

Issues in the Implementation Practices of Single National Curriculum: Voices from Teachers and AEOs

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Abstract

The study aims to examine the perceptions of primary school teachers (PSTs) and Assistant Education Officers (AEOs) regarding the implementation practices of the SNC within Pakistan's educational framework. The research seeks to compare the perceptions of teachers and AEOs about SNC implementation at the primary level and to identify obstacles to its successful execution. Data were collected through a quantitative survey methodology using a self-developed questionnaire on a 5-point Likert scale. Out of a population of 4499 teachers and AEOs, 400 participants were selected as a sample through stratified random sampling. The findings show that PSTs and AEOs generally agree on the strengths of SNC in promoting moral and civic development and its ease of implementation. However, they also highlight significant concerns, including lack of training, limited resources, increased workload, poor alignment with classroom realities, and the needs of the 21st century. A notable disagreement was observed regarding SNC's ability to reflect cultural diversity and prepare students for modern challenges. The independent samples t-test revealed a significant difference in views on implementation practices between teachers and AEOs, although perceptions of barriers were similar. The report advocates for thorough teacher preparation, adequate resource allocation, stakeholder participation, and the development of clear communication channels.

Keywords: Single National Curriculum, Implementation Practices, Issues

Introduction

Conception of Single National Curriculum (SNC)

The word curriculum is generally defined as a planned set of syllabuses or simply as the content that forms a course of study in any particular learning institution. It is a series of

recommendations that specify the subjects' learners should understand to meet academic requirements. It specifically relates to the lessons taught within a specific course or discipline (Barnes, 2018). The Single National Curriculum (SNC) was introduced to unify the three different sectors of the Pakistani education system: the public, private, and Deeni Madaris systems. The lack of integration across these systems has resulted in significant learning gaps and notable variances in educational outcomes. The educational options provided by each system differ to address the disparities among them (Jahanzaib et al., 2021). The SNC was established in 2018 by the National Curriculum Council, which then-prime minister Imran Khan founded. In August 2021, the Punjab province largely adopted the SNC; however, several private schools in Punjab did not fully implement its provisions. The initial phase began at the primary level. Despite numerous benefits for children, the implementation of SNCs has raised concerns. Elementary school educators have expressed worries that the material is extensive and complex, complicating instruction and understanding despite receiving training (Tareen & Jalal, 2022). The SNC is being introduced in schools across Pakistan to provide consistent educational standards for all students.

Objectives of SNC

The primary aim of the SNC is to reduce the socio-economic gap between wealthy and underprivileged groups in society. The SNC was introduced to address the disparity between the affluent and lower socio-economic classes sustained by the previous curriculum. Students and the general population differ from different educational systems and curricula (Rauf et al., 2022). Curriculum changes are being made to tackle disparities across various social layers in Pakistan. Curriculum reform is a crucial part of education, characterized by a continuous and evolving process that requires adjustments to meet changing global demands. By promoting interfaith tolerance and accommodating the needs of students from minority religions by respecting their religious views, the SNC aims to foster religious neutrality (Abbas et al., 2022).

Benefits of SNC

The advantages of implementing an SNC include promoting socio-economic equality and providing equal access to high-quality education for all children. Reducing disparities and social class inequalities fosters social cohesion and contributes to national unity while supporting upward social mobility. Additionally, the SNC helps eliminate socio-economic inequities and benefits students from public and private schools in common cities, federal capitals, and provincial capitals, regardless of their socio-economic background—this further advance social equality in Pakistan (Safdar & Idrees, 2021). A child's socio-economic status significantly affects their quality of life; however, the SNC can help reduce or reverse this disparity. Moreover, children whose families frequently relocate due to transfer orders, security issues, or personal challenges may experience smoother transitions between schools when an SNC is in place. This ensures a seamless changeover between schools, preventing classroom interruptions and wasted time (Irfan & Tigerstedt, 2019). The challenges faced by the country significantly influence how well children are educated (Khan & Nadeem, 2020).

