



SULTANATE OF OMAN  
MINISTRY OF EDUCATION



Ministry of Higher Education,  
Research & Innovation



# Oman National Framework for Future Skills





# Oman National Framework for Future Skills

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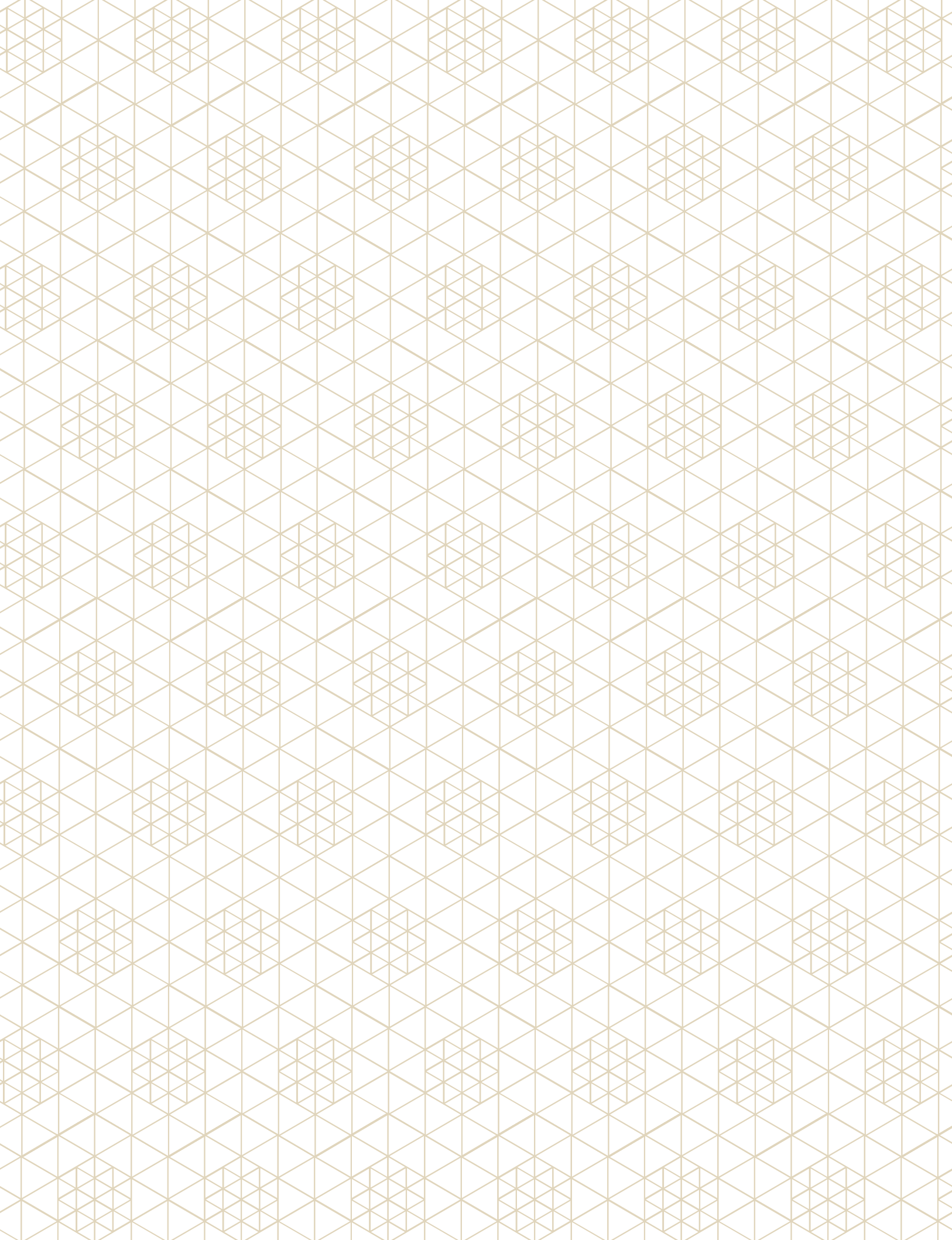


The late Sultan of Oman  
His Majesty Sultan Qaboos Bin Said



His Majesty  
Sultan Haitham Bin Tarik





# Contents

Introduction	7
■ Objectives of Oman National Framework for Future Skills	9
■ Defining Future Skills	11
■ The Importance of Future Skills Internationally	13
Philosophies in Different Countries on Preparing Learners for the Future	14
International Frameworks of Future Skills	15
■ The Importance of Future Skills for the Sultanate of Oman	17
■ Reference Documents for Determining Future Skills in the Sultanate of Oman	19
■ Future Skills in the Sultanate of Oman	21
■ Requirements for Incorporating Future Skills in the Omani Education System	27
Firstly: Curriculum	27
Secondly: Teaching Strategies for Future Skills	29
Thirdly: Measuring and Evaluation Future Skills	30
Fourthly: Teaching Staff	31
Fifthly: Learning Environment	31
Sixthly: Partnership with the Local Community	32
■ Mechanisms for the Implementation and Development of the Framework	33
Conclusion	35
References	37
The Framework Preparation Committee	39





# Introduction

The world is witnessing rapid changes and developments affecting every facet of life. The education sector is no exception. With the emerging technologies and the information revolution and its outputs, what has been called the fourth industrial revolution, it has become essential for educational systems to focus on upgrading the skills of learners to help them adapt to the changing world, and to promote lifelong learning to enable them to compete locally and internationally.

