministry of Federal Education and Professional Training in July 2024.

DGSE's mandate focuses on ensuring accessible, quality, and inclusive education, strengthening rehabilitation services, training professionals and caregivers, advocating inclusive education policies, and collaborating with national and international partners to promote disability inclusion.

DGSE delivers its mandate through a comprehensive, multidisciplinary service model, with core functions including:

- Assessment, diagnosis, and referral of children with disabilities
- Education tailored to the nature of disability, including syllabus modification
- Pre-vocational and vocational training
- Free transport, boarding, and lodging for enrolled students
- Therapeutic services, including physiotherapy, speech therapy, occupational therapy, audiology, music therapy, and psychological support
- Provision of Braille reading material and printing services
- Orientation, mobility, independent living, and daily living skills training







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- Inclusive education support and community-based rehabilitation (CBR)
- Counselling, guidance, and awareness-raising for families and communities
- Capacity building of professionals and caregivers
- Accessible infrastructure, including model libraries, mobile libraries, ICT-enabled facilities, sports, and recreational activities

During the year, 1,967 children with disabilities were enrolled in DGSE centres. Comprehensive initial and periodic assessments were conducted through multidisciplinary teams. Service delivery outcomes included 10,292 physiotherapy sessions, 4,215 speech therapy sessions, 557 audiological assessments, and 2,114 counselling and guidance sessions for students and parents.

5.15 PAKISTAN INSTITUTE OF EDUCATION (PIE)

The Pakistan Institute of Education (PIE) serves as the national apex body for education data, statistics, and evidence-based policy support under the Ministry of Federal Education and Professional Training. PIE is mandated to collect, consolidate, analyze, and disseminate education data across all subsectors, and to support policy formulation, monitoring, and international reporting, including Pakistan's commitments under SDG-4 and UNESCO frameworks.

PIE performs its mandate through an integrated data, research, and policy support framework, with core functions including:

- Compilation and consolidation of national education data across public, private, non-formal, Deeni Madaris, higher education, and TVET sectors
- Management of the National Education Management Information System (EMIS) and standardization of education indicators
- Publication of national education statistics and analytical reports
- Provision of education data to national and international organizations, including UNESCO Institute for Statistics (UIS)
- Evidence-based policy research and analysis through its Policy Research Wing (PRW)
- Support to federal and provincial governments in education planning, monitoring, and evaluation
- Promotion of transparency and access to data through digital platforms and open data initiatives
- International representation and knowledge sharing in global education forums

During 2024–25, PIE made significant system-level contributions to Pakistan's education sector through data consolidation, policy research, and international engagement.

A major achievement was the consolidation of national education data for EMIS for the years 2022–23 and 2023–24, coordinated with over 150 federal, provincial, and regional departments and organizations. This effort ensured comprehensive coverage across all education streams and enabled computation of national indicators for official reporting.

Parallel to this, PIE advanced work on the National Open Data Portal (NODP), completing vertical integration of provincial EMIS data for 2023–24, uploading five years of Annual School Census data, and developing APIs and indicators to support analysis and visualization. Through comprehensive data consolidation, authoritative statistical publications, open data initiatives, and evidence-based policy research, PIE significantly strengthened education









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planning, accountability, and international reporting, supporting informed decision-making across the entire education sector.

5.16 NATIONAL RAHMATUL-LIL-ALAMEEN WA KHATAM AN-NABIYYIN AUTHORITY (NRKNA)

The National Rahmatul-lil-Aalameen Wa Khatamun Nabiyyin Authority (NRKNA) was established through an Act of Parliament in 2022 as a national institution mandated to conduct research, develop educational content, and disseminate the life, biography, and teachings of the Holy Prophet Muhammad . The Authority aims to shape individual, collective, and societal character in accordance with the Seerah, promoting values such as justice, tolerance, compassion, knowledge, mutual respect, and service to humanity.

Its strategic vision is to contribute toward building a society grounded in peace, harmony, ethical conduct, and appreciation of diversity, in line with Pakistan's constitutional values and social cohesion objectives.

