

MEDIA COVERAGE



**Seminar on Transition to Student Learning Outcomes-Based
Curriculum & Assessments**

December 25, 2025

The News International

<https://www.thenews.pk/print/1388716-pakistan-s-shifts-to-outcome-based-education>

Islamabad Post

<https://islamabadpost.com.pk/study-finds-pakistans-new-education-exams-expose-deep-classroom-struggles/>

APP Pakistan

<https://www.app.com.pk/national/pide-examines-pakistans-shift-to-outcome-based-education/>

Global News Pakistan

<https://globalnewspakistan.com/2025/12/26/pide-examines-pakistans-shift-to-outcome-based-educatio/>

Centerline

<https://centreline.com.pk/2025/12/24/study-finds-pakistans-new-education-exams-expose-deep-classroom-struggles/>

Commerce News

<https://commercenews.pk/from-rota-learning-to-real-understanding-pide-examines-pakistans-shift-to-outcome-based-education/>

December 25, 2025

'Pakistan's shifts to outcome-based education'

Rasheed Khalid

Islamabad

Dr Aliya Khalid, Principal Investigator of a multi-year research project on SLO implementation in Pakistan explained that SLO-based reforms are part of a global movement aimed at shifting education systems away from rote memorisation toward conceptual understanding, skills development and application of knowledge.

Dr Aliya was speaking at a seminar to examine "Pakistan's transition to a Student Learning Outcomes (SLO)" convened by Pakistan Institute of Development Economics (PIDE).

Dr Aliya cautioned that such reforms only succeed when curriculum, pedagogy, assessment and teacher support are coherently aligned. She outlined how SLOs were first introduced through the National Curriculum 2006 and mandated in textbooks under the National Education Policy 2000, followed by provincial ownership after the 18th Constitutional Amendment.

She noted that Khyber Pakhtunkhwa emerged early as a reform leader, redesigning

teacher training around outcome-based pedagogy, while later unification under the Single National Curriculum extended SLOs nationwide. The most consequential shift, she argued, occurred between 2023 and 2025, when federal and provincial examination boards moved decisively toward fully SLO-based, textbook-independent assessments.

Dr Aliya highlighted a persistent policy-to-practice gap. While examinations rapidly transitioned to concept-based testing, many teachers particularly in resource-constrained schools continue to struggle with teaching without prescriptive textbooks and with limited training in formative assessment. This misalignment contributed to sharp declines in pass rates at Grades 9 and 10 in several government schools, raising concerns about student overload, equity and long-term participation in education, especially among vulnerable groups.

The research adopts a systems-thinking approach, combining policy analysis, curriculum and examination review, and in-depth interviews with teachers.



PIDE Examines Pakistan's Shift to Outcome-Based Education

Commerce Desk

ISLAMABAD: The Pakistan Institute of Development Economics (PIDE) convened a policy seminar to examine Pakistan's transition to a Student Learning Outcomes (SLO) based curriculum and assessment system, with a particular focus on how national policy frameworks are being implemented in classrooms across Khyber Pakhtunkhwa (KP) and Islamabad Capital Territory (ICT). The seminar explored why outcome-based reforms, despite being fully operational in examinations, continue to face significant challenges at the teaching and learning level.

The seminar was moderated by Dr. Faheem Jehangir, Dean (Policy), PIDE/PD, and RASTA, who steered the discussion toward the broader policy relevance of education reforms and their implications for human capital development and long-term economic outcomes.

The keynote address was delivered by Dr. Aliya Khalid, Senior Departmental Lecturer at the Department of Education, University of Oxford, and Principal Investigator of a multi-year research project on SLO implementation in Pakistan. Drawing on interna-



tional literature and Pakistan-specific evidence, Dr. Khalid explained that SLO-based reforms are part of a global movement aimed at shifting education systems away from rote memorization toward conceptual understanding, skills development, and application of knowledge.

Adding to the discussion, Dr. Nadeem Javaid, Vice Chancellor PIDE, stressed that education reforms must be firmly rooted in Pakistan's contextual realities rather than relying on imported frameworks. He

noted that teaching culture, parental expectations, language policy, and entrenched power dynamics significantly influence classroom practices, often shaping how reforms are absorbed or resisted.

The discussion was led by Dr. Ahsan Ul Haq Satti, Associate Professor and Director of the Center for Economic Modeling and Data Analytics (CEMDA) at PIDE, who commended the study for shifting the reform debate from policy intent to policy experience.