*Predicting future skills remains a challenge to all countries due to the rapid changes in all facets of life*

As a result, the Ministry of Education issued Ministerial Decision No. 121/2018 on 29th April 2018 which established a committee to develop a national framework for future skills. The committee benefited from previously held forums, symposia and conferences as well as drawing on various international experiences in building similar national frameworks. A number of important principles were adopted by the committee, foremost of which were ensuring compatibility of the framework with the Philosophy of Education in Oman, the National Education Strategy 2040, Future Five Year Plans, and the Framework's alignment with the needs of the local and international labour markets. The committee agreed that the Framework should be comprehensive and compatible with the needs of the various sectors in the Sultanate as well as with other international frameworks.

The Framework is in harmony with the 2040 Vision (pillar of people and society) which calls for the education system in Oman to be highly competitive and in-line with the requirements of sustainable development and future skills. As such, the Framework is of particular importance in formulating a unified approach and vision for education and provides a common understanding on the required future skills. It is also intended to serve as a reference for educators and education stakeholders in the Sultanate to enable them to integrate future skills in the educational system to ensure that learners acquire competence in these skills.

The Framework includes a theoretical section addressing future skills and their significance locally and internationally. It also looks at the background and reference documents for the selection of future skills in the Sultanate of Oman. The Framework specifies the skills identified by the committee that meet the requirements of the labour market and society in general. It stresses the importance of adopting the best teaching strategies and evaluation methods.

It is therefore essential that academic institutions adopt the Framework by starting to develop guidelines relevant to their programmes and specializations. It is crucial that institutions consider how they can best equip graduates with future skills so that they have the capacity to adapt in a variety of working environments and sectors. ❖



# Objectives of Oman National Framework for Future Skills

The Oman National Framework for Future Skills aims to achieve a number of objectives, foremost of which are:

- ① Providing a unified vision for educators and education stakeholders in the Sultanate to enable them to integrate future skills in the education system.
- ② Creating a common understanding about future skills across educational institutions to enable them to work in harmony and with consistency.
- ③ Developing the education system in the Sultanate to keep pace with the requirements of sustainable development and in-line with the future requirements of the education system and labour market.
- ④ Upgrading teaching and learning according to best international practices.
- ⑤ Ensuring that learners are equipped with the necessary skills to keep pace with rapid international developments and to enhance their competitiveness in view of the economic, social and technological changes and the future changes in the nature of jobs. ❖







# Defining Future Skills

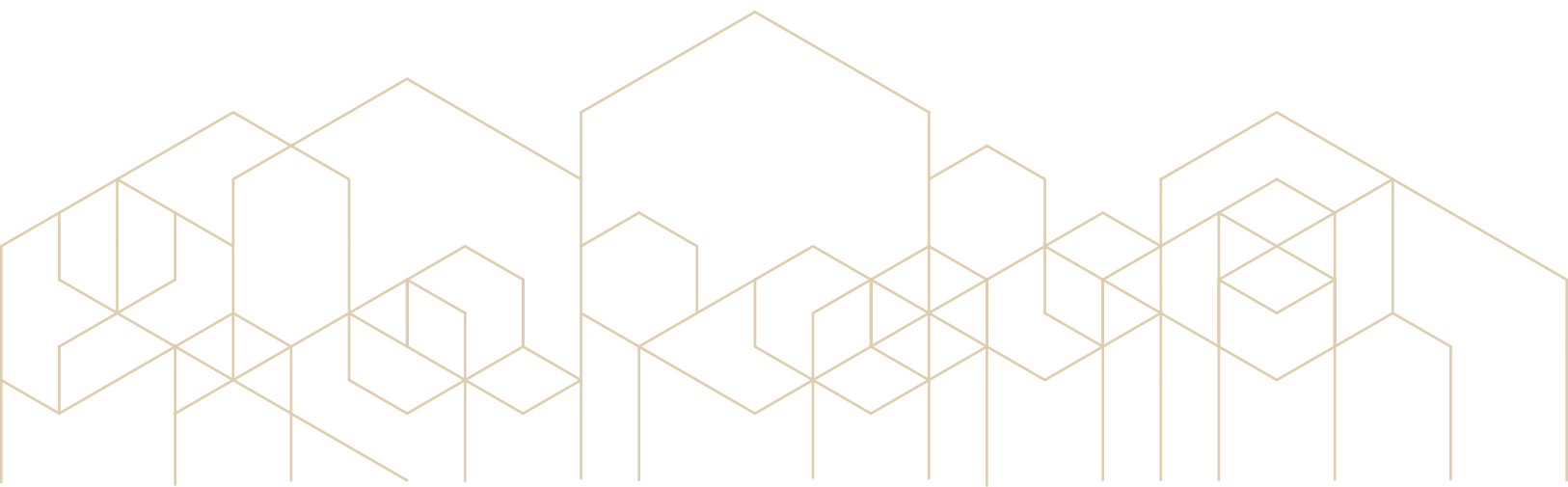
There are many definitions of the concept of future skills. It has become a commonly used term due to partnerships between the economic sector, policy makers and educators aimed at building a common intellectual framework for education by focusing on the integration of skills into the education system. The intention is to enable individuals to contribute positively to work and life in general.

Future skills can operationally be defined as:

*Formulating a framework for future skills is necessary for responding to future vast technological challenges*



A set of prerequisite skills that prepare learners for learning, life and work and that enable them to use information and multimedia technology optimally in the future.





