Foundation Programme in Literacy, Numeracy and Skills

Information/Feedback session for Rectors, Deputy Rectors and Senior Educators

February 2026

Agenda

- 1. Feedback on the implementation and assessment of FPLNS in 2025

- 2. Expectations from School Management in 2026

- 3. The role of School FP Monitoring Committee

- 4. Textbooks and MIE Website

- 5. Electives and Timetabling

- 6. Assessment and Evaluation modes (Portfolio, Worksheets, Activities, etc.)

- 7. Way Forward

Purpose of Information sessions

▶ Transitional Year (2025) is over. FPLNS is well-established in schools

▶ First in a series of workshops for school management and Educators

▶ Dissemination and cascading of up-to-date information

▶ Status of FPLNS:

- Establishment of Teaching and Learning Syllabus
- Development of Textbooks (85 in all)
- Training for Educators (Mauritius and Rodrigues)

Tasks Completed

1. Teaching and Learning Syllabus

2. Teacher's Guide and Student's Workbook

3. Electives for vocational skills development

4. Performance Criteria (competency-based assessment)

5. Student Report Sheet

6. NFCE Award Rule

Capacity-Building and Resources

▶ 54 workshops on Electives were held at MIE from 29 April to 29 May 2025 by MIE lecturers and MITD trainers for Educators.

▶ Workshops in Rodrigues for Deputy Rectors, Senior Educators, Educators

▶ Training conducted for 1829 Educators, 270 D. Rectors and S. Educators and 135 Rectors (Private grant-aided and State Schools from Jan 2025 to June 2025)

▶ Workshops on electives in Rodrigues for Educators

▶ Initial Grant of Rs 15,000 for FPLNS disbursed in July 2025 to all State (Regional) Secondary Schools, MGSS and Grant-Aided Private Secondary Schools

▶ FPLNS: Design and Implementation

Profile of the students

Previous history of failure – Accumated Literacy and Numeracy difficulties

Reduced interest in academic or abstract work

Limited concentration span

Socio-economic challenges
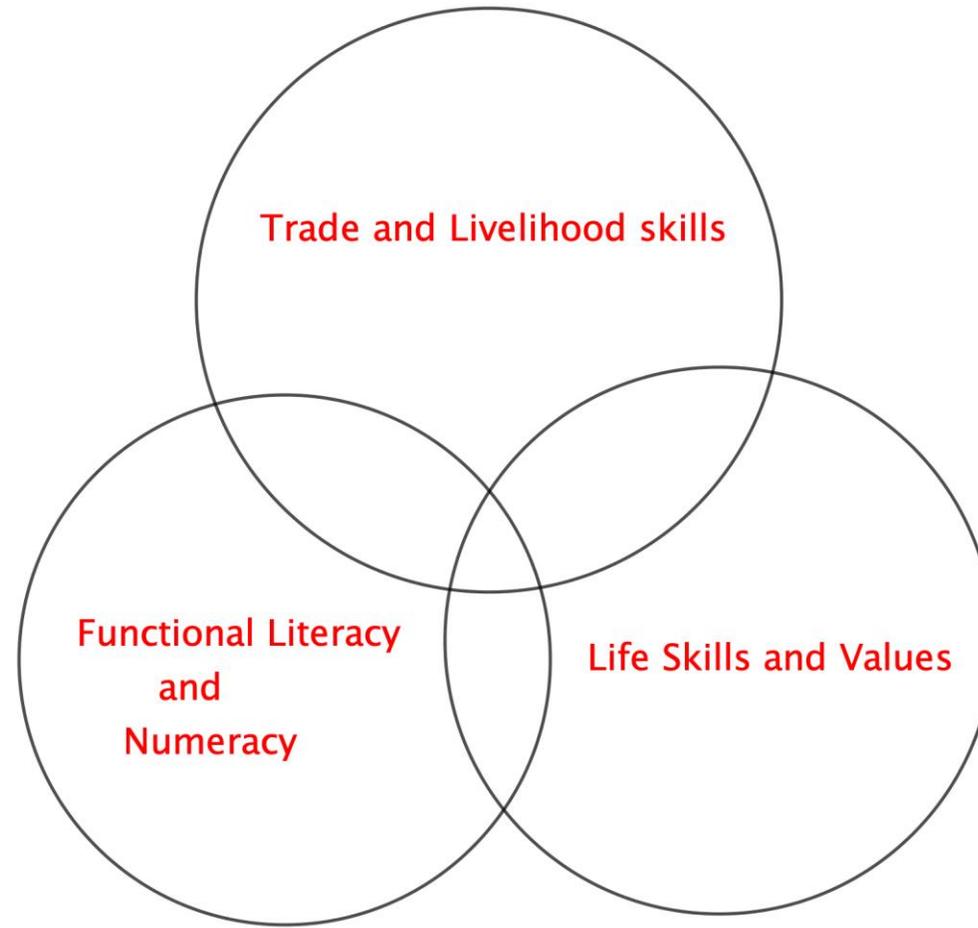
Interest in hands-on activities