Difficulties in the implementation of SNC

The implementation of the SNC in Pakistan faces significant challenges. The country's multilingualism creates a major obstacle. Pakistan comprises various ethnic groups and languages, each with unique educational needs and cultural sensitivities. Balancing regional diversity with a unified curriculum is complex. According to Amirali & Halai (2021), the SNC must incorporate multiple perspectives and local information to engage students from different backgrounds and promote cultural understanding. This task requires balancing national unity with regional autonomy. According to Farooq et al. (2022), SNC implementation is hindered by infrastructure and resource shortages, especially in rural schools that often lack textbooks, skilled teachers, and other essential resources. Infrastructure and technological limitations also impede effective curriculum delivery. Teacher training, school facilities, and resources are important for successful SNC implementation. To address infrastructure issues, Pakistan must work to provide quality education across all regions. Similarly, according to Khowaja & Kang (2023), it is a complex challenge for the government to give all children equal opportunities in an environment where textbooks, publishers, assessment methods, and, most importantly, teacher capacity, vary significantly between different educational systems.

Further research on the challenges and barriers in implementing SNC in Pakistan is essential to guide policy decisions and enhance the curriculum's effectiveness.

The Rationale of the Study

The research was driven by the need to address the ongoing gap in Pakistan's education system, where public, private, and religious schools operate with different curricular systems. To promote educational equity, social cohesion, and the standardization of learning outcomes, the Single National Curriculum (SNC) was introduced to unify these systems (Tayyab et al., 2022). However, its implementation has faced political, structural, and pedagogical challenges, especially concerning provincial autonomy, poor infrastructure, and teacher preparedness (Tahir, 2022; Farooq et al., 2022). These issues call for a focused study on how key stakeholders perceive the viability and effectiveness of the SNC.

Since the implementation of curriculum policies directly involves teachers and Assistant Education Officers (AEOs), their perceptions offer valuable insights into actual realities. Although policy documents may emphasize inclusion and national integration, local circumstances often lead to different outcomes. Therefore, this study aimed to explore the views of teachers and AEOs regarding the practice of SNC implementation and identify the obstacles that hinder its effectiveness.

Statement of the Problem

The SNC has been partially implemented in the Punjab province. A significant debate exists among stakeholders regarding SNC's theoretical and practical aspects. The implementation of SNC has raised several issues, especially concerning managing individual differences and the diverse backgrounds of students in a multicultural and multi-ethnic context like Pakistan. Additionally, some groups see it merely as a way to score political points. Therefore, a study was necessary to investigate the facts related to successful SNC implementation. This study explores the challenges teachers and AEOs face at the primary level when implementing SNC

practices, revealing important findings.

Objectives of the Study

1. To evaluate PSTs and AEOs' perceptions of issues in the implementation practices of the SNC.
2. To compare teachers' and AEOs' perceptions of issues in the implementation practices of the SNC.
3. To identify the barriers to the effective implementation of the.

Research Questions

1. What are the teachers' and AEO's feelings about the issues in the implementation practices of the SNC?
2. What is the difference between the perceptions of teachers and AEOs about the issues in the Implementation practices of the SNC?
3. What are the main obstacles to implementing the SNC effectively?

Significance of the Study

The study is important for identifying the challenges and practical solutions related to the effective implementation of the SNC. Field workers in education, such as teachers and AEOs, are experiencing SNC challenges and are highly aware of the issue. The research provides valuable information that can benefit teachers, parents, managers, policymakers, curriculum developers, and political leaders involved in various decision-making processes. This could also assist the researcher in developing a new theory on effective school management in a multicultural country like Pakistan.

Delimitations of the Study

The study was delimited to:

- PSTs and AEOs working in District Bhakkar in the year 2024

Literature Review

Critique on SNC

The SNC faces multiple challenges during implementation, and there has been significant discussion about its theoretical basis and practical effects since it started. Khowaja and Kang (2023) reported that the government's first task is to persuade more than 20 million children not in school to return. The government also struggles to provide equal opportunities for all children due to the wide differences in textbooks, publishers, evaluation methods, and, importantly, teacher capacity across various educational systems. Additionally, some primary schools have only one or two rooms with just one or two untrained teachers. (Sheikh et al., 2020) Instead of promoting skill development, the state appears to have ideological motives and goals, and no education system can meet modern demands without proper infrastructure (Zafar et al., 2024; Qazi, 2020). The SNC curriculum emphasizes political and moral goals while neglecting the behavioral and cognitive aspects of education (Asad et al., 2023; Durrani & Nawani, 2020). Pakistan has 66 different languages, including Pashto, Sindhi, Balochi, Punjabi, and Urdu, among others. The SNC ignores Pakistan's cultural diversity and claims that only Urdu has cultural or educational significance in the country. (Abbas et al.,

