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INTEGRATING 21ST CENTURY SKILLS IN THE MALDIVES CURRICULUM: THE MAKING MEANING COMPETENCY

Mohamed Ashir
Aishath Shiunee
Ashraf Abdul Rahem

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ABOUT THE RCCS ON INTEGRATION OF 21ST CENTURY SKILLS IN CURRICULUM IN THE MALDIVES

The KIX EMAP RCCS: Integration of 21st century skills in curriculum in the Maldives responded to a demand from the National Institute of Education (NIE) to strengthen their staff's capacity to review curricula for integrating 21st Century Skills (21CS) into all levels of education and to implement the new curriculum framework into practice. The RCCS activity ran from May 2023 to July 2025, led by the NIE, in collaboration with the KIX EMAP Hub and with technical support from the Australian Council for Educational Research (ACER). Capacity strengthening activities were delivered to the NIE for the implementation of a comprehensive review of the K-12 curricula in view of integrating 21CS into the competency-based curriculum and related teaching and assessment strategies into classrooms. The learnings were then applied by key NIE representatives in the form of two reports. This report showcases, in an exemplary manner, how one of the competencies - Key Competency 06: Making Meaning - is integrated into the new national curriculum. A second report showcases how 21CS are embedded into the curriculum of a selected exemplary grade and subject – Grade 4 Mathematics.

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KIX EMAP Hub / NORRAG
20, Rue Rothschild
P.O. Box 1672 1211 Geneva 1
Switzerland
norrag.kix@graduateinstitute.ch

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BIOGRAPHICAL NOTES ON THE AUTHORS

Aishath Shiunee

Aishath Shiunee is a Senior Curriculum Development Analyst at the National Institute of Education (NIE) in the Maldives, where she also serves as the Head of the Mathematics Unit within the Curriculum Division. With over 12 years of dedicated experience in math curriculum development at NIE, she has played a pivotal role in shaping mathematics education in the country. Aishath holds a Master of Mathematics Education, further solidifying her expertise in the field.

Mohamed Ashir

Mohamed Ashir is a Curriculum Development Analyst at the NIE in the Maldives, bringing an impressive 30 years of experience to his role as Head of the Humanities Unit within the Curriculum Division. His extensive career has been dedicated to shaping and advancing educational content across the nation. Mohamed holds a Bachelor of Arts in Applied Psychology and Expressive Art, a unique academic background that enriches his approach to curriculum development within the humanities.

Ashraf Abdul Raheem

Ashraf Abdul Raheem, a Curriculum Development Analyst at the Entrepreneurship Unit of the NIE in the Maldives, brings a wealth of experience with over 20 years dedicated to the field of education. His journey began as a commerce teacher, and later he transitioned to become an economics teacher. Ashraf holds a Bachelor of Teaching Secondary (Economics and Commerce) from the Maldives College of Higher Education, Male' (currently, the Maldives National University).

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LIST OF ACRONYMS AND ABBREVIATIONS

21CS	21st Century Skills
ACER	Australian Council for Educational Research
CG	Competency Guide
EAP[1]	Europe, Asia, Pacific
EMAP[2]	Europe, Middle East and North Africa, Asia and Pacific
GPE KIX	Global Partnership for Education Knowledge and Innovation Exchange
NIE	National Institute of Education
RCCS	Rapid Customised Country Support

1 From May 2020–September 2023, the Hub was known as the KIX EAP Hub.

2 In 2023, the Hub received a grant extension through to 2027 and underwent a rebranding to the EMAP Hub as it expanded its scope of work.

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EXECUTIVE SUMMARY

This report is part of an in-depth overview of the Maldivian efforts to integrate 21st Century Skills (21CS) into the national education system, primarily focusing on implementing key competencies outlined in the 2015 National Curriculum Framework. It was initiated through the participation of a national team in the KIX EMAP Learning Cycle on "Integration of 21CS in Curriculum", facilitated by the Australian Council for Educational Research (ACER). A country-tailored KIX EMAP activity followed to address the National Institute of Education's (NIE) identified need for (i) capacity strengthening of their staff in reviewing curricula for integrating 21CS into all levels of education and (ii) implementation of the new curriculum framework into practice. This report is a result of the KIX EMAP Rapid Customised Country Support (RCCS) on the integration of the 21CS into the Maldives competency-based curriculum, which started in May 2023 and ended in July 2025.