# The Importance of Future Skills Internationally

Without doubt, the world is witnessing major transformations at various levels. A major reason for this is that knowledge has become intrinsically linked to economic progress, making it imperative for individuals to possess skills that enable them to work, compete and succeed in life at the local and international levels. The goal of education cannot, therefore, be confined to equipping individuals with knowledge, but must also provide them with the skills they require to enable them to be productive and successful in life.

*Knowledge is intrinsically linked to economic progress, making it imperative for individuals to possess skills that enable them to work, compete and succeed in life*

Future skills are important at various social, economic and political levels. At the social level, for instance, learners must be equipped with a set of skills to enable them to interact with the surrounding environment in order to keep abreast of the ever-changing social trends.

At the economic level, the world economy is undergoing a massive transformation which in turn poses great challenges for the education system. Learners must keep pace with the rapid changes in the type of skills required by the labour market in order to achieve sustainable development.

In addition, certain skills are essential at the political level for countries which espouse peace and stability. Such skills are also vital for promoting the values of good citizenship so that individuals are capable of adapting to various changes and are adept at communicating, negotiating and sound decision taking as well as exhibiting team working skills.

Despite the fact that the value of such skills is widely recognised today, the requirement for a framework that focuses specifically on these skills is more urgent now than ever before. The onus on our educational institutions is to actively engage in preparing learners for life and work in a world characterized by cutting edge technology.

## Philosophies in Different Countries on Preparing Learners for the Future

Several countries and educational institutions have launched initiatives for formulating frameworks of future skills to prepare learners for the future. The following are examples of these philosophies:

<b>Hong Kong (2000)</b>	Focusing on learning and linking learning with applied sciences and other practical experiences through communication skills, creativity, critical thinking, leadership, flexibility and the use of technology.
<b>Japan (2006)</b>	Focusing on a sense of team belonging and making learners more responsible towards Japanese society and educational institutions through instilling the values of discipline, punctuality, work ethics, and good manners, in addition to problem solving, experimenting, and lifelong learning.
<b>Finland (2010)</b>	Focusing on higher order thinking skills, good citizenship and loyalty by creating a separate subject called 'National Education' which includes topics such as promoting a sense of belonging to the country, rights and obligations, religious freedom and other values.
<b>Singapore (2010)</b>	Focusing on the performance of learners and promoting specific skills that offer better career prospects and provide them with international opportunities through raising their global awareness skills, innovation, critical thinking and communicative and cooperative skills.
<b>United States of America (2010)</b>	Focusing on practical and higher order thinking skills. Many states adopted the Partnership Programme (P 21) which is based on three main pillars; learning and innovation, information technology and media, and life and work skills.
<b>Canada (2012)</b>	Focusing on languages, science, and mathematics as the basis for learning; and, focusing on learner centred education and the use of modern assessment tools in-line with the expansion in extracurricular education with an emphasis on integrating technology in teaching and learning.
<b>Qatar (2016)</b>	Focusing on practical and social skills. Skills are divided into six categories: academic skills such as language proficiencies, cognitive skills such as problem solving, life skills such as cooperation, positive attitudes such as self restraint, civil awareness skills such as national identity, and knowledge based skills such as entrepreneurship.

In addition, many international institutions and organizations concerned with future skills have developed frameworks and models which merit further investigation with a view of benefitting from their experiences.



## International Frameworks of Future Skills

The following table shows examples of some published frameworks of future skills including the basic skills specified in such frameworks namely; reading, writing and arithmetic. The skills are listed in a hierarchical order in accordance with their frequency of use in these frameworks.

Skill	P21	Seven Survival Skills	NCREL & Metiri Group	Iowa Essential Concepts and Skills	Connecticut Dept. of Education	ATCS21
Collaboration and teamwork	■	■	■	■	■	■
Creativity and imagination	■	■	■	■	■	■
Critical thinking	■	■	■	■	■	■
Problem solving	■	■	■	■	■	■
Information literacy	■	■	■	■	■	■
Leadership	■	■	■	■	■	
Resilience and adaptability	■	■	■	■	■	
Cultural and global awareness	■		■	■	■	■
Civic & citizenship literacy	■			■	■	■
Oral and written communication		■		■	■	■
Social responsibility and ethics			■	■	■	■
Technological literacy	■		■	■		■
Initiative	■	■	■	■		
Media literacy	■				■	■
Productivity	■			■	■	
Curiosity		■	■	■		
Financial literacy	■			■	■	
Health literacy	■			■	■	
Responsibility				■	■	
Entrepreneurship	■	■				
Data analysis		■		■		
Interpersonal skills					■	
Cultural basics			■			
Context based learning					■	
Environmental literacy	■					
Metacognition						■
Visualisation			■			

- P21 (Partnership for 21st Century Skills, 2009).
- Seven Survival Skills (Wagner, 2008).
- NCREL & Metiri Group (National Central Regional Educational Laboratory & Metiri Group, 2003).
- Iowa Core Curriculum (2010)
- ATCS 21 (Assessment and Teaching of 21st century Skills project, 2013)

The above shows that countries and organisations around the world have devoted attention to future skills. This was driven by the need to focus on these skills due to the rapid changes in all facets of life.

Many of these frameworks are built around individual country's goals, priorities and future aspirations. For instance, certain frameworks focus on providing learners with skills directly related to the economy, labour market and financial variables, whereas others focus on the leading role of technology in equipping learners with the prerequisite skills for the future and the effects of demography on lifestyles. This is particularly true of the US Framework (P21). Therefore, there is no unified framework that relies on one set of skills as countries' goals and aspirations are different.