NRKNA performs its mandate through an integrated framework encompassing research, education, outreach, and institutional coordination. NRKNA launched 12 research projects, published 6 books, and placed 6 additional manuscripts in the pipeline. Research focused on applying Seerah to contemporary themes such as economics, disaster management, social justice, minority rights, interfaith relations, and literature, with notable publications including The Holy Prophet's Approach to Disaster Management, Islam and Minorities: Pakistani Perspective, and The Economics of Rasulullah.

A significant innovation in community peacebuilding was the launch of Pakistan's first Seerah-based Social Dispute Resolution Center at Jamia Muhammadi Sharif, Chiniot, as a pilot for a nationwide model. Additionally, NRKNA organized the International Seerat Festival 2024, including a two-day international conference at National Skills University Islamabad, featuring 54 presenters, over 200 research abstracts, and international delegates, positioning Pakistan as a hub for scholarly discourse on Seerah and global peace.

5.17 NATIONAL COLLEGE OF ARTS (NCA)

The National College of Arts (NCA) is Pakistan's premier federal chartered institution for education in art, design, architecture, and cultural studies. With a legacy spanning more than 150 years, NCA operates as a national centre of excellence, mandated to nurture creativity, preserve cultural heritage, advance contemporary artistic practices, and contribute to national integration by enrolling students from all provinces and regions of the country.

NCA's mandate encompasses the provision of high-quality undergraduate, postgraduate, and doctoral education across diverse creative disciplines, aligned with national higher education policies and standards prescribed by the Higher Education Commission. The institution is responsible for curriculum development, academic research, professional training, and the preservation and advancement of Pakistan's artistic and cultural heritage. Its core functions include delivering degree programmes in fine arts, design, architecture, film and television, music, and cultural studies; fostering interdisciplinary







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learning; promoting research and publications; and undertaking heritage conservation and design projects of national significance. Through artist-in-residence programmes, international linkages, and short courses, the College strengthens professional capacity and facilitates global exposure for students and faculty alike.

A major milestone was the establishment and operationalisation of the NCA Gilgit-Baltistan Campus, expanding access to formal arts education in an underserved region. The campus launched Associate Degree Programmes across multiple disciplines and provided state-of-the-art studios, workshops, computer labs, and hostel facilities, thereby strengthening regional inclusion and cultural preservation. The College's UNESCO Chair in the Conservation and Management of Historic Towns and Urban Centres continued to support research and international discourse on heritage management.

Overall, NCA's performance during the year under review reflects its sustained commitment to academic excellence, cultural leadership, national integration, and international engagement, reinforcing its position as a flagship institution under the Ministry of Federal Education and Professional Training.

5.18 PAKISTAN INSTITUTE OF FASHION DESIGN (PIFD)

The Pakistan Institute of Fashion and Design (PIFD) is a federally chartered institution mandated to develop skilled human capital for Pakistan's fashion, textile, design, and creative industries. Operating under the Ministry of Federal Education and Professional Training, PIFD aims to support the creative economy, export-led growth, and industrial innovation by providing industry-relevant education, promoting design excellence, and strengthening linkages between academia, artisans, and industry. The Institute plays a strategic role in enhancing Pakistan's competitiveness in national and international fashion and design markets.

During FY 2024–25, PIFD recorded significant academic expansion, institutional growth, and industry engagement, strengthening its position as Pakistan's premier fashion and design institution.

A major academic milestone was the launch of new undergraduate programs, including Bachelor of Studies in Fashion Design & Production, Marketing & Communication, Textile Design & Production, Bachelor of Design in Leather Apparel & Accessories, and Bachelor of Fine Arts (Visual Arts). These programs were fully realized, with 646 students admitted. At the postgraduate level, PIFD introduced Master of Design (Fashion and Textile pathways) and Master of Science (Fashion and Textile Design Management) programs, enrolling 54 graduate students, after securing NOC from HEC.