The report addresses challenges in effectively integrating key competencies into teaching practices, spotlighting the specific case of the 'Making Meaning' competency. The transformative process involves systematic steps, including group discussions, identification of components, strands, aspects, and proficiency levels, with a pronounced emphasis on developing teacher resources and support materials. Proposed strategies encompass professional development programmes, needs analysis, and skills audits, highlighting the critical need for aligning curriculum documents and fostering simultaneous reference to key materials for effective implementation. The report also explores the 2015 National Curriculum, emphasising eight key competencies, with a detailed focus on transforming 'Making Meaning' into a skills framework through collaboration with ACER. Additionally, it outlines the development of teacher resources, emphasising interactive lesson plans, guidelines, and case studies, with the NIE poised to provide schools with a comprehensive guideline for active student participation. Recommendations and next steps aim to bridge the gap between the intended and implemented curriculum, proposing a strategic framework inspired by ACER's 21CS models to transform the Key Competency Guide into an encompassing competency framework. The suggested components include the generation of educational materials, workshops, and the establishment of robust monitoring and evaluation mechanisms in collaboration with the Quality Assurance Department.

This report is intended to be reviewed by NIE staff and senior associates to ensure everyone is aware of these undertakings and to ensure a consistent approach across the system. Further, this report can be viewed by other education systems facing similar considerations as a guide or resource on which to draw knowledge and experience.

1

INTRODUCTION

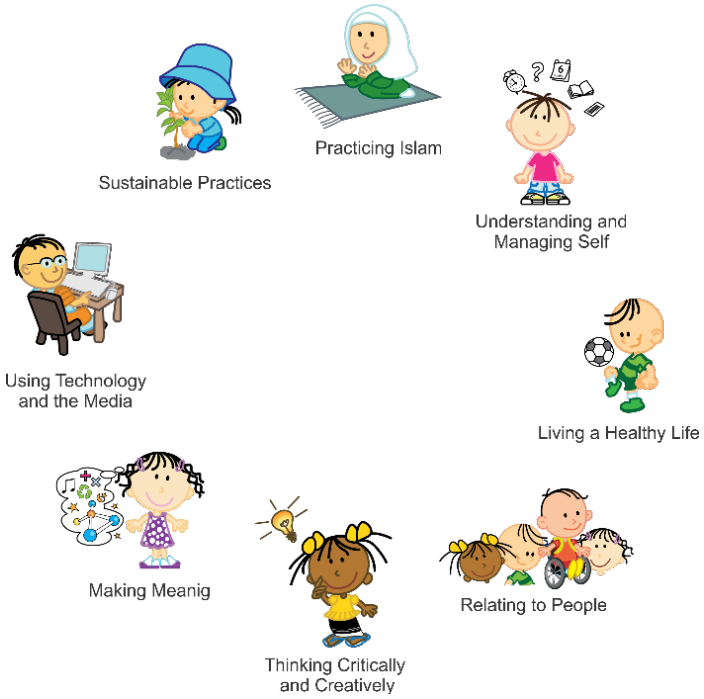
1.1. The New National Curriculum and the 'Making Meaning' Competency

The National Curriculum Framework in the Maldives was introduced in 2015. The decision to implement a new national school curriculum at that time was driven by the recognition that the world was evolving rapidly, making it challenging to predict the specific knowledge that would be essential for the future. In response to this uncertainty, there was a strategic initiative to shift the focus from merely imparting content knowledge to fostering soft or transferable skills, commonly referred to as 21st century skills (21CS) (National Institute of Education [NIE], 2014).

The reform process, which involved intensive literature reviews, curriculum symposiums, and stakeholder meetings, aimed to address the changing needs of the global landscape. The intention was to equip Maldivian students with the skills necessary to adapt to evolving circumstances, think critically, solve problems, and effectively apply knowledge. As a result, the 2015 National Curriculum Framework emphasised the importance of learning processes, the development of investigative and problem-solving skills, appropriate use of reading skills, reasoning in writing, and the cultivation of skills essential for effective learning. Additionally, insights from focus group discussions during this reform process indicated the need to include Islamic spirituality and values specific to Maldivian society and culture in the curriculum. The culmination of these considerations led to the identification of eight key competencies that were incorporated into the curriculum, contributing to a more holistic and adaptable educational approach in the Maldives.

The new National Curriculum Framework comprises eight areas of skills, which are vital for children to be prepared for a decent life. These eight areas of skills are given as eight key competencies as shown in Figure 1, which is the centre of focus of the curriculum.

Figure 1. Key Competencies in the National Curriculum Framework



Source: NIE, 2015, p.2

The current work focuses on translating 21CS that are already embedded in the curriculum into some actionable documents and practices. Despite the initial plan to come up with revised curriculum standards at subject levels, due to the cross-cutting nature of the key competencies across curriculum subjects, it was decided to work at key stage levels. Accordingly, in this report we focus on one of the competencies, namely 'Making Meaning'.

