



Decade of Learning Conference March 7-8, 2023 Technical Plenary Curriculum & Assessment

March 7, 2023 – 2:30 -3:45 p.m,

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Curriculum Reforms Chronology 2000-2023

- 2002 : **NATIONAL CURRICULUM REVIEW**
1ST ECE Curriculum Finalized
- 2003: [The subtle subversion: the state of curricula and textbooks in . \(critique \)](#)
- 2006/7: 1st NATIONAL CURRICULUM
ECE to Grade XII (delays in implementation)
- 2010: Curriculum Devolved to Provinces
18th Constitution Amendment
Provincial govts. & Curriculum Authorities
- 2014: **National Curriculum Council (NCC) Formed**
- Minimum Standards of Quality Education
- National Curriculum Framework (NCF)
- Values Education Supplement for Curriculum
- Curriculum for Islamabad Capital Territory (ICT)
2017-18 from Grade Pre I-VIII

National Education Policy Framework 2018 National Education Priorities



NCC has led **Single National Curriculum (SNC) 2019-2023**
One Nation One Curriculum

ECE – Primary	2020
Middle	2021-22
Secondary	2023

With Standards, benchmarks and is outcomes-based across all subjects as compared to 2006 NC

Renamed- National Curriculum of Pakistan (NCP) 2022

Assessments in Pakistan 2000-2023 National/Federal

- **National Education Assessment System (NEAS) 2003** (proto types earlier 1998-2000)
- *Promoting quality learning for children of Pakistan.*
- ***Objectives:*** *Informing Policy, Monitoring Standards, Identifying coorelates of Achievements , Directing Teachers to Raise Students' Achievements*
- Provincial Education Assessment Centres (4) Area Education Assessment Centres
- NEAS – grades 4 and 8
- NEAS Reports 2005, 2006, 2007, 2014
- 2019 Trends in International Mathematics & Science Study (TIMSS) conducted 142 centres 5000 students 4th grade (Pak. 2nd last) 27% of 4th graders
- **NEAS is now merged with Pakistan Institute of Education (PIE) former AEPAM**

- **Federal Board of Intermediate & Secondary Education (FBISE) - 9th to 12th grades – High Stakes Exams**
- Innovations at FBISE – as a service provider – and is willing to explore FL assessments

Chronology of Assessments 2000-2023- Provincial

- **Punjab Examination Commission (PEC)**. 2005; Act 2010 -autonomous body - merged PEAC
- Grades 5 and 8 tests till 2019 in all schools
- **Assessment Policy Framework (2019)** – School based Assessment to support Learning-
- Shifts From examination to assessment
- Large scale, formative, summative – Assessment for Learning and Remedial support
- **Khyber Pakhtoonkhwa E&SED – Assessments**
- BISE made incharge of assessements/examinations for grades 5 and 8 students (2018)
- **SELD- Sindh commissioned IBA Sukkur to conduct Standardized Achievement Tests (SATs)** for SELD Govt. of Sindh
- **Board of Intermediate & Secondary Education (BISE)** - 9th to 12th grades (32 Boas)
- **ASER Pakistan, ITA's flagship program**—citizen led assessments Grade 2 level— benchmarked 2010-2023 (Household Based, School Based and Classroom Based)
- Grade 2 Level in Language /Maths Lower primary SDG 4.1.1 a (Foundational Learning) – inclusive tools (braille & PSL)- aligned to SNC/NCP- and Global Proficiency Framework
- ASER in Rural – Urban areas and Urban Slums (pilot)- in political constituencies

Curriculum- Definitions

- **Wikipedia**
- **Curriculum** is broadly defined as the totality of student experiences that occur in the educational process.^{[1][2]} The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. A curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.^[3] Curricula are split into several categories: the explicit, the implicit (including the hidden), the excluded, and the extracurricular.^{[4][5][6]}
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- UNESCO IBE
- Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings
- UNESCO:
- Inventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.

Key Messages & Policy Asks

DOL – Conference

- Improve foundational learning - A commitment to all children learning to read, do basic maths, and build socio-emotional skills by the age of ten >>> One hour of reading every day, for every child; national learning assessments measuring progress in early grade literacy
- Support girls to progress to and complete secondary education - Every girl, everywhere, no matter how isolated, how poor or how vulnerable she is, gets a safe and high-quality education >>> Safe, free transport to and from school
- Focus on the most marginalized – All children, regardless of their socio-economic background and where they live, have access to education and that they learn, progress and complete basic education >>> Inclusive teaching practices / scholarships and stipends
- Improve resilience and adaptation to, and mitigation of, climate and environmental change >>> geo-mapping to inform school rebuilding; climate change education and MPHSS for affected children
- Ensure education is a priority in the development discourse.