2022; Amirali & Halai, 2021). The SNC uses political elements of education to assimilate Pakistanis, promoting a single culture that dismisses the validity of other cultures. As a result, future generations may lack creativity and critical thinking because they are taught to accept beliefs without question (Ahmad et al., 2023). Regional languages are recognized due to the political influence of their speakers, while other language groups face marginalization and denial of acknowledgment (Hussain et al., 2024; Jabeen, 2020). The SNC team copied the entire text from NCEL for the chapter on teacher training, making only minor adjustments to reduce redundancy. The resources spent on portraying the SNC as a reform-oriented curriculum should be questioned, given the minimal changes made to the NCEL (Asghar & Ahmad, 2022).

On the other hand, literature also highlights positive features that counter critique of SNC. The implementation of the SNC represents a positive step toward addressing this fundamental issue and shows the government's commitment to improving the quality of education and increasing enrollment (Dilshad et al., 2023). Private schools can develop their textbooks as long as they follow the core learning criteria, except for Islamiyat and Urdu subjects (Fadlia et al., 2021). A person is considered to have a disability if they face limitations in multiple areas of life, but with proper support, an accommodating environment, and necessary preparations, they can overcome challenges and succeed (Ahmad et al., 2023). Developing a single education system applicable to all children, with shared curriculum, language of instruction, and a consistent assessment framework, ensures equality and access to high-quality education. A unified national curriculum across all states marks a significant step forward (Afzal, 2021). Standardized education promotes social integration among children from diverse backgrounds and ensures fair competition in job access. The education system aims to foster national unity (Naqvi, 2021). (Hussain et al. 2024) and Irfan (2021) reported that the SNC emphasizes peace, social harmony, religious tolerance, respect for others, equal treatment, and conflict resolution.

Teachers' views on SNCs' implementation

Teachers' perception of the SNC is an influential source of feedback for policymakers, and SNCs' success depends on the meaning and perceptions that teachers assign to these policies (Asghar & Ahmad, 2022; Jabeen, 2020). Teachers are the main stakeholders in the implementation process of the SNC, and their perceptions have not been identified during its implementation (Dilshad et al., 2023). The credibility of the SNC will be assessed through future studies, and it is crucial to gather professional opinions from educators (Zaman et al., 2021). Sheeza et al. (2024) and Irfan and Tigerstedt (2019) emphasized that collaboration with experts from different provinces and training for ESL instructors are necessary for successful implementation. According to Iqbal and Tatlah (2022), elaboration, practical examples, and case studies are effective strategies that should be integrated into the curriculum.

Khowaja and Kang (2023) reported that the competencies and expected learning outcomes outlined in the curriculum provide a sufficient framework for imparting moral values. Similarly, Khushboo (2022) revealed that the SNC seeks to empower learners and equip them with the skills needed for life beyond the classroom. Achieving the SNC vision requires a coordinated approach to teacher training, ensuring educators are adequately prepared to

implement the curriculum effectively. Fayyaz et al. (2023) present contrasting arguments, indicating that the learning outcomes in the SNC for pre-I grade mainly focus on lower-order thinking skills (LOTS). Self-directed learning is notably lacking in the learning outcomes of the SNC.

The potential benefits and theoretical foundations of the SNC have been extensively studied; however, there is a lack of research on the practical challenges faced in its effective implementation (Abbas et al., 2022). The limited attention given to the perspectives and experiences of various stakeholders involved in the process represents a major gap in the literature on the implementation practices of the SNC in Pakistan. The opinions of teachers, students, parents, and community members who are directly affected by the changes brought about by the SNC must be considered (Iqbal & Tatlah, 2022).

Research Methodology

The study used a descriptive method. To examine SNC implementation issues, a quantitative approach with a survey technique was employed.

Population of the study

The study population included all PSTs and Assistant AEOs in District Bhakkar. In the district, there are a total of 4,417 primary school teachers, consisting of 2,299 males and 2,118 females. A total of 82 AEOs exist, comprising 39 men and 43 women.

Sample of the study

The study used a disproportionate stratified random sampling technique for selecting its participants. A total of 400 individuals, including 350 teachers and 50 AEOs, were chosen through stratified random sampling with a 5% margin of error. Two strata were created based on gender, with an equal 50% allocation for both males and females.