Institutional capacity was further strengthened through approval of the project "Establishment of Design & E-Commerce Center at PIFD, Lahore" by the Export Development Fund. The initiative aims to position PIFD as a Centre of Excellence in Design, Research, and Innovation, supporting creative exports, artisan–industry linkages, and contemporary design development aligned with global market trends.

PIFD expanded its regional outreach by establishing and operationalizing training centres in Skardu, Karachi, and Islamabad. In Skardu, short training workshops were conducted for local communities—particularly women and miners—in jewellery, textile,









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and furniture design. The Karachi Training Centre was inaugurated in November 2024 through collaboration with the National Book Foundation, while the Islamabad Training Centre was established in February 2025 in partnership with the Federal Directorate of Education.

The Pakistan Institute of Fashion and Design significantly advanced its mandate through academic expansion, regional outreach, industry collaboration, and international engagement. By aligning design education with market needs, promoting sustainability and entrepreneurship, and supporting creative exports, PIFD made a meaningful contribution to Pakistan's creative economy and human capital development.

5.19 GOVERNMENT POLYTECHNIC INSTITUTE FOR WOMEN (GPIW)

The Government Polytechnic Institute for Women (GPIW) is mandated to provide quality technical and professional education exclusively for women, with the objective of empowering young women through skills development, applied learning, and leadership formation. The Institute aims to prepare female students for productive employment, entrepreneurship, and active participation in national development by combining technical instruction with character building, civic awareness, and professional exposure.

This year, GPIW demonstrated a strong commitment to holistic female empowerment, complementing academic instruction with leadership, cultural, and industry-oriented initiatives.

A structured admissions campaign for 2025 was conducted through social media, digital platforms, and school outreach activities, improving awareness of technical education opportunities for young women and facilitating enrolment.

To strengthen entrepreneurial mindsets and women's empowerment, GPIW organized a seminar titled "Empowering Young Women, Fostering an Entrepreneurial Mindset" on 21 November 2025. The event focused on nurturing confidence, leadership, and business awareness among female students, aligning technical education with entrepreneurship and self-reliance.

Industry linkage was reinforced through an industrial visit and interactive session with Shabbir Tiles, specifically designed for Architecture students. The session provided practical insights into building materials, their application in architecture, and emerging career pathways, helping students align academic learning with industry requirements and professional growth .

Academic quality and creativity were promoted through an Exhibition of Students' Projects, enabling evaluation of students' work, recognition of effort, and motivation toward excellence in future professional pursuits.

The Government Polytechnic Institute for Women strengthened its role as a key institution for women's technical education and empowerment. Through a balanced focus on academic learning, industry exposure, entrepreneurship, leadership development, and cultural engagement, GPIW contributed meaningfully to preparing skilled, confident, and socially responsible young women for Pakistan's workforce and society.













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5.20: NATIONAL SKILLS UNIVERSITY (NSU)

The National Skills University (NSU), Islamabad is Pakistan's first federally chartered university dedicated exclusively to skills-based and applied higher education. Established through an Act of Parliament in 2018 by upgrading the National Institute of Science and Technical Education (NISTE), NSU is mandated to bridge the gap between academic education and industry-driven skill requirements. The University aims to produce graduate and postgraduate technologists, strengthen national human capital, and support Pakistan's transition toward a knowledge- and skills-based economy, aligned with emerging technologies and labour-market need.

Academically, NSU strengthened delivery of skills-focused degree programs across Civil, Electrical, Mechanical, Information Engineering, Health Sciences Technology, Management Sciences, and General Studies. Emphasis remained on practical learning environments, ensuring graduates are equipped with employable competencies rather than theoretical knowledge alone

A major institutional milestone was the continued implementation of NSU Vision 2025, which positions the University as a future-ready institution aligned with the Fourth Industrial Revolution. During the year, the University approved and launched short courses in Data Science, Artificial Intelligence, and Blockchain, reinforcing its leadership in emerging technologies and digital skills education.

NSU expanded its geographic and social outreach through the establishment and approval of sub-campuses and high-impact centers, including the Sarmad Tanveer Campus, Muridke, approval for a Karachi Sub-Campus, and a High Impact Study Center in Hunza (Ali Abad). These initiatives significantly enhanced access to skills-based higher education in underserved regions.

