ArthurAI

Pakistan Pilot Overview

Government-Supervised Learning Outcomes Summary
Prepared for International Education Partners

Background

In early 2026, MindHYVE.ai, in coordination with the Federal Directorate of Education (FDE), conducted a structured instructional pilot of ArthurAI™ School Learning Edition (SLE) across two public institutions in Islamabad:

- Islamabad Model College for Girls, F-11/3 (Urban)
- Islamabad Model College for Boys, Pakistan Town (Rural)

The pilot was implemented under FDE oversight. Pre- and post-instruction assessments were independently designed by the Pakistan Institute of Education (PIE). The objective was to evaluate whether adaptive instructional support could measurably improve learning outcomes within the national curriculum framework while preserving teacher oversight.

Pilot Structure

Duration: 4 weeks (including onboarding and evaluation)
Grade Level: Class 8
Participants: Approximately 60 students (Urban), 43 students (Rural)
Subjects: History and Geography
Instruction Model: ArthurAI™ adaptive instruction with teacher oversight
Assessment Authority: Pakistan Institute of Education (PIE)

ArthurAI generated lesson pathways aligned with FDE guidelines and national Student Learning Outcomes (SLOs), while teachers remained engaged throughout the instructional period.

Measured Learning Outcomes

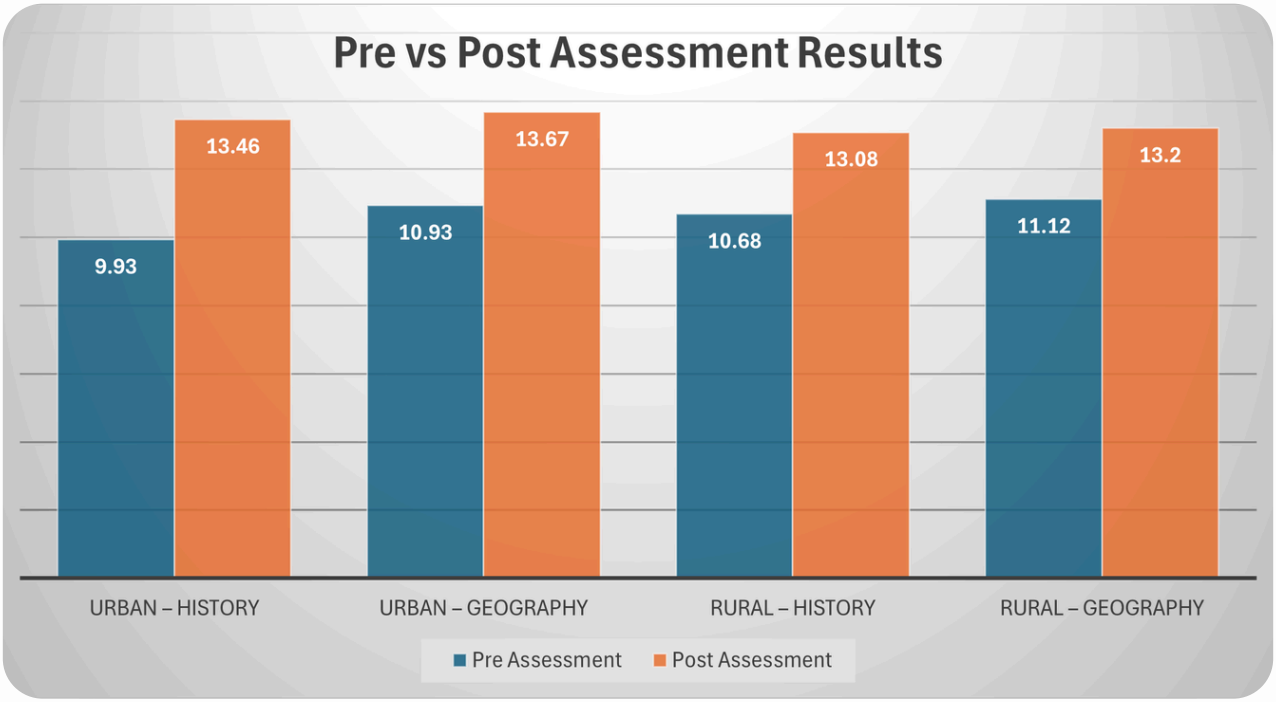
Independent assessments indicated measurable gains across both institutions.

Urban Cohort:
- History increased from 9.93 to 13.46 (+35.6%)
- Geography increased from 10.93 to 13.67 (+25.1%)

Rural Cohort:
- History increased from 10.68 to 13.08 (+22.5%)
- Geography increased from 11.12 to 13.20 (+18.7%)

The executive summary of the report notes that over 80% of participating students demonstrated measurable learning improvement within a short instructional window.

While gains varied between urban and rural contexts, improvements were observed in all groups. The results suggest that adaptive instructional support contributed positively to student comprehension.



Classroom Experience and Institutional Feedback

Qualitative feedback from students indicated that explanations were clearer than textbook-only instruction, and that summaries and quizzes supported exam preparation and comprehension confidence.

Institutional leadership reported consistent lesson completion, increased engagement, and expressed interest in expanding implementation to additional grades and subjects.

Governance and Oversight

The pilot operated within a public-sector governance framework:

- Curriculum alignment maintained under FDE authority
- Independent assessment validation through PIE
- Human-in-the-loop instructional oversight
- Transparent reasoning logs available for review
- Institutional data controls preserved

ArthurAI functioned strictly as instructional support, not a replacement for classroom teaching.

Instructional Adaptability Across Subject Areas

ArthurAI's impact in the Pakistan pilot was achieved through adaptive reasoning and individualized explanation depth rather than subject-specific memorization.

Because the platform operates at the level of instructional logic, it can be applied across subject domains, including:

- Language and literacy
- Mathematics and numeracy
- Science and conceptual reasoning
- Social studies and humanities
- Foundational learning recovery

Deployment structure remains consistent regardless of subject focus:

- Baseline measurement
- Defined instructional window
- Teacher oversight
- Post-instruction evaluation
- Transparent reporting

This ensures that institutions can evaluate measurable outcomes aligned to their own curricular priorities.

Structured Pilot Deployment Model

Organizations interested in evaluating impact may consider a phased pilot model structured as follows:

1. Baseline assessment aligned with existing curriculum standards
2. Defined instructional window (e.g., 4 weeks)
3. Teacher oversight and orientation
4. Post-instruction assessment using independent or internal evaluation standards
5. Transparent reporting of measured outcomes

This approach allows institutions to evaluate measurable impact within a controlled timeframe while preserving curriculum authority and governance structures.

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