'Making Meaning' involves studying deeply into various forms of representations and ideas to extract meaningful insights. As students engage in making meaning, they enhance their capability to comprehend and utilise language, symbols, and texts effectively. This ability is crucial for conveying information, experiences, emotions, and thoughts. Competent students in making meaning can adeptly use language, adjust to novel ideas and circumstances, and interpret symbols and visual texts to derive significance in diverse contexts (NIE, 2017).

1.2. Background and Context for Integrating 21CS Standards

In 2021, a team of five national experts from the Maldives participated in the KIX EMAP Learning Cycle 3 on "Integration of 21st Century Skills (21CS) in Curriculum"[3] and produced a case study reviewing the extent to which 21CS were integrated across the education system in the Maldives. The national team conducted a needs analysis in which they reviewed the 10 alignment steps for 21CS integration. A skills audit and mapping exercise was conducted for individual subjects to identify which key skills were well embedded in the learning area and which skills had been neglected to a greater or lesser extent. All the elements of the analysis were combined to inform a strategic plan for further integrating skills into the curriculum and the system more broadly (Ali et al., 2022).

Building on the recommendations from the aforementioned strategic action plan, the National Institute of Education (NIE)[4] identified the need for capacity strengthening of their staff in reviewing curricula for integrating 21CS into all levels of education and also for implementation of the new curriculum framework into practice. In March 2023, a request from NIE was put forward via the KIX EMAP National Steering Committee in the Maldives for a KIX EMAP Rapid Customised Country Support (RCCS) to support this identified need.

The KIX EMAP RCCS on the integration of the 21CS into the Maldives competency-based curriculum ran from May 2023 to July 2025, with technical support from the Australian Council for Educational Research (ACER). Capacity strengthening activities were delivered to 68 staff members of the NIE for the implementation of a comprehensive review of the K-12 curricula in view of integrating 21CS into the competency-based curriculum and related teaching and assessment strategies into classrooms. The learnings from such activities were then applied by key representatives of the NIE in the form of two reports. One of the reports showcases how 21CS are embedded into the curriculum of a selected exemplary grade and subject – Grade 4 Mathematics. Complementary, this report showcases, in an exemplary manner, how one of the competencies - Key Competency 06: Making Meaning - is integrated into the new National Curriculum Framework. Both reports are expected to contribute to the systematic implementation of the 21CS curriculum reform for the remaining grades and subjects in the Maldives. In addition, they aim to document NIE's learnings and share innovations with policymakers and educators in the Maldives and beyond.

1.3. Report Outline

This report is part of a comprehensive overview of Maldives' efforts to integrate 21CS into the national education system, with a particular focus on implementing key competencies outlined in the 2015 National Curriculum Framework. It explores the challenges faced in effectively integrating these competencies into teaching practices, highlighting a noticeable gap between the intended and implemented curriculum. It specifically focuses on a key competency, 'Making Meaning', detailing the systematic steps taken to transform it into a skills framework. This process involved group discussions and the identification of components, strands, aspects, and proficiency levels.

Following the introductory section, the second section of this report addresses the process of integrating 21CS into the curriculum and teaching practice. It is followed by a third section addressing the challenges and strategies for integrating 21CS into curriculum. The fourth section dives deeper into the 'Making Meaning' competency, including describing the process of developing a skills framework for it and the next steps required. A significant aspect highlighted is the emphasis on teacher resources and support materials designed to encourage active student participation and the practical application of skills in real-world scenarios. The strategic approach involves conducting workshops, creating educational materials, and providing training for teachers to bridge the gap between the intended and implemented curriculum.

The report concludes by presenting recommendations and next steps, proposing a strategic framework for refining the articulation of key competencies. The aim is to enhance the Maldivian education system by ensuring clarity, consistency, and effective implementation of key competencies, ultimately fostering a dynamic and student-centric learning environment.

3 Learning Cycles are professional development courses offered to national education experts where teams of national experts analyse, contextualise, exchange and produce new knowledge on policy analysis and innovations. The Learning Cycle on integration of 21st Century Skills (21CS) in Curriculum" was organised in two rounds from 14 June – 9 July, and 16 August – 9 September 2021 for 69 national education experts from 14 KIX EAP countries. The Learning Cycle was facilitated by ACER and addressed the steps required to implement systematic curriculum reform that further emphasises 21CS within learning outcomes, assessment, and pedagogical strategies (KIX EAP Hub, 2021).

4 NIE is a Division of the Ministry of Education, which is the main body that designs, develops, implements, and revises the National Curriculum in Maldives as mandated in the letter of the President's Office of the Maldives in December 2012.