Through applied academic programs, regional expansion, strong governance reforms, and alignment with global skills frameworks, NSU made a significant contribution to workforce readiness, innovation, and inclusive national development.

5.21 PAKISTAN GIRLS GUIDE ASSOCIATION (PGGA)

The Pakistan Girl Guides Association (PGGA) is a national youth organization mandated to provide structured opportunities for the holistic development of girls and young women, enabling them to become confident, patriotic, law-abiding, and socially responsible citizens. Guided by the principles of Girl Guiding, the Association focuses on character building, leadership development, civic responsibility, community service, and empowerment of girls to actively contribute at home, in their communities, and at the national level.

During 2024–25, PGGA demonstrated strong institutional growth and programmatic impact. The Association's membership increased from 142,226 to 155,727, reflecting expanding outreach and trust among communities nationwide.

A major programmatic achievement was the launch of four new badges—Leadership, Nutrition, Environment & Climate Change, and Emotional Well-being. Comprehensive curriculum packs were developed and printed, and 40 national trainers were capacitated through Training of Trainers (ToT). As a result, 37,662 Guides earned these badges, significantly strengthening youth competencies









in leadership, health, environmental responsibility, and emotional resilience. In girls' empowerment and leadership, 203 adolescent Guides (ages 13–17) from 40 districts were trained as Girls' Empowerment Champions. These champions cascaded learning to over 2,000 peers nationwide, amplifying impact and advancing gender equality and youth leadership.

the Pakistan Girl Guides Association reaffirmed its role as a leading national platform for girls' empowerment, leadership development, and community service. Through expanded membership, innovative badge programs, large-scale training, advocacy, climate action, and humanitarian response, PGGA made a meaningful contribution toward building confident, resilient, and socially responsible young women across Pakistan.

5.22 PAKISTAN BOYS SCOUT ASSOCIATION (PBSA)

The Pakistan Boy Scouts Association (PBSA) is the national scouting organization of Pakistan and is affiliated with the World Organization of the Scout Movement (WOSM), the world's largest youth movement comprising 176 member countries. PBSA is mandated to promote the physical, spiritual, emotional, social, and intellectual development of children and youth, enabling them to become responsible citizens, community leaders, and agents of positive change. Through structured scouting programs, PBSA contributes to nation-building, social cohesion, and youth empowerment in alignment with national education and youth development priorities.
During 2024–25, PBSA maintained a strong national presence, serving approximately 786,000 registered Scouts (7.86 lakh) across Pakistan, within the age group of 6–25 years, including both boys and girls.

In youth development and scouting activities, PBSA organized major national camps and events. These included a 12-day life-changing camp for 500 Scouts from Pakistan Sweet Homes, the 15th National Scout Jamboree held at the National Training Centre, Jungle Mangal Batrasi, Mansehra, with participation of 2,000 Scouts, and multiple summer scout camps at Ghora Gali, Takiya, and Kalam. Specialized sessions were also conducted under the Huffaz Education System, integrating scouting values with religious education.

Leadership and capacity building remained a priority. PBSA conducted Assistant Leader Trainer (ALT) courses, Scout Leader courses, and an International Assistant Leader Training Course at Pakistan Scouts Cadet College Batrasi, strengthening institutional leadership and professional competence of Scout leaders and trainers.

PBSA actively participated in national and international engagement platforms, including the Joint National Youth Summit, Pakistan Learning Festival, and activities under the Prime Minister's Youth Program, strengthening youth voice and civic engagement.

In the area of disaster management and emergency response, PBSA conducted emergency rapid response sessions in collaboration with UNICEF, and organized disaster management and emergency rescue training in Karachi. Scouts also actively participated in flood relief activities, providing on-ground support, volunteer services, and community assistance during emergencies.