Low self-esteem

Behavioural issues

Clusters

	Functional Literacy & Numeracy (Cluster 1)	Life Skills and Values (Cluster 2)	Trade and Livelihood Skills (Electives) (Cluster 3)
1	Basic English Literacy	Physical Education and Health	Food Preparation and Service
2	Basic Numeracy	Citizenship and Values Education	Initiation to Smart Agriculture
3	Basic French Literacy	Art and Design	Arts and Crafts
4	Basic Scientific Literacy	Performing Arts	Basic Creative Fashion and Textiles
5	Basic Digital Literacy	Socio-Emotional Well-Being	Basic Electricity
6	AL/KM/Arabic		Community Service
7			Basic Woodwork
8			Basic Plumbing and Metal Work
9			Basic Domestic Appliance Maintenance
10			Initiation to Financial Literacy and Entrepreneurship

Curriculum Framework

Functional Literacy and Numeracy	Life Skills and Values	Trade and Livelihood Skills	Trade and Livelihood Skills
Basic Numeracy	Socio-Emotional Well Being	Food Preparation and Service	Basic Creative Fashion and Textiles
Basic English Literacy	Citizenship and Values Education	Initiation to Smart Agriculture	Initiation to Financial Literacy and Entrepreneurship
Basic French Literacy	Performing Arts	Basic Woodwork	Community Service
Basic Scientific Literacy	Art and Design	Basic Metal Work and Plumbing	Basic Domestic Appliance Maintenance
Basic Digital Literacy	PE and Health	Basic Electricity	Arts and Crafts
KM/AL/Arabic			

New Electives

Traditional vs Competency-based curriculum

- **Traditional curriculum**
- Follows a fixed set of pre-defined content

- Fixed and structured curriculum

- Evaluation based on tests/examinations

- **Competency-based curriculum**
- Focus on mastering pre-defined competencies

- Flexible curriculum adapted to the needs of the students

- Evaluation based on continuous demonstration of skills

Performance Criteria: Basic English Literacy

An example

Performance Criteria	BASIC	INTERMEDIATE	PROFICIENT
Read with understanding	Reads, understands and identifies basic vocabulary words related to specific themes.	Reads sentences smoothly to gather relevant information or to complete specific tasks	Reads fluently to extract purpose-driven information
Write coherently	Writes basic vocabulary words correctly.	Write phrases and simple sentences correctly on a specific theme.	Writes simple sentences to form a coherent short paragraph.

https://web.mie.ac.mu/performance-criteria/

https://mieonline-my.sharepoint.com/:f:/g/personal/curriculum_unit_mie_ac_mu/EqWzxlsAE5FHpPBMai0h35wBWj4SeeTcVm0xGbTwAGA?e=QFdBa5