2

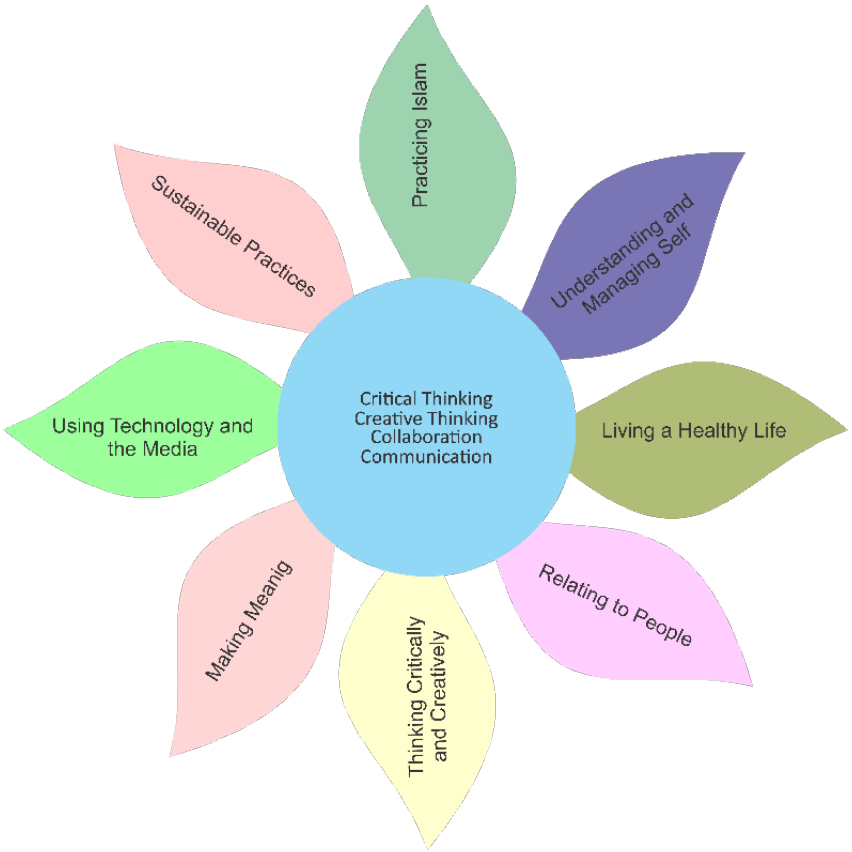
INTEGRATING 21CS STANDARDS INTO THE CURRICULUM

As described in the first section, the new National Curriculum Framework for schools was implemented in 2015. The document was developed to promote a holistic approach to education which places an equal emphasis on the development of knowledge, understanding, skills, values and attitudes. (NIE, 2015)

The new National Curriculum Framework comprises two major supporting documents that incorporate significant elements of 21CS - these are the Key Competency Guide (NIE, 2017) and the Pedagogy and Assessment Guide (Adam et al., 2014). These three documents are presented as physically standalone documents but are interconnected in many ways. Essentially, teachers are expected to refer to these three documents simultaneously to realise the vision of the curriculum. While the National Curriculum Framework document provides details relating to subject content and related skills, values and related soft skills are emphasised in the Key Competencies Guide. Concurrently, the Pedagogy and Assessment Guide presents examples of how the curriculum could be implemented in the classroom in terms of teaching, learning, and assessment.

Figure 2 represents these eight competencies and their respective 21CS. As the figure suggests, the elements of the focused 21CS, namely critical thinking, creative thinking, collaboration and communication, are embedded in all eight key competencies.

Figure 2. Alignment of 21CS to the Key Competencies in the National Curriculum Framework



3

CHALLENGES AND STRATEGIES FOR INTEGRATING 21CS STANDARDS INTO CURRICULUM

3.1. Main Challenges for Integrating 21CS Standards into Curriculum

Teachers encounter significant challenges when attempting to fully integrate key competencies into their teaching practices. While competencies are mentioned in lesson plans, internal discussions within NIE have led to the identification that there is often a lack of detailed incorporation, with teachers predominantly focusing on the curriculum content. The inclusion of key competency terms in lesson plans, such as 'Making Meaning,' lacks specific details regarding how the activities contribute to the competency, posing a hurdle in translating competencies into actionable teaching strategies.

Additionally, there is a noticeable tendency among teachers to prioritise curriculum content over the associated pedagogical and assessment practices linked to key competencies. This results in a gap between the intended curriculum, which underscores the importance of key competencies, and the actual implementation in classrooms, hindering the achievement of holistic skill development outcomes.