As to the Sultanate of Oman, there has been a recognition of the need to formulate a well-defined framework on future skills based on the aspirations and future plans of the Sultanate. Such a framework should aim to ensure the full and active participation of learners in the learning process, help them to improve their higher order skills, prepare them for the labour market and competitiveness in an age of globalization and rapid economic transformation. ❖

*Formulating a framework for future skills for learners in Oman is based on the aspirations and future plans of the Sultanate*



# The Importance of Future Skills for the Sultanate of Oman

The Sultanate of Oman accorded paramount attention to comprehensive development in the country and adopted a host of measures aimed at achieving high levels of economic progress, such as relying less on oil as the main source of economic revenue, promoting private public sector partnerships, attracting foreign investment and supporting the tourism sector in order to diversify the economy. This requires a highly qualified Omani cadre possessing specific sets of skills to enable them to positively contribute to achieving the goals of comprehensive development.

*Developing the skills of the local manpower is necessary in view of the global transformations*

The Sultanate joined the World Trade Organization in 2000. Since then, the Sultanate has aimed at diversifying local exports and attracting foreign investment. There has, therefore, been an ever-increasing need to improve the skills of the national manpower in accordance with international standards.

The Sultanate paid great attention to supporting the growth of small and medium sized enterprises in recognition of their positive impact on the national economy by minimizing reliance on government subsidies, on stimulating further development of the state and providing job opportunities for the national manpower so that it is capable of keeping pace with economic developments and other global transformations. Such enterprises require specific skills such as, entrepreneurship, risk taking, independence, innovation, creativity and effective time management.

In order for the Sultanate to play a pivotal role at the global economic level, drawing on its strategic geographic position and acting as a link between developing and developed economies, it is imperative that human resources are equipped with the prerequisite skills for work and life so that individuals are productive in various walks of life and are capable of contributing to the development of science and technology. Therefore, it has become essential that the necessary requirements for progress in this century are adequately provided. This has prompted the Sultanate to adopt policies conducive to the achievement of the desired goals.

It would be remiss not to mention the fourth industrial revolution and the accompanying transformations in the economic landscape and global competitiveness. Such transformations will entail a change in the nature and types of jobs and vocations in the future as well as the skills required by the national manpower. ❖





# Reference Documents for Determining Future Skills in the Sultanate of Oman

For the purpose of determining future skills in the Sultanate of Oman, this Framework is based on a number of background and reference documents foremost of which are: His Majesty's vision, Oman Vision 2040, Oman's Philosophy of Education, Oman's National Education Strategy 2040, and labour market requirements. In addition, a wide range of studies and forums were conducted in order to determine the types of future skills needed in the Sultanate of Oman:

- 1 The International Conference on the (Reform of Secondary Education: Secondary Education for a Better Future; Trends, Challenges and Priorities) held in Muscat 2002.
- 2 The National Symposium on (Education and 21st Century Competencies) held on 22nd September 2013.
- 3 A joint Study between the Ministry of Education and the World Bank titled (Education in Oman: The Drive for Quality) 2012.
- 4 A Study entitled (Diversifying Higher Education in-line with the requirements of the community and the labour market) 2013.
- 5 The National Symposium (Education in the Sultanate of Oman: The Road To The Future) October 2014.
- 6 The Seminar on (Education, Development Trends and Current and Future Employment Opportunities in the Labour Market) May 2017.
- 7 The National Project for (Aligning Higher Education Outputs with the needs of Oman's labour market) in 2017.
- 8 The National Surveys of Employers' Perceptions in the Private Sector conducted by the Ministry of Higher Education in 2015 and 2016.
- 9 Graduates' Surveys conducted by the Ministry of Higher Education in 2017.
- 10 The Workshop (The Future of Skills and Jobs) conducted at the Secretariat General of the Education Council in September 2018.
- 11 The National Symposium (Education, Training and the Labour Market: Reality and Future Trends) 2019.
- 12 The National Qualifications Framework Project in the Sultanate of Oman, 2020.

In addition to the above, the Framework benefited from international experiences as well as studies and research dedicated to identifying prerequisite skills for preparing learners for higher education and the labour market. ❖



# Future Skills in the Sultanate of Oman

The future skills have been classified into three categories namely: Basic Skills, Practical Skills and Technical Skills. The following table provides description of these skills.

## Basic Skills

### Reading in both Arabic and English

The ability to read, interpret and comprehend implicit and explicit simple and complex symbols (in both Arabic and English). Also, to be able to make connections between such symbols and past experiences and to make inferences, critiques, judgments and literary taste.

### Writing in both English and Arabic

The ability to express one's ideas, opinions and feelings in a lucid writing style (in both English and Arabic). This cognitive exercise depends on a conscious choice of what one wants to express and the ability to organize experiences and present them in a way that is tailored to the purpose of expression.

### Mathematics (Arithmetic Skills)

The ability to conduct mathematical processes through various methods to reach accurate results in a timely manner.



## Practical Skills

### Creativity and innovation

The ability to present and implement ideas in unconventional ways to reach valuable results.

### Critical thinking

The ability to analyse objectively based on logical reasoning in order to reach sound judgments in accordance with accepted norms.

### Problem Solving

The ability to identify a specific problem and its important aspects, to find the most optimal solutions and to respond flexibly to changing circumstances.

### Effective Communications (Oral and written)

The ability to listen to others and to convey ideas, information, meaning and feelings to groups and individuals. Also, the ability to exchange facts and opinions in a clear, concise, accurate, effective and innovative way, taking into consideration audience sentiments.