Basic English Literacy

Objectives

By the end of the Foundation Programme, learners will be able to:

- Listen to simple aural texts with understanding

- Speak with growing confidence

- Read a variety of simple texts with understanding

- Write different types of texts with increasing independence

- Use basic grammar, vocabulary and sentence structure

- Use ICT for the learning of English language

Basic Numeracy

Objectives

By the end of the Foundation Programme, learners will be able to:

1. Recognise, read and write numbers, count and interpret place value.

2. Perform basic arithmetic operations involving addition, subtraction, multiplication and division.

3. Manage personal finance and maintain a household budget.

4. Apply mathematical concepts to solve simple real-life problems.

5. Solve problems involving measurement and geometry in real-life contexts.

6. Represent and interpret data from charts/graphs in real-life situations.

Cluster 2: Live skills and Values
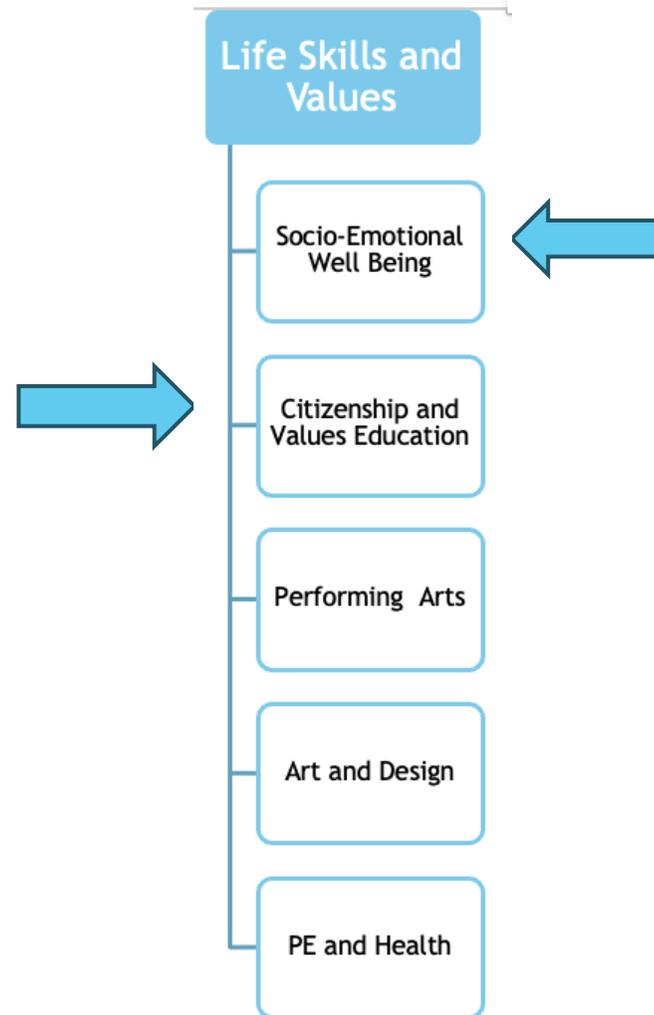
Socio-Emotional Well-Being
(Self-awareness, self-regulation, motivation, empathy, social skills)

Reflect on their feelings, strengths, and areas for growth to build confidence and a positive self-image

Apply strategies to manage stress or strong emotions during challenging situations