Teachers also express the necessity for a document that provides clarity on expectations and consolidates key competencies at an indicator level. Such a document would enable teachers to precisely understand what is expected from students concerning the attainment of a specific key competency.

Furthermore, the transfer of key competencies to students encounters challenges, necessitating an enhancement in the way these competencies are presented in the curriculum. The report emphasises the significance of developing a structured framework to effectively address issues related to transferring competencies to students.

3.2. Strategies for Integrating 21CS Standards into Curriculum

To systematically enhance the integration of 21CS into the Maldivian national curriculum, a stepwise approach is recommended. Initially, national education experts should organise programs akin to the KIX Learning Cycles, facilitated by the Australian Council for Educational Research (ACER). These programs aim to provide professional development, enabling the analysis, contextualisation, and generation of new knowledge on policy innovations related to 21CS.

Subsequently, a needs analysis and skills audit should be conducted to assess the alignment of the curriculum with 21CS. This involves reviewing integration steps and undertaking a skills audit and mapping exercise to identify key skills embedded in the curriculum while pinpointing areas that may require further attention.

Furthermore, it is crucial to develop comprehensive teacher resources, including sample lesson plans, guidelines, and case studies. These resources would specifically be crafted to encourage active student participation and the practical application of Key Competencies in real-world scenarios.

Lastly, ensuring alignment among curriculum documents, including the National Curriculum Framework, Key Competency Guide, and Pedagogy and Assessment Guide, is essential. Promoting simultaneous reference to these documents by teachers facilitates the realisation of the curriculum vision, emphasising the interconnectedness of skills and content for effective implementation.

4

DEVELOPING A SKILLS FRAMEWORK FOR 'MAKING MEANING'

Since the new curriculum started being rolled out in schools, a gap between intended and implemented curriculum was identified. This issue has been highlighted by Cambridge Assessment International Education in its report on Curriculum review of the foundation and Key Stage 1 (Cambridge International, 2020).

One of the reasons causing the issue was believed to be the way in which the eight key competencies were presented, especially in the Key Competency Guide. To address this issue, the NIE technical staff who participated in the KIX Learning Cycle facilitated by ACER brought up the idea of transforming the Key Competency Guide into a competency framework, inspired by the model of ACER's 21CS frameworks.

Although the Key Competency Guide gives a comprehensive picture of how to embed the competencies into lessons and assess the students' progress, there are improvements to be made to the document, including identifying essential components, strands and aspects for each key competency. This would enhance the focus, consistency and clarity of the competencies for teachers.

ACER's skill frameworks model is perceived to be a potential solution to the challenges that Maldives currently faces in transferring the key competencies to the students as intended in the curriculum. It can help the teachers to embed the competencies fully into the lesson plans and translate those into classroom activities.

According to ACER, the skill development frameworks serve various purposes, including:

- providing detailed skill descriptions;
- identifying skill development levels;
- situating skills within an educational context;
- ensuring goal-oriented focus; and
- aligning skills in curriculum, assessment, and pedagogy (Scoular et al., 2020).

Therefore, as part of the KIX EMAP RCCS activity, the sixth key competency, 'Making Meaning,' has been chosen for an ACER-led offline workshop conducted in collaboration with NIE. The workshop aimed to deliver hands-on training and insights, focusing on effective strategies for reviewing, teaching, and assessing the 'Making Meaning' competency. Through this joint effort, the goal was to empower NIE professionals with the requisite knowledge and skills to successfully transform the remaining seven key competencies into a comprehensive skills framework. The ultimate objective is to amalgamate all eight key competencies into a practical guide, facilitating easy implementation in teachers' daily routines.

As outlined in the Key Competency Guide, the sixth competency is focused on perceiving profound significance from a variety of representations and concepts. Through active engagement in the process of making meaning, students develop the proficiency to comprehend and adeptly use language, symbols, and text for diverse purposes, such as conveying information, expressing experiences, emotions, and ideas. Competent individuals in making meaning exhibit the ability to effectively employ language, adapt to new ideas and situations, and interpret symbolic representations and visual texts to extract meaning within different contexts.

Consequently, the transformation of this competency into a skills framework followed a series of necessary steps. Initially, the competency was placed within the context of the Key Competency Guide, requiring the identification of specific components and inherent sub-skills in the 'Making Meaning' competency. Additionally, the competency was systematically broken down into its fundamental elements, aligning with the guidelines presented in the Key Competency Guide to comprehend its all-encompassing nature.

Subsequently, group discussions were held to further dissect the competency into Strands, Aspects, and Descriptions. This process involved the segmentation of the competency into four strands, each comprising various aspects. These aspects,

in turn, provided detailed descriptions that serve as the foundation for developing assessment outcomes associated with the competency. The appendix shows the developed skill framework of 'Making Meaning'.