### Teamwork and Collaboration

The ability for at least two parties to interact with one another in order to achieve desired results collectively. Also, the ability to work together in various circumstances and to make effective contributions to enable the team to reach the agreed outcomes.

### Leadership

The ability to direct, guide and influence a specific group towards working collaboratively and effectively in order to reach the desired objectives.

### Proactivity

Acting in advance in dealing with situations in order to make the desired changes, seize opportunities and create new conditions.

### Resilience and adaptability

The ability to modify attitudes, behaviours, manners and work strategies according to the surrounding circumstances.



## Technical Skills

### Information and Communication Technology

The ability to use digital tools and devices as well as various programs and applications in order to access information.

### Information and Data processing

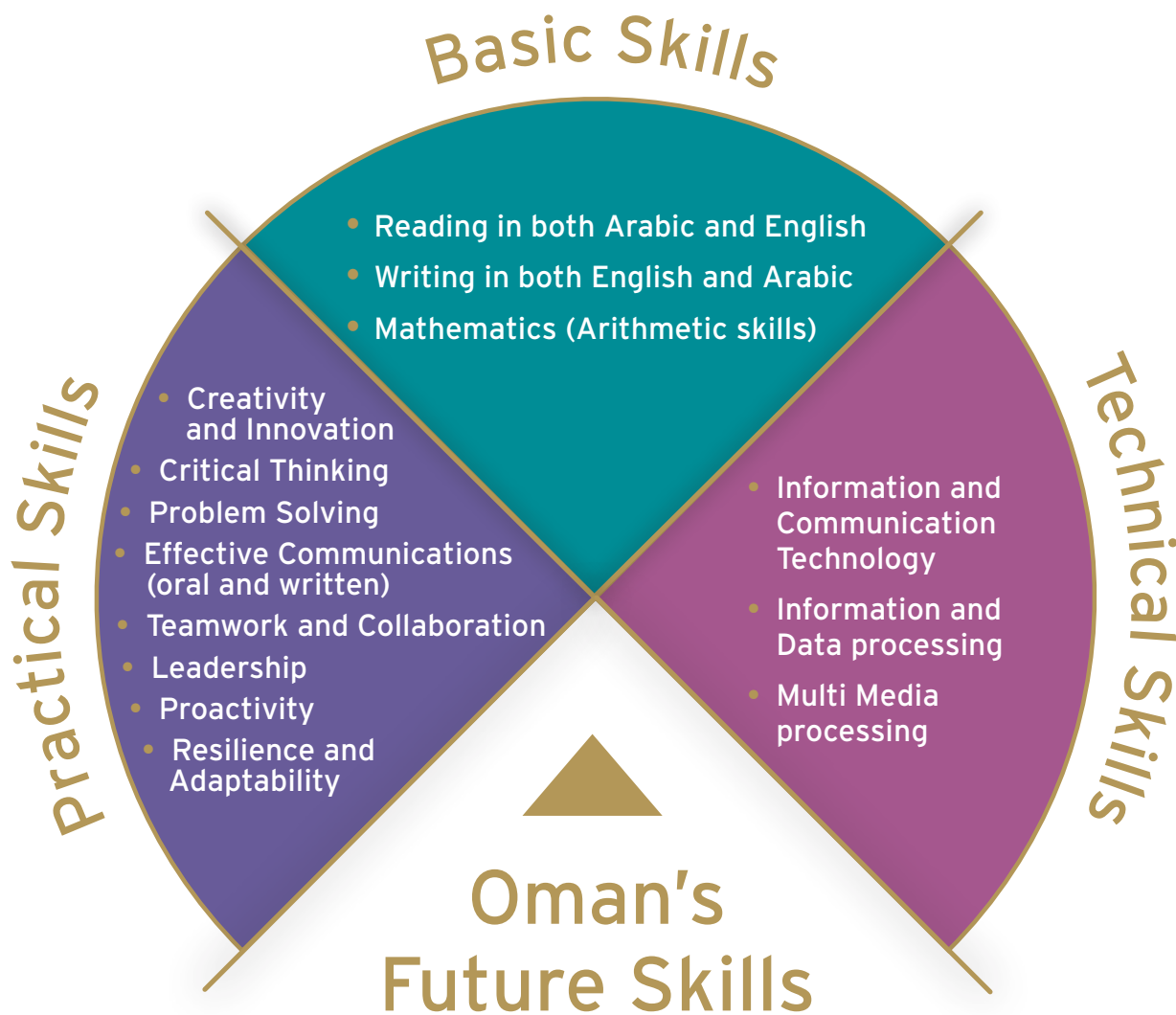
The ability to access, evaluate and locate sources of information, and utilize them optimally in accordance with accepted protocols and norms.

### Multi Media processing

The ability to access information from various media (audio, visual and print) and the ability to analyse, evaluate and produce such information.



The diagram below provides a summary of the skills chosen for Omani learners.