Explain the physical and emotional changes during puberty and demonstrate an understanding of appropriate self-care and hygiene practices.
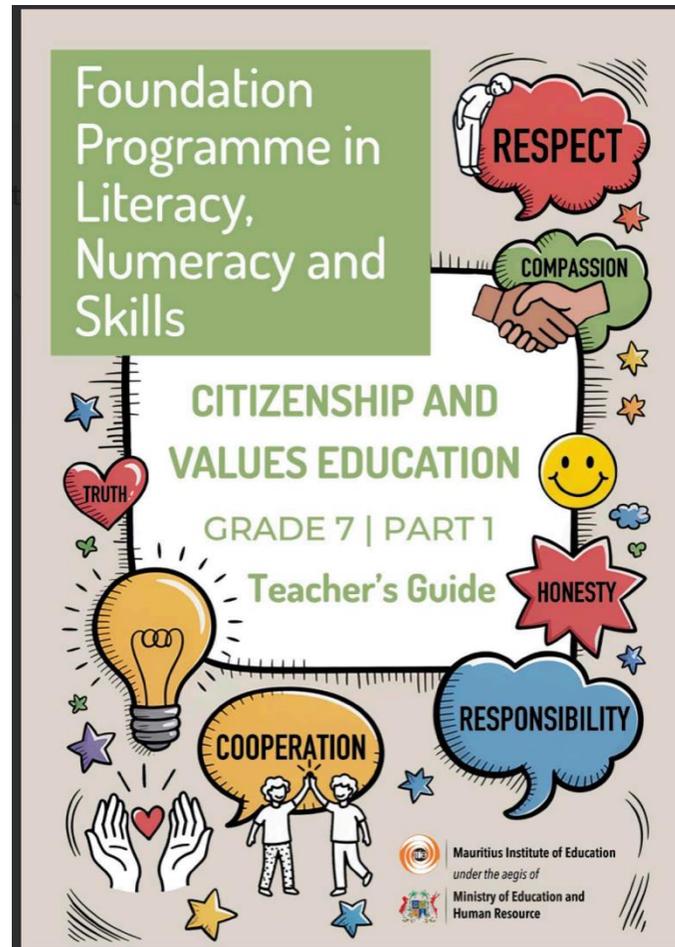
Citizenship and Values Education

Informed, responsible and ethical citizens

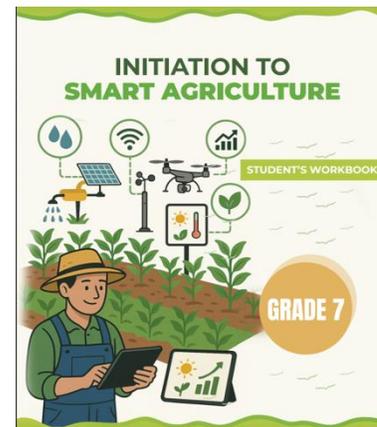Civic responsibility

Norms, values and beliefs that form our collective Mauritian identity
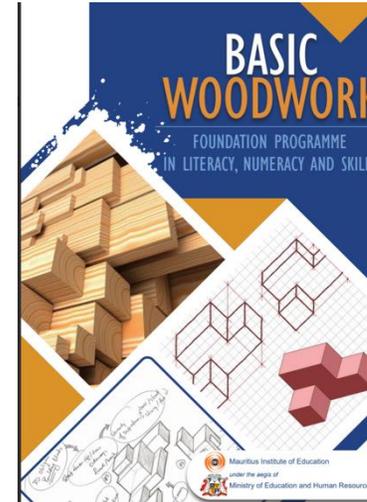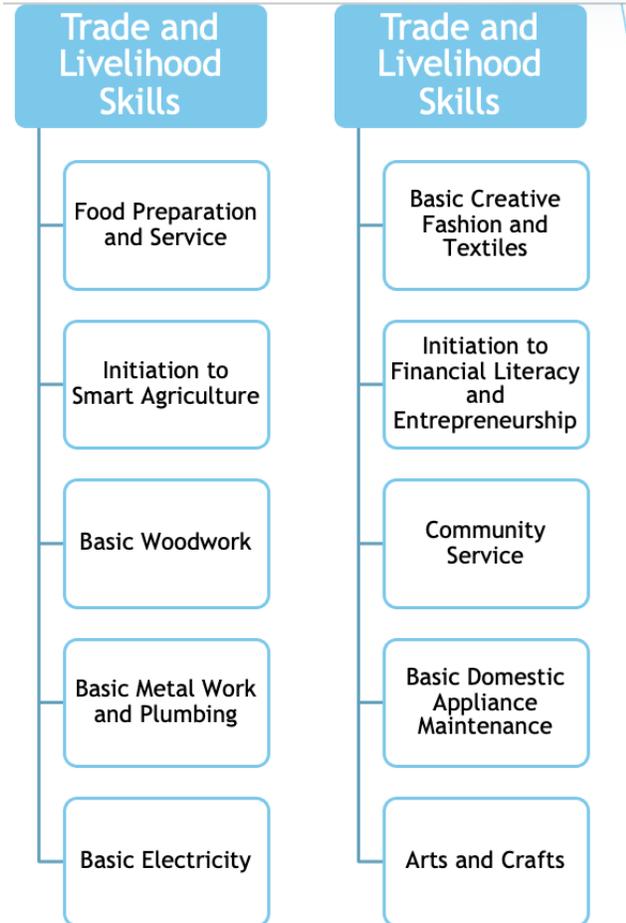
Nurturing mutual understanding and respect