Subsequently, proficiency levels for each identified skill within the 'Making Meaning' competency will be established, spanning from foundational to Key Stage 5 (K-12), with explicit criteria outlined for each proficiency level. It is imperative to ensure that the skills framework for 'Making Meaning' is designed with interdisciplinary applications, emphasising clear connections between this competency and other subjects in the curriculum.

Following this, the development of assessment methods aligned with each identified skill will take place, enabling teachers to assess student proficiency in 'Making Meaning'. Given the National Curriculum Framework's emphasis on formative assessment, these skills will be predominantly assessed through this method to ensure seamless alignment with the national curriculum. Given the nature of the competency, which involves skills performed by students, continuous assessment will be heavily utilised. However, summative assessment will also be employed to evaluate the achievement of outcomes, particularly for students in Key Stage 3, 4, and 5, who engage in summative assessments.

Additionally, educational materials, lesson plans, and resources aligned with the skills framework for 'Making Meaning' will be developed, offering teachers practical tools to facilitate skill development in the classroom. Subsequently, a crucial step involves providing training and professional development programs for teachers to acquaint them with the skills framework. This training aims to empower teachers with the necessary tools and strategies for seamless integration and assessment of 'Making Meaning' skills.

The final phase will entail establishing monitoring and evaluation mechanisms, implementing an ongoing system to assess the effectiveness of the skills framework. This collaborative effort with the Quality Assurance Department will incorporate monitoring guidelines into the quality assurance documents.

4.1. Teacher Resources

As described earlier, the National Curriculum Framework delineates eight crucial learning areas fundamental for the all-encompassing growth of young individuals, encompassing knowledge, understanding, skills, attitudes, and values. These domains encompass Islam and Spirituality, Language and Communication, Mathematics, Environment, Science and Technology, Health and Wellbeing, Social Sciences, Creative Arts, and Entrepreneurship. Aligned with eight key competencies, the curriculum underscores holistic development by fostering a robust moral foundation, cultural identity, and spiritual understanding. Language education advocates for effective communication, critical thinking, and appreciation of cultural diversity. Mathematics instruction targets the cultivation of logical and analytical thinking vital for problem-solving and critical reasoning. The curriculum further encourages scientific literacy, environmental awareness, and informed decision-making for health and social responsibility. Creative arts and entrepreneurship act as platforms for self-expression, cultural appreciation, and the fostering of an entrepreneurial mindset, encouraging innovation and adaptability.

Consequently, various educational materials, including student books, teacher guides, and syllabus documents, are indispensable for implementing key competencies in schools. The NIE is poised to develop diverse teacher resources to facilitate the integration of key competencies within schools. These resources will be designed to be interactive and engaging, fostering active student participation. Examples include lesson plans that incorporate group activities, discussions, and practical exercises, encouraging the practical application of key competencies in real-world scenarios.

Moreover, NIE will furnish schools with a comprehensive guideline, offering clear instructions for the seamless integration of key competencies. The guideline will encompass the following clauses:

1. Create real-life case studies challenging students to analyse, problem-solve, and apply key competencies in practical situations.
2. Simulate community projects where students take on roles like project manager, communicator, and problem solver to address genuine community issues.
3. Task students with designing and executing community initiatives, incorporating key competencies such as communication, collaboration, and problem-solving.
4. Conduct workshops with hands-on activities and discussions to actively explore and apply key competencies.
5. Foster creativity, communication, and digital literacy by encouraging students to create digital stories. For instance, have them use multimedia tools to narrate stories related to specific concepts, showcasing their effective information conveyance skills.
6. Arrange debates or group discussions on topics requiring students to express opinions, actively listen, and construct compelling arguments.
7. Utilise game-based approaches for teaching problem-solving skills, where students collaborate to overcome challenges within the game.
8. Assign students to teach specific key competencies to their peers through presentations, group activities, or interactive workshops.
9. Engage students in community projects demanding active participation and the application of key competencies. For

example, schools can collaborate with local organisations on projects addressing community needs, providing students with opportunities to contribute their skills and interact with the community.

10. Continuously promote reflective practices in activities designed to develop key competencies in children.

5

RECOMMENDATIONS AND NEXT STEPS

In response to the identified disparity between the intended and implemented curriculum, the following recommendations offer a strategic framework for refining the articulation of the eight key competencies within the educational system. The proposal highlights the significance of a comprehensive examination and restructuring of the current presentation, with a primary focus on enhancing clarity and ensuring consistency in the understanding of these competencies. Drawing inspiration from ACER's 21CS frameworks, the authors advise modelling this approach to transform the Key Competency Guide into an encompassing competency framework. This involves a meticulous identification of essential components, strands, and aspects for each competency, similar to ACER's skill development frameworks, to enhance focus and clarity for educators.