These skills have been selected and classified with the following considerations:

- Focusing on the key skills that are necessary for learners in Oman and are in-line with international frameworks.
- Targeting skills related to future job opportunities, especially those classified by numerous local and international reports into the following fields: artificial intelligence, cloud computing, block chain, 3D printing, internet of things, virtual reality, and robotics.
- Classifying the technological skills as an independent category as stated in Oman Vision 2040 and the National Strategy for Education 2040.
- Focusing on basic skills such as reading, writing and mathematics as highlighted in local and international studies which stressed the need to reinforce the teaching of these skills.
- Merging some skills which are often classified separately in some frameworks. For example, innovation falls under creativity and both lead to creative ideas.
- Entrepreneurship is regarded as an independent skill in some international frameworks. However, it can be achieved through mastering other basic skills such as problem solving, creativity and critical thinking.
- Some international frameworks contained values, civil culture, citizenship, social responsibility and understanding and engaging with diverse cultures, communities and other environments. In Oman, these values have been dealt with in separate documents. For example, the document 'Philosophy of Education in the Sultanate of Oman' confirms respect for differences in opinion, cultural diversity as well as reinforcing peace, mutual understanding and acceptance of other people and the document 'The General Concepts in the Curriculum' illustrates the various concepts which need to be incorporated in the curricula such as good citizenship, human and children's rights, demographic education and traffic safety regulations.





### The Enigma of the Planetary Nebulae

An example of a young planetary nebula NGC 7527 approximately 3000 light years away with concentric shells of material surrounding it after being thrown off by the dying star (PST Image)

The Helix Nebula: The closest Planetary Nebula at 430 light years (Ground)

### Star Birth

### With Clouds of Gas



# Requirements for Incorporating Future Skills in the Omani Education System

Since future skills are cumulative in nature, they need to be given special attention and be incorporated in all aspects of education including standards, curriculum, assessment, training, educational environment as well as partnerships with the community. These aspects are detailed as follows:

*Incorporating future skills in all types and levels of education is very crucial*

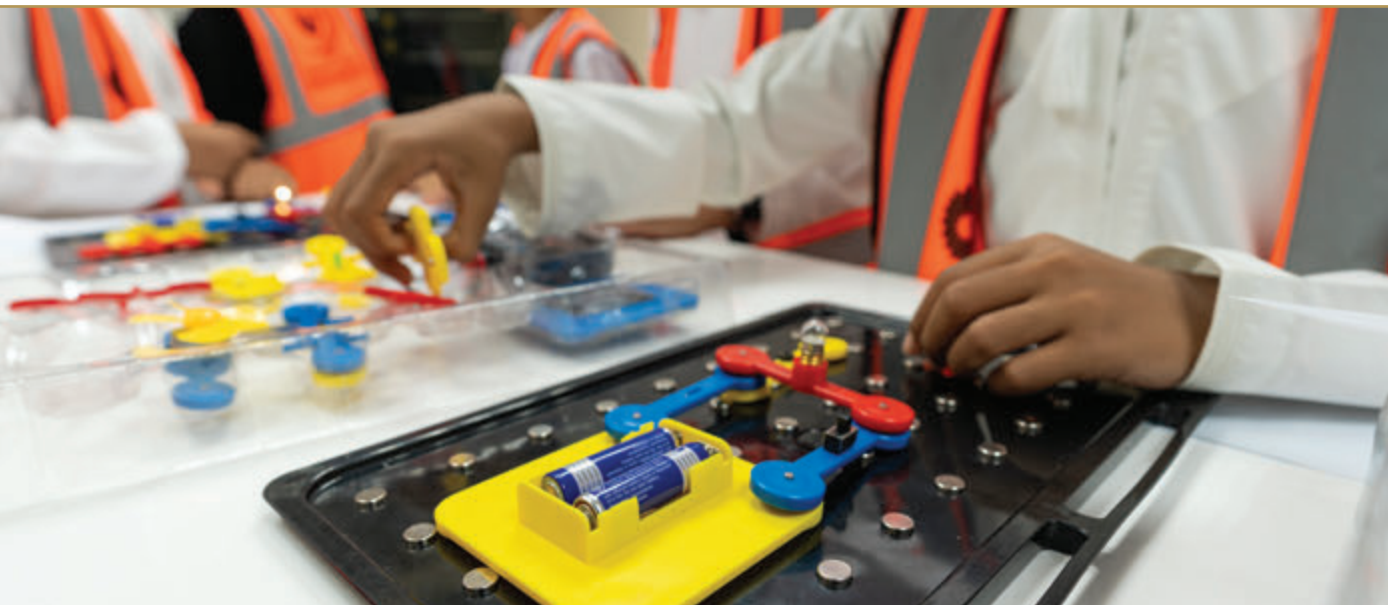
## Firstly: Curriculum

There are a number of internationally recognized mechanisms for incorporating future skills in the school curriculum. However, it should be noted that most of the available documents call for the merging of these skills in school subjects, such as the European and the American Partnership Association (P21) Frameworks. These Frameworks may vary in the way each skill is tackled and how it is aligned with other subjects taking into consideration how these skills are taught and the suitable learning environment.

Oman's experience with future skills has, however, been rich and diverse. While some skills are blended in various school subjects, others are dealt with more deeply in standalone subjects.

Therefore, Oman's curriculum will continue the same approach with regards to future skills, paying special attention on their importance and ensuring that they are incorporated in all subjects. This will help to ensure that these skills are adequately tackled and evaluated. In addition, new innovative ways will have to be employed to make sure students can retrieve what they have learnt and make appropriate use of it in different situations. There is a body of literature that emphasizes some of the essential requirements for merging future skills in school subjects including:

1. Linking the learning process with real life examples and day to day problems to ensure that students can relate theories back to the world around them so that whatever the task they perform is linked to real life.
2. Ensuring deep understanding of curriculum content through projects and challenges that require innovative and new ways of knowledge application and team collaboration.
3. Helping students master various thought processes and skill applications through varied educational activities to ensure the efficiency and objectivity of their ideas.
4. Use of technology to help students access, organize, analyse and share information and allow them to independently identify the tools and digital content of the assigned tasks.
5. Focusing on innovation, creativity, and enjoyment of life by enhancing students' sense of beauty and good taste through the teaching of arts and creative skills.
6. Following up students' evaluation, and providing feedback to students and teachers to improve their performance and achieve the educational objectives.