Research Instruments

The researcher chose a quantitative approach and used a self-developed questionnaire with 21 closed-ended questions. The questionnaire used a 5-point Likert scale to collect data from the selected sample.

Reliability of Research Instruments

Cronbach's alpha was used to evaluate the reliability of the items. The study instrument included only items with a reliability coefficient of 0.80 or higher. The tables below show the reliability ratings for each section of the questionnaire.

Table No. 1 Reliability Statistics

| | Cronbach's Alpha | N of Items |
|------------------------------------|------------------|------------|
| Issues in Implementation Practices | .824 | 13 |
| Barriers in Implementation | .844 | 8 |

Data Collection

Data collection involved visiting respondents’ schools and offices, where questionnaires were given to participants. The questionnaires were then collected after the data-gathering process.

Data Analysis

Following the data collection phase, analysis was performed using SPSS. Data were examined using both descriptive and inferential statistics through SPSS. The independent samples t-test was used for inferential analysis. This presents the results in a structured table format.

Results

Table No. 2 Perception about Implementation Practices of S.N.C

| I think that SNC is/has | | A (%) | U (%) | D (%) | \bar{X} | σ |
|-------------------------|--|-------|-------|-------|-----------|----------|
| 1. | Easy to implement. | 66.0 | 10.5 | 23.6 | 2.29 | 1.24 |
| 2. | Clear goals. | 14.3 | 16.8 | 69.0 | 3.80 | 1.06 |
| 3. | Provides adequate resources. | 13.0 | 7.2 | 79.8 | 4.00 | 1.08 |
| 4. | Comes with administrative support. | 18.0 | 17.0 | 65.1 | 3.68 | 1.07 |
| 5. | It is being implemented smoothly. | 19.8 | 19.8 | 60.5 | 3.50 | 1.12 |
| 6. | Aligns with classroom practices. | 44.5 | 9.0 | 46.6 | 3.01 | 1.30 |
| 7. | Prepares students for 21st-century skills. | 15.8 | 10.3 | 74.0 | 3.86 | 1.11 |
| 8. | Meets diverse learning needs | 39.5 | 29.0 | 31.5 | 2.90 | 1.21 |
| 9. | Supports moral and civic development. | 66.8 | 12.5 | 20.8 | 2.35 | 1.13 |
| 10. | Reflects cultural and regional diversity. | 17.6 | 10.5 | 72.0 | 3.74 | 1.15 |
| 11. | Encourages independent learning. | 21.3 | 10.8 | 68.0 | 3.60 | 1.26 |
| 12. | Uses appropriate assessment methods. | 51.8 | 9.8 | 38.5 | 2.77 | 1.31 |
| 13. | Increases teacher workload and pressure | 18.6 | 11.5 | 70.0 | 3.71 | 1.22 |

Table 2 shows teachers’ and AEOs’ views on how the Single National Curriculum (SNC) is being implemented. The most positively viewed aspect was the support for moral and civic development, with 66.8% agreement and only 20.8% disagreement, suggesting that respondents see the curriculum as ethically sound. Similarly, 66.0% found implementing the SNC easy, indicating its practical feasibility. Another area with considerable agreement (51.8%) was appropriate assessment methods, although a significant disagreement (38.5%) shows mixed experiences. On the other hand, several implementation aspects received high levels of disagreement. For example, 79.8% disagreed that the SNC provides enough resources, and 74.0% disagreed that it prepares students for 21st-century skills, highlighting concerns about content relevance and resource shortages. A significant 72.0% disagreed that the curriculum reflects cultural and regional diversity, suggesting perceptions of a disconnect from local realities. Other items received mixed reactions. For example, opinions about SNC’s alignment with classroom practices were nearly split, with 44.5% agreeing and 46.6% disagreeing, indicating variability across schools. Likewise, 39.5% agreed and 31.5% disagreed on whether the SNC meets diverse student needs, showing partial approval.