Development of Curriculum materials: TLS, Teacher's guide and Student's Workbook

▶ Participation of all stakeholders

▶ Educators involved: 65 (State, PSEA, MGSS)

▶ Resource persons for the electives from MITD: 10

▶ MIE lecturers: 35

▶ Panels Set: 23

▶ No of books produced: 85

▶ The rationale behind Teacher's guide and Student's workbook

Cluster 3: Trade and Livelihood skills
(9 electives over 3 years)

Trade and Livelihood Skills
- Food Preparation and Service
- Initiation to Smart Agriculture
- Basic Woodwork
- Basic Metal Work and Plumbing
- Basic Electricity

Trade and Livelihood Skills
- Basic Creative Fashion and Textiles
- Initiation to Financial Literacy and Entrepreneurship
- Community Service
- Basic Domestic Appliance Maintenance
- Arts and Crafts
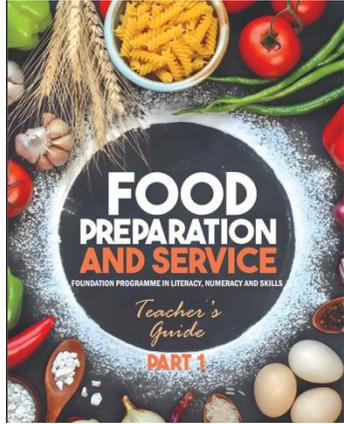
Community Service

To promote personal growth and social responsibility through meaningful community engagement and to enhance real-life learning by connecting school experiences with the needs of the wider community.
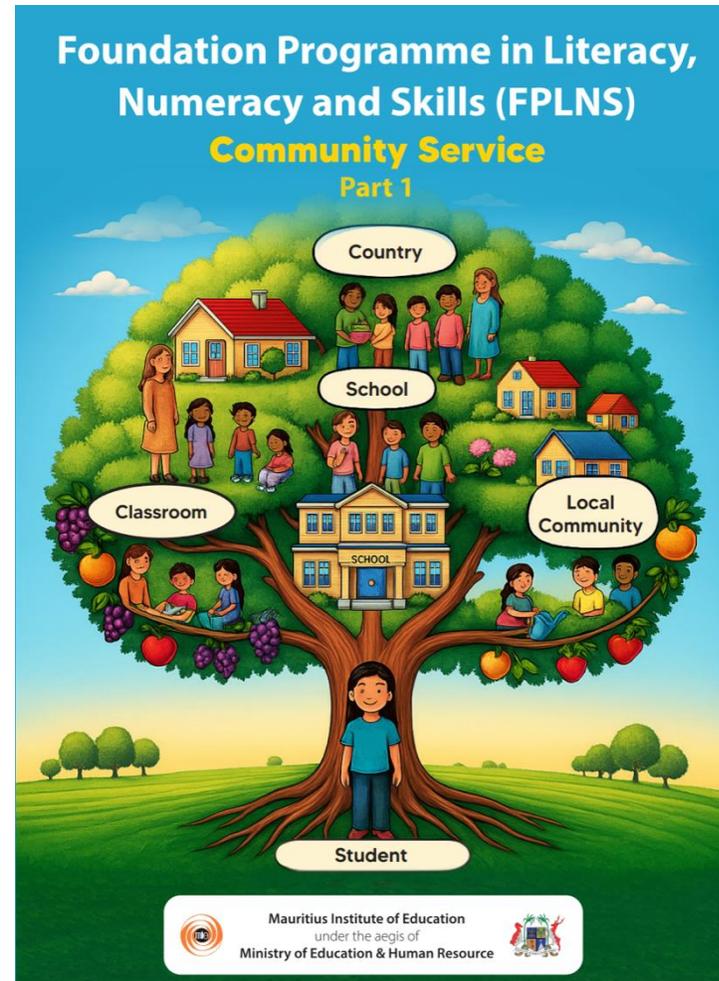
CERTIFICATE OF ATTESTATION