The Pakistan Boy Scouts Association reaffirmed its role as a key national institution for youth development, leadership training, and community service. Through large-scale outreach, inclusive programming, disaster preparedness, and alignment with international scouting standards, PBSA made a meaningful contribution to youth empowerment, social cohesion, and national resilience in Pakistan.







CHAPTER 6:
WAY FORWARD AND PRIORITIES FOR THE COMING YEAR

The reform trajectory of the Ministry of Federal Education and Professional Training during 2024–25 reflects a decisive shift toward integrated governance, outcome-oriented planning, and equity-driven service delivery across the education spectrum. Building on institutional strengthening, curriculum reform, digital transformation, and expanded access initiatives, the Ministry now enters a consolidation phase aimed at scaling successful models, addressing systemic gaps, and aligning education outcomes with national development priorities.

The year 2014-25 marked significant progress across multiple dimensions of education and professional training, driven by reform, innovation, and strengthened institutional coordination. Building on these gains, the coming year will focus on consolidating reforms, scaling successful initiatives, and addressing persistent challenges related to access, quality, equity, and relevance. The Ministry of Federal Education and Professional Training will prioritize evidence-based policy planning, digital transformation, teacher development, and inclusive education, while deepening partnerships with provinces, development partners, and the private sector. This chapter outlines the strategic priorities and actionable pathways that will guide the Ministry's efforts in the next phase, ensuring alignment with national development goals, constitutional commitments, and international obligations under the Sustainable Development Goals.

A defining element of the way forward and priority is the expansion of the Danish education model, encompassing both Danish Schools and the proposed Danish University of Applied and Emerging Sciences. These initiatives reflect the Government's commitment to combining equity with excellence, by providing high-quality, technology-enabled, and research-based education to talented students from underserved backgrounds. With preparatory work completed on the university's draft charter, legal and planning reviews underway, allocation of land in Sector H-16, establishment of a dedicated Project Management Unit, and pursuit of required financial approvals, the coming year will be critical for transitioning from planning to implementation. Subject to approvals, the project is positioned for early commencement, with the objective of initiating academic activities within an accelerated timeline.

6.1 ESTABLISHMENT OF DANISH UNIVERSITY AND EXPANSION OF DANISH EDUCATION NETWORK: SCALING EQUITY WITH EXCELLENCE

In the year 2026, Danish School and Danish University will be further institutionalized as flagship models for merit-based access, academic excellence, and social mobility. Priorities include expansion of academic programs, strengthening faculty capacity, enhancement of research and innovation ecosystems, and deepening linkages with industry and international partners. The Danish model will continue to demonstrate how high-quality education can be delivered to talented students from underprivileged backgrounds, while meeting global standards of teaching, research, and governance. Lessons from Danish institutions will inform broader policy reforms aimed at combining equity with excellence across public education. As part of the Government's forward-looking strategy to strengthen equitable access to high-quality education and applied research, significant progress has been made toward the establishment of the Danish University of Applied and Emerging Sciences alongside the expansion of the Danish Schools network in Islamabad. These initiatives are intended to complement ongoing reforms across the education sector by creating centres of excellence grounded in merit, inclusion, and innovation.





CHAPTER 6:
WAY FORWARD AND PRIORITIES FOR THE COMING YEAR

6.2 FDE ROADMAP FOR QUALITY EDUCATION AND INNOVATION (2026–2030)

The overarching priority for next year is embedding measurable accountability mechanisms to ensure that every reform directly impacts classroom instruction and student achievement. It marks the transition from planning to implementation under the FDE Roadmap for Quality Education and Innovation. The Roadmap shifts the system from "high access" to "high achievement," addressing the learning crisis evidenced by gaps between years of schooling and effective learning outcomes.

Priority actions for 2026 include:

- Establishment of a dedicated Policy & Planning Cell to institutionalize data-driven governance.
- Immediate focus on Foundational Literacy and Numeracy (FLN) improvement through structured interventions and assessment alignment.
- Reduction of overcrowding and infrastructure deficits through targeted classroom expansion and rationalization.
- Operationalization of outcome-linked KPIs for Student Learning Outcomes (SLOs).
- Implementation of the first phase ("Quick Wins 2026–27") emphasizing leadership strengthening, teacher capacity, and monitoring reforms.