Table No. 3 Perception about Barriers of S.N.C

| I think barriers in SNC implementation is/are | A (%) | U (%) | D (%) | \bar{X} | σ |
|---|-------|-------|-------|-----------|----------|
| 1. Resistance from teachers | 63.5 | 12.0 | 24.5 | 3.73 | 1.16 |
| 2. Low parental involvement | 45.0 | 15.5 | 39.5 | 3.67 | 1.23 |
| 3. Lack of adequate training | 70.3 | 10.2 | 19.5 | 2.33 | 1.17 |
| 4. Insufficient teaching resources | 62.7 | 9.8 | 27.5 | 2.40 | 1.06 |
| 5. Inadequate coordination | 54.1 | 13.0 | 32.9 | 2.49 | 1.18 |
| 6. Insufficient integration of technology | 49.0 | 14.0 | 37.0 | 3.33 | 1.38 |
| 7. Extra workload on teachers | 66.8 | 8.7 | 24.5 | 3.24 | 1.44 |
| 8. Lack of awareness about Objectives | 57.5 | 11.0 | 31.5 | 2.58 | 1.20 |

Table 3 shows PSTs and AEOs’ perceptions of key barriers to implementing the SNC. The data reveal that the most recognized obstacle is the lack of proper training, with 70.3% agreement, pointing to a significant gap in professional preparation. Similarly, 66.8% agreed that increased teacher workload hampers implementation, highlighting systemic pressure on educators. A high level of agreement is also seen for insufficient teaching resources (62.7%) and teacher resistance (63.5%), both considered significant barriers. These responses indicate that material shortages and attitudinal resistance undermine SNC’s success at the ground level. Moderate agreement levels were noted for inadequate coordination among teachers (54.1%) and lack of awareness about objectives (57.5%), indicating organizational and communication challenges in effective rollout. Conversely, low parental involvement (45.0% agreement, 39.5% disagreement) and limited technology integration (49.0% agreement, 37.0% disagreement) show divided opinions, suggesting variability across institutions.

Table No. 4 Difference in Perception of Teachers and AEOs (Group Statistics)

| | Designation | N | Mean | Std. Deviation | S.E Mean |
|----------------------|-------------|-----|------|----------------|----------|
| Implement practices. | Teachers | 350 | 3.35 | .57 | .030 |
| | AEO | 50 | 3.53 | .69 | .098 |
| Barriers | Teachers | 350 | 2.78 | .757 | .040 |
| | AEO | 50 | 2.84 | .691 | .098 |

Table 4 shows that AEOs reported a higher average score on implementation practices (M = 3.53) than teachers (M = 3.35), indicating they view the process more favorably. Conversely, both groups had similar perceptions of barriers, with teachers at M = 2.78 and AEOs at M = 2.84, showing shared recognition of challenges. Overall, AEOs seem slightly more optimistic about implementation, while both groups acknowledge common barriers.

Table No. 5: Difference in Perception of Teachers and AEOs

| | | Levene’s Test | | | | t-test | | | | |
|---------------------|----------------|---------------|------|-------|-------|-----------|-------|-------|----------|-------|
| | | F | Sig. | T | Df | Sig. (2t) | M.D | S. E | 95% C. I | |
| | | | | | | | | Lower | | Upper |
| IP | EV Assumed | .614 | .434 | 2.05 | 398 | .040 | -.183 | .089 | -.359 | -.008 |
| | EV not Assumed | | | -1.78 | 58.85 | .080 | -.183 | .103 | -.390 | .022 |
| Barriers EV Assumed | | 2.33 | .128 | -.56 | 398 | .575 | -.063 | .113 | -.286 | .159 |

| | | | | | | | |
|----------------|-------|------|------|--------|------|--------|------|
| EV not assumed | -0.59 | 66.8 | .552 | -0.063 | .106 | -0.275 | .148 |
|----------------|-------|------|------|--------|------|--------|------|

Table No. 5 shows that for implementation practices (Sec A), Levene’s test was not significant ($p = .434$). However, the t-test result was statistically significant ($t = 2.05, p = .040$), indicating a meaningful difference in perceptions. AEOs rated implementation more positively than teachers, with a mean difference of $-.183$. For perceived barriers (Sec B), Levene’s test was also non-significant ($p = .128$), along with the t-test ($t = -0.56, p = .575$), which showed no significant difference between the groups. This suggests that both teachers and AEOs share similar views regarding the barriers to SNC implementation.