To further support the implementation of these refined competencies, the authors suggest generating educational materials, lesson plans, and resources that align seamlessly with the established skills frameworks. These resources serve as practical tools designed to empower teachers in effectively integrating and assessing key competencies within the classroom setting and other school-wide activities. The proactive approach aims to equip teachers with the necessary resources to foster holistic development, ensuring active cultivation of competencies in the learning environment.

In addition, the authors emphasise the importance of conducting workshops, inspired by successful models like the ACER-led offline workshop in the context of the KIX EMAP RCCS activity, to deliver hands-on training and valuable insights to educators. These workshops should focus on effective strategies for reviewing, teaching, and assessing key competencies, complemented by training and professional development programmes designed to familiarise teachers with the details of the skills frameworks. The overarching objective is to ensure that teachers are well-equipped to navigate and implement competency-based education successfully, fostering a dynamic and student-centric learning environment.

Furthermore, the authors accentuate the need to establish robust monitoring and evaluation mechanisms in collaboration with the Quality Assurance Department. This collaborative effort is vital for a comprehensive evaluation process aligned with broader quality assurance objectives, incorporating regular monitoring guidelines within quality assurance documents. By consistently evaluating the implementation of the frameworks, the education system can identify strengths, address challenges, and make informed adjustments, ultimately enhancing the overall quality and efficacy of competency-based education. This collaborative monitoring and evaluation approach not only ensures accountability but also promotes a continuous improvement cycle that aligns with the dynamic nature of education.

CONCLUSION

In essence, this report provides a comprehensive analysis of the proactive measures taken by the Maldivian education system to integrate 21CS, with a specific focus on the key competencies outlined in the 2015 National Curriculum Framework. Stemming from participation in the KIX EMAP Learning Cycle on "Integration of 21st Century Skills (21CS) in Curriculum", followed by the KIX EMAP RCCS activity, Maldivian education experts aim to bridge the gap between the intended and implemented curriculum, particularly through the transformative process of converting the key competency 'Making Meaning' into a practical skills framework. The challenges identified highlight the necessity of aligning teacher resources, professional development initiatives, and curriculum documents. Inspired by ACER's 21CS frameworks, the strategic recommendations advocate for the evolution of the Key Competency Guide into a comprehensive competency framework, emphasising the development of educational materials, workshops, and robust monitoring and evaluation mechanisms in collaboration with the Quality Assurance Department. The recommendations proposed in this report hold the potential to significantly enhance the Maldivian education system by bridging the gap between intended and implemented curriculum. They are anticipated to improve clarity, consistency, and the effective integration of key competencies, fostering a student-centric learning environment tailored to meet the demands of the 21st century.

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APPENDIX: MAKING MEANING

The Key Competency converted into a structured framework.

Strand	Aspects	Description (Indicators)
1. Communication of ideas	1.1 Communicate student's own understanding	• Clearly convey a student's feelings and thoughts to others. • Clearly express ideas using precise and concise language. • Formulate structured reports and essays that articulate student's views clearly. • Use evidence and examples to support the student's points. • Demonstrate how something works or is done. • Create concept maps or mind maps to represent the relationships between different ideas. • Develop mock-ups or models to represent real-world scenarios. • Engage in class discussions to express student's opinions and understanding. • Defend your perspective with logical reasoning. • Explain concepts to classmates or peers. • Write or describe reflections about the student's own learning process.
	1.2 Organise information and ideas	• Form an outline of the main points. • Organise the points in a logical sequence. • Use mind maps or concept maps to visually represent the relationships between different ideas. • Breaking down the content into segments with clear headings and subheadings. • Arrange information in a logical order. • Consider cause-and-effect relationships. • Use transition words and phrases in speech and writings. • Integrate visual aids, such as charts, graphs, and diagrams, to complement and clarify written or spoken words. • Avoid unnecessary repetition of ideas. • Use concrete examples or analogies.