## Secondly: Teaching Strategies for Future Skills

Today, future skills are essential if communities are to achieve economic prosperity. Therefore, these skills need to be incorporated in the school curriculum and particular focus has to be given to strategies that stimulate innovation through the following:

1. Allowing students to link theory to practice.
2. Applying skills to various educational contexts.
3. Promoting an environment of active learning where students are encouraged to interact, solve problems, be creative and focus on practical activities.
4. Equipping learners with essential problem solving techniques related to education, social and daily life.
5. Utilization of future skills in a variety of learning contexts inside and outside the classroom.
6. Designing and implementing digital educational strategies and using educational resources to enhance skills implementation.

Previous studies and literature dealing with skills placed greater emphasis on developing teaching strategies that suit future skills in order to apply knowledge in new contexts based on cooperative learning, problem solving, practical experience and investigation. The use of technology has expanded to multiple domains and has diversified learning experiences. Some studies also confirmed that students tend not to acquire future skills through one lesson or even one unit of study, but rather through a series of integrated educational situations.



## Thirdly: Measuring and Evaluating Future Skills

Measuring and evaluating future skills is an integral part of the teaching and learning process. With increased focus on future skills, it is not only necessary to include these skills in the education system but also to create an assessment criteria to evaluate students' abilities in future skills. Assessment documents must, therefore, include clear indicators for every subject on how to evaluate students' acquisition of the skills.

The evaluation process should be interlinked with future skills. In English Language for example, when speaking is evaluated, ICT should also be evaluated simultaneously to assess students' capabilities in technology. Similarly, in science, when the skill of inquiry is evaluated, other skills such as communication and contemplation should also be evaluated.

Measuring future skills requires the following:

1. The evaluation system should be based on the educational standards, curricula and professional development of the teaching staff.
2. Develop performance indicators for future skills as part of cumulative and final evaluation. Such indicators should focus on higher order thinking skills.
3. Use of well-defined assessment tools to ascertain the strengths and weaknesses of students in each skill and suggest programmes for improvement.
4. Utilization of electronic evaluation technologies to assess the extent to which future skills are implemented and evaluated.



## Fourthly: Teaching Staff

Most education systems regard teachers and educators as change agents who spearhead the development of future skills. The role of teachers should not only be confined to traditional and classic teaching techniques, such as memorizing and instructive methods, but rather be extended to stimulate, develop and measure the creativity of learners. Future teachers should also possess the following:

1. Excellent professional qualifications to efficiently meet future requirements.
2. Good understanding of both the subject and of modern teaching techniques and should have access to continuous professional development to improve performance.
3. Knowledge of skills related to continuous learning and self development.
4. Using technology and creating interactive learning environments in order to improve students' future skills.
5. Conducting discussion and dialogue in order to allow students to freely express their ideas.
6. Adapting with various situations and overcoming challenges through creative ideas.

## Fifthly: Learning Environment

Due to the increasing significance of the learning environment in helping students develop and acquire future skills, it is important that the following requirements are met:

1. A modern and flexible infrastructure that is compatible with future requirements.
2. A secure, safe and thriving learning environment.
3. Sufficient human and material resources to help the academic institutions achieve their mission.
4. Continuous updating of ICT systems to keep pace with modern technology, and infrastructure improvement to adequately qualify future learners.
5. Readily accessible resources and information to facilitate the learning process.



## Sixthly: Partnership with the Local Community

It is widely accepted that academic institutions benefit greatly from community support. As a result, institutions should ensure that they cement their relationship with the community and the private sector in order to connect education with real life. There are numerous examples around the world of effective partnerships between academic institutions and the local community:

1. Involvement of parents in all aspects of the education process to assist their children in obtaining a deeper understanding of the relationship between education and real life.
2. Contribution of the private sector in:
  - Teacher training.
  - Infrastructure development.
  - Supporting student projects.
  - Curriculum development.
3. Contribution of Civil Society in:
  - Raising awareness of the importance of future skills.
  - Provision of training opportunities. ❖



# Mechanisms for the Implementation and Development of the Framework

Academic institutions entrusted with training and education should devise action plans to implement this national Framework and incorporate it in all relevant documents. The roles and responsibilities of each institution are detailed below:

Institution	Responsibility
Ministry of Education	<ul style="list-style-type: none"> <li>■ Include the content of the Framework in all related documents and reference books such as curriculum, evaluation and training documents.</li> <li>■ Devise action plans to ensure the content of the Framework is enforced.</li> <li>■ Measure the capabilities of school graduates in future skills.</li> <li>■ Coordinate with other institutions to periodically update the Framework in-line with national directions and international developments.</li> </ul>
Ministry of Higher Education, Research and Innovation and other institutions entrusted with higher education and training	<ul style="list-style-type: none"> <li>■ Ensure that academic and training institutions develop action plans with a time-frame for implementation.</li> <li>■ Measure higher education and training graduates' capabilities in future skills.</li> </ul>
Education and Training Institutions	<ul style="list-style-type: none"> <li>■ Develop action plans and prepare guidebooks that include techniques for acquiring and measuring future skills and update them in-line with developments and requirements of the business environment.</li> </ul>





# Conclusion

The objective of this Framework is to direct more attention towards future skills in the Sultanate of Oman through defining them and laying out implementation mechanisms. It also aims to highlight the role of these skills in preparing students for success and adaptation in a changing world and to encourage life long learning to enable them to compete locally and internationally.