Findings of the Study

The findings show that the most widely agreed-upon strengths of the Single National Curriculum (SNC) were its moral and civic focus (66.8% agreement) and ease of implementation (66.0%). Additionally, respondents recognized its potential to support suitable assessment methods (51.8%) and its alignment with classroom practices (44.5%) as further strengths, although with some reservations. However, major barriers identified include lack of training (70.3%), increased workload (66.8%), and insufficient teaching resources (62.7%). High disagreement was also noted regarding the SNC’s ability to prepare students for 21st-century skills (74.0%) and to provide adequate resources (79.8%), highlighting serious concerns about its practicality and contextual fit. The research revealed differences in perceptions of the Single National Curriculum (SNC) between primary school teachers and Assistant Education Officers (AEOs). AEOs viewed the implementation of SNC more favorably ($M = 3.53$) than teachers ($M = 3.35$), with a statistically significant difference ($t = 2.05, p = .040$), indicating a perceptual gap favoring administrative staff. In contrast, both groups shared similar views on implementation barriers, with teachers reporting a mean of 2.78 and AEOs 2.84; this difference was not statistically significant ($t = -.56, p = .575$), showing consensus on the challenges associated with SNC rollout.

Discussion

Implementation practices of SNC

According to the results of this study, there was general agreement regarding readiness to implement and awareness of the objectives of SNC, but there were disagreements related to administrative feedback, conformity with the education system, and students' preparedness to face the challenges of the 21st century. The survey findings suggest a moderate level of readiness among participants for SNC implementation. This echoes Afzal’s (2021) findings that teachers showed varying levels of preparedness in adopting SNC. Irfan (2021) and Khowaja & Kang (2023) also emphasized SNC's diverse objectives, such as lifelong learning and moral development. Regarding diversity fulfillment, the variation in perspectives aligns with Dilshad et al. (2023), who highlighted the multidimensional nature of SNC. The challenge of limited access to materials reflects Farooq et al.’s (2022) identification of resource scarcity. A lack of prompt administrative support noted in the survey agrees with Asghar & Ahmad’s (2022) findings about insufficient administrative responsiveness. Concerns about the SNC’s alignment with ground realities support Naqvi’s (2021) critique of the curriculum’s inability to address contextual disparities. Lastly, opinions on the SNC’s effectiveness in preparing students for modern challenges align with Malik et al. (2023), who questioned its efficacy in

promoting 21st-century skills.

Barriers to the Implementation of SNC

The study also identified several key barriers to SNC implementation. These include resistance from teachers, insufficient training, and a lack of teaching materials, consistent with findings from Dilshad et al. (2023), Irfan (2021), Fazil (2021), and Farooq et al. (2022). External factors such as community and parental involvement also played a role, aligning with Naqvi (2021). Challenges with technology integration matched Malik et al. (2023), who highlighted ongoing concerns about digital implementation. Unclear instructional strategies found in the survey reflect Khowaja & Kang's (2023) worries about ambiguity in ethical content. Stakeholder awareness issues also parallel Naqvi's (2021) discussion on stakeholder resistance. The importance of teacher training, curriculum updates, regular evaluation, effective communication channels, and adequate funding echoed suggestions from Irfan (2021), Fazil (2021), Asghar & Ahmad (2022), Farooq et al. (2022), Abbas et al. (2022), and Iqbal & Tatlah (2022), all emphasizing systemic improvements for successful curriculum adoption. The need for collaborative platforms to share ideas was also stressed by Iqbal & Tatlah (2022). The t-test results showed a significant gap between teachers' and AEOs' assessments of implementation practices, although there was no notable difference in their views on challenges or suggestions. This perception gap is most likely due to their different job roles and responsibilities.

Conclusion

The analysis of results offers a clear understanding of how the Single National Curriculum (SNC) is viewed in practice. Teachers and AEOs generally agree on the SNC's strengths in fostering moral and civic development and its ease of implementation. However, they also raise serious concerns, including lack of training, insufficient resources, increased workload, and poor alignment with classroom realities and 21st-century needs. Notably, there is significant disagreement about whether the SNC reflects cultural diversity and prepares students for modern challenges. When comparing perceptions of both types of respondents, it is observed that there are significant differences in implementation practices, but not in barriers to effective SNC implementation.

Recommendations

1. To ensure the effective implementation of SNC, educational authorities should prioritize comprehensive and mandatory teacher training.
2. District and higher authorities should allocate enough resources to address pedagogical barriers and coordination issues.
3. District and provincial administrations may carry out ongoing curriculum impact monitoring and assessment efforts to guarantee effective implementation.

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