Greater reliance on inter-institutional platforms, shared data systems, and harmonized policy instruments will support evidence-based decision-making and improve service delivery across learners.

6.3 ROADMAP FOR ADVANCING DIGITAL LEARNING AND TECHNOLOGY INTEGRATION (2026–2030)

The Digital Learning and Technology Integration Roadmap sets out a five-year transformation framework with an estimated PKR 4.95 billion phased investment. The next phase will emphasize full operationalization of digital ecosystems across education institutions. Priorities include expanding connectivity, strengthening education management information systems, and integrating learning management, assessment, and monitoring platforms. Artificial intelligence–enabled assessment tools, digital classrooms, and blended learning models will be scaled to enhance quality, transparency, and resilience of education systems. Data analytics will increasingly guide planning, resource allocation, and performance evaluation at all levels

Key priorities for 2026 include:

- Completion of 100% high-speed connectivity across FDE schools.
- Campus-wide Wi-Fi and LAN establishment in all institutions.
- Migration to integrated systems (EMIS, SIS, HRMIS) with real-time dashboards.
- Establishment of the FDE Ed-Tech Cell for centralized digital governance.
- Expansion of LMS usage to ensure universal student and teacher engagement.
- Deployment of adaptive learning content aligned with curriculum standards.
- Integration of cybersecurity and ethical AI modules.

The coming year will focus on eliminating fragmentation in digital initiatives and transitioning toward a unified, scalable digital ecosystem that directly enhances teaching quality and student learning outcomes.

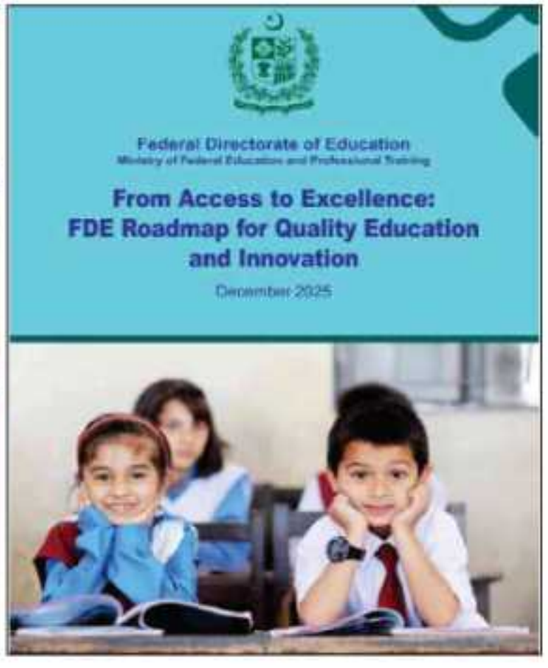
6.4 STRATEGY FOR STRENGTHENING PUBLIC-SECTOR SPECIAL EDUCATION INSTITUTIONS

Greater emphasis will be placed on educational needs of Special Children and their literacy. The Strategy for Strengthening Public-Sector Special Education Institutions in Islamabad planned this year shall provide









CHAPTER 6:
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outlines of systemic reform for Special Education Institutes (SEIs) under DGS in the coming year. Given census evidence highlighting disability prevalence in ICT, the coming year prioritizes:

- Recruitment of specialized staff including therapists, psychologists, and assistive specialists.
- Infrastructure retrofitting to meet accessibility standards (ramps, accessible toilets, ergonomic furniture).
- Provision of assistive technologies (Braille kits, hearing aids, mobility aids).
- Upgradation of safety systems including emergency preparedness protocols.
- Streamlining of disability certification processes aligned with UNCRPD standards.
- Institutionalization of structured teacher professional development specific to inclusive pedagogy.
- The strategic focus for 2026 is transforming SEIs into fully inclusive, safe, well-equipped institutions aligned with SDG-4 and constitutional obligations under Article 25-A.