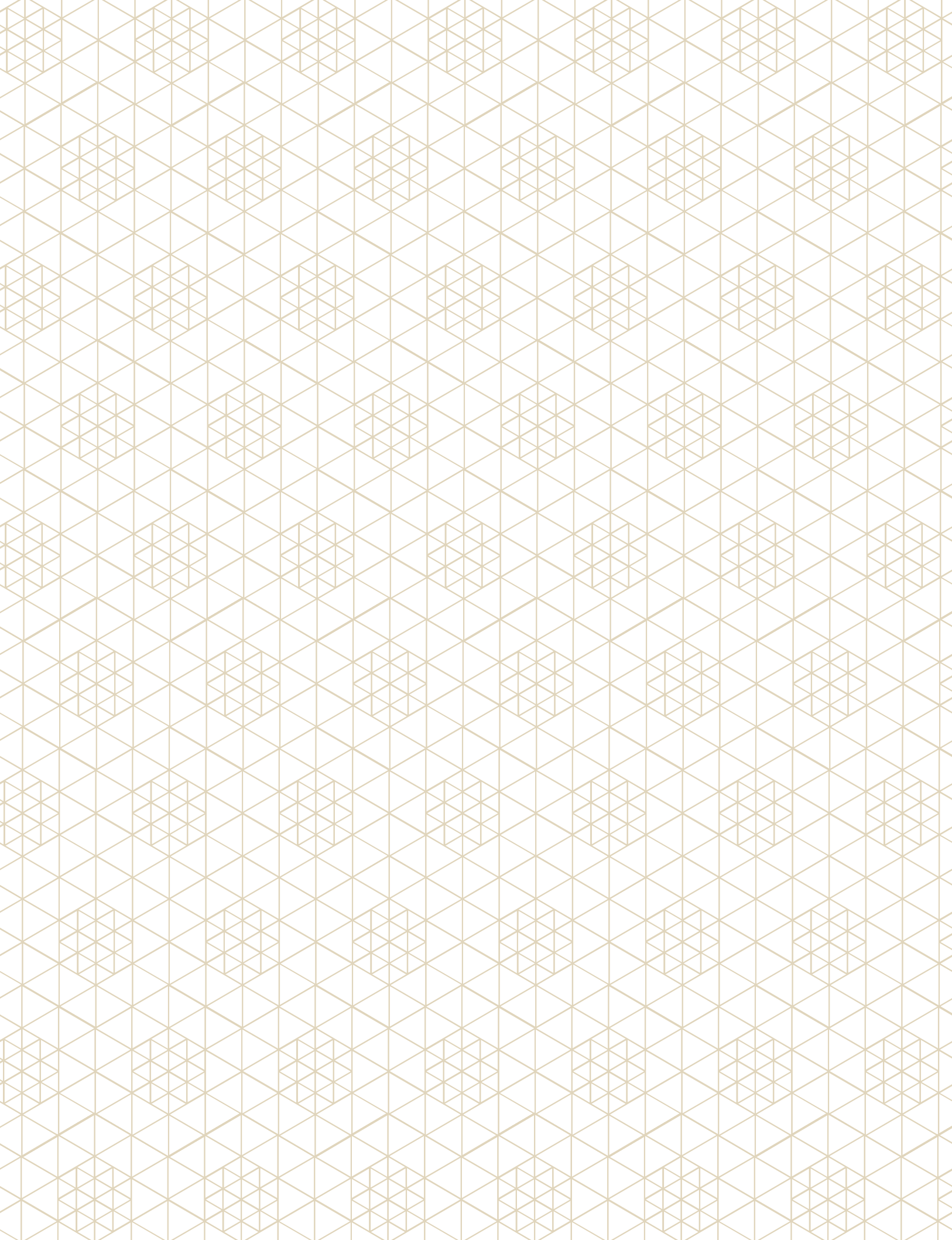
Future skills have risen to the forefront of national priorities in many countries around the world. The significance of such skills stem from social, economic and political considerations. This requires each country to focus on a set of skills that is most relevant to its future national aspirations.

For the Sultanate of Oman, a number of background and reference documents were consulted to identify the future skills such as: His Majesty's wise directives, Oman 2040 Vision, Philosophy of Education in the Sultanate of Oman, National Education Strategy 2040 as well as forums, reports and studies related to this domain.

The Framework outlines a number of skills required to prepare Omani students. The skills were classified into three categories: basic, practical and technological skills. Although the Framework is compatible with international frameworks, the over-riding priority was to ensure that it is closely aligned with the philosophy and context of education in Oman.

Developing and enhancing future skills requires an eco-system of procedures which includes national strategies and policies. It also requires a unified framework that involves all stakeholders in every sector with the roles and responsibilities assigned to them. The local community also needs to be part of this process to enable it to contribute to shaping future directions for education and ensure their interaction and commitment to the set objectives. Consequently, the Framework stresses the importance of reinforcing the role of the local community, and focuses on the requirements for incorporating future skills in all aspects of the educational system including education standards, curriculum, evaluation methods, training and qualification programmes and the learning environment. ❖







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