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2. Interpret ideas	2.1 Interpret communication in various forms and audiences	• Recognise the context in which the communication is taking place. • Consider the cultural, social, and situational factors that may influence interpretation. • Consider the tone, pitch, and emphasis to understand the speaker's intentions. • Recognise the tone based on the formality or informality of the situation. • Pay attention to non-verbal cues such as body language, facial expressions, and gestures. • Analyse written communication for clarity, coherence, and relevance. • Consider the purpose, main message, and supporting details. • Interpret visuals, such as charts, graphs, and images, in the context of the overall message. • Actively listen to spoken communication. • Evaluate the reliability and credibility of sources. • When in doubt, ask questions to clarify any uncertainty. • Recognise that different individuals may interpret the same communication differently. • Avoid assumptions • Be empathetic about the audience or the communicator.
	2.2 Justify own interpretation of ideas and information	• Support explanations with concrete evidence from reliable sources. • Use data, facts, examples to support the argument. • Acknowledge the sources of information. • Fluently or clearly explain the logical reasonings that support the argument. • Acknowledge and address potential counterarguments to your interpretation. • Compare student's interpretation with alternative viewpoints.
	2.3 Explore opinions presented in different information sources	• Refer to a variety of sources for information. • Consider sources with different perspectives. • Assess the credibility and reliability of each source. • Recognise any potential conflicts of interest. • Compare opinions across different sources. • Identify common aspects and differences. • Appreciate consistency in information presented by different sources. • Question the assumptions of arguments. • Verify facts and claims using multiple sources. • Consider how different viewpoints contribute to a better understanding.

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3. Connecting ideas	3.1 Demonstrate critical listening and viewing skills and strategies	• Focus on the speaker or audio content, minimising distractions. • Demonstrate engagement through nonverbal cues like nodding and maintaining eye contact. • Pay attention to nonverbal cues, such as tone of voice, pitch, and body language. • Seek clarification if something is unclear or ambiguous. • Ask questions that encourage the speaker to elaborate on key points. • Extract and summarise the main ideas and key points of the message. • Distinguish between main ideas and supporting details. • Assess the quality and relevance of evidence presented. • Understand the context in which the information is presented. • Engage actively with visual content, whether it's a video, documentary, or presentation. • Take notes on key points and observations. • Evaluate visual elements such as colour, composition, and design. • Assess the credibility of the visual source, including the production quality and reputation of the creator. • Be cautious of manipulated or misleading visuals. • Verify information presented in visual form through additional research. • Relate visual content to key concepts or themes. • Be aware of emotional appeals within visual content. • Summarise the information after listening or viewing. • Reflect on what you've learned and any questions or concerns that arise.
	3.2 Explore a concept, make connection and synthesise	• Evidently define the concept the student wants to explore. • Appreciate its key components and limits. • Gather information from various relevant materials. • Identify key themes or subtopics related to the concept. • Group related information to better understand main patterns. • Analyse how different elements within the concept are related. • Relate the concept to the student's personal experiences. • Pose critical questions about the concept. • Question assumptions, limitations, and implications to deepen your exploration. • Look for patterns, trends, or recurring themes within the concept. • Synthesise information by integrating key concepts and ideas. • Apply the concept to real-world scenarios or problem-solving. • Summarise the main points and connections identified.

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4. Information skills	4.1 Use relevant searching tools to locate and access information	• Utilise popular search engines such as Google, Bing, or Yahoo. • Use specific keywords related to your topic and put phrases in quotation marks for exact matches. • Learn and use advanced search operators to refine your search. • For example, use "site:" to search within a specific website or "filetype:" to find a particular file type. • Explore academic databases. • Access databases like JSTOR, PubMed, or IEEE Xplore for scholarly articles and research. • Check online catalogues for books, journals, and other resources. • Use Google Scholar to find scholarly articles, theses, books, conference papers, and patents. • Explore social media platforms for academic discussions and resource sharing. • Visit government websites for official reports, statistics, and publications. • Look for domains ending in .gov for reliable government sources. • Use Google Books to access previews and full texts of books. • Look for educational websites like Khan Academy, TED-Ed, or educational channels on YouTube. • Explore mobile apps related to the student's field of study. • Consider offline resources, such as textbooks, magazines, and newspapers available.
	4.2 Evaluate and navigate information	• Evaluate the credibility of the source. • Prioritise information from peer-reviewed journals for academic research. • Assess the reputation of the publisher or platform hosting the information. • Recognised publishers and reputable websites are more likely to provide reliable content. • Cross-reference information with multiple sources. • Evaluate whether the information is supported by references and citations. • Consider the domain of the website (e.g., .gov, .edu, .org, .com). • Ensure that the information is current. • Verify information obtained from social media platforms.

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20, Rue Rothschild I P.O. Box 1672
1211 Geneva 1, Switzerland
+41 (0) 22 908 45 47
norrag.kix@graduateinstitute.ch

@KIXEMAP

@KIXEMAP

@KIXEMAP

@KIXEMAP

norrageducation.org/kix-emap

gpekix.org/regional-hub/kix-emap