6.5 PROFESSIONAL DEVELOPMENT FRAMEWORK: INSTITUTIONALIZING MANDATORY CPD

The Professional Development Framework introduces a unified, credit-based system linking career progression to structured training. The Professional Development Framework is a critical reform instrument aimed at institutionalizing a culture of continuous learning, accountability, and performance excellence within the education system. By introducing a unified, credit-based structure that links career progression to structured training, the Framework transforms professional development from ad hoc workshops into a systematic and measurable process. Through mandatory induction and continuous professional development requirements, establishment of a dedicated Training Wing, deployment of a Master Trainer Cadre, and implementation of a Training-Learning Management System (T-LMS), the Framework ensures transparency, compliance, and quality assurance. The integration of the National Professional Standards for Teachers (NPST 2024) and adoption of Guskey's Five-Level Evaluation Model further align training with classroom impact and student outcomes. Its importance lies in creating a sustainable, performance-linked professional development ecosystem that strengthens teacher competencies, improves instructional quality, and ultimately enhances student learning across the system. The central priority is shifting professional development from episodic training to a continuous, accountable, and performance-linked system.
The Way Forward therefore emphasizes a balanced and inclusive approach; it should be one that couples targeted investment in flagship institutions with continued strengthening of existing schools, colleges, universities, and skills institutions through governance reform, digital transformation, teacher development, and efficient resource utilization. Enhanced coordination with the Higher Education Commission, regulatory bodies, and provincial governments will remain central to sustaining system-wide stability and quality. the Ministry aims to position education as a powerful driver of socio-economic transformation, national cohesion, and long-term development.



LIST OF ABBREVIATIONS AND ACRONYMS

AI	Artificial Intelligence
AJK	Azad Jammu & Kashmir
ALT	Assistant Leader Trainer
BECS	Basic Education Community Schools
BoG	Board of Governors
CPD	Continuous Professional Development
DGSE	Directorate General of Special Education
ECE	Early Childhood Education
EMIS	Education Management Information System
FATA	Former Federally Administered Tribal Areas
FBISE	Federal Board of Intermediate and Secondary Education
FDE	Federal Directorate of Education
FLN	Foundational Literacy and Numeracy
GDP	Gross Domestic Product
HEC	Higher Education Commission
HRMIS	Human Resource Management Information System
IBCC	Inter Board Coordination Commission
ICESCO	Islamic World Educational, Scientific and Cultural Organization
ICT	Islamabad Capital Territory
IT	Information Technology
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicator
LMS	Learning Management System
MoFEPT	Ministry of Federal Education and Professional Training
NAVTTC	National Vocational and Technical Training Commission
NBF	National Book Foundation
NCA	National College of Arts
NCC	National Curriculum Council
NCHD	National Commission for Human Development
NEF	National Education Foundation
NEPDF	National Education Policy Development Framework
NFC-IEFR NFC	Institute of Engineering and Fertilizer Research
NFC- IET- NFC	Institute of Engineering and Technology
NFE	Non-Formal Education
NPST	National Professional Standards for Teachers
NRKNA	National Rahmatul-lil-Alameen & Khatam-un-Nabiyyin Authority
NSU	National Skill University
NTU	National Textile University
PBSA	Pakistan Boy Scouts Association
PEEF	Punjab Educational Endowment Fund
PEIRA	Private Educational Institutions Regulatory Authority
PIE	Pakistan Institute of Education
PIFD	Pakistan Institute of Fashion Design
PM	Prime Minister
PMNIA	Prime Minister's National Innovation Award
PMU	Project Management Unit
PMYP	Prime Minister's Youth Programme
PNU	Pakistan National Commission for UNESCO
PSDP	Public Sector Development Programme
PTV	Pakistan Television
QAU	Quaid-i-Azam University
SDG	Sustainable Development Goal
SEI	Special Education Institution
SIS	Student Information System
SLO	Student Learning Outcome
STEM	Science, Technology, Engineering and Mathematics
T-LMS	Training-Learning Management System
TVET	Technical and Vocational Education and Training
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization

Ministry of Federal Education and Professional Training

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