This is to certify that

SURNAME NAME

has successfully completed the (Elective Name) elective at the

(Basic/Intermediate/Proficiency) level.

Seal of School and

Signature of Rector

September 03, 2025

Rector's Name

Date

School's Name

Resources on MIE Website

https://web.mie.ac.mu/foundation-programme-fplns/

Foundation Programme (FPLNS)
Mauritius Institute of Education > Foundation Programme (FPLNS)

Grade 7	Grade 8	Grade 9
• Subject Areas	• Subject Areas	• Subject Areas

Electives	Asian Languages (MGI)	Performing Arts (MGI)
• Subject Areas	• Subject Areas	• Subject Areas

Timetable

Foundation Programme in Literacy, Numeracy and Skills

Allocation of periods: Year 2026

Functional Literacy & Numeracy	No. of Periods
Basic English Literacy	4
Basic Numeracy	4
Basic French Literacy	4
Basic Scientific Literacy	3
Basic Digital Literacy	3
AL/KM/Arabic	2
Life Skills and Values	
Physical Education and Health	4
Citizenship and Values Education	2
Art and Design	3
Performing Arts	3
Socio-Emotional Well-Being	1
Trade and Livelihood Skills (Electives)	
Elective 1	4
Elective 2	4
Elective 3	4
Total	**45**

	Clusters	No. of Periods	Weighting
1	Functional Literacy & Numeracy	20	44%
2	Life Skills and Values	13	29%
3	Trade and Livelihood Skills (Electives)	12	27%
	Total	**45**	**100%**

Foundation Programme in Literacy, Numeracy and Skills
Electives to be implemented in 2026

Grade 7			
The following three electives should be implemented in Grade 7.			
	Term 1	**Term 2**	**Term 3**	**Proposed Educators**

	Term 1	**Term 2**	**Term 3**	**Proposed Educators**
Elective 1	Food Preparation and Service	Food Preparation and Service	Food Preparation and Service	Food and Textiles Educator or any other Educator willing to teach the elective
Elective 2	Initiation to Smart Agriculture	Initiation to Smart Agriculture	Initiation to Smart Agriculture	Agriculture/Biology Educator or any other Educator willing to teach the elective
Elective 3	Arts and Crafts	Arts and Crafts	Arts and Crafts	Art and Design Educator or any other Educator willing to teach the elective

Grade 8				
Only three electives should be implemented in Grade 8. Choice is to be made from 3 of the 4 electives below (electives 4,5,6,7)				
	Term 1	**Term 2**	**Term 3**	**Proposed Educators**
Elective 4	Basic Creative Fashion and Textiles	Basic Creative Fashion and Textiles	Basic Creative Fashion and Textiles	Food and Textiles Educator or any other Educator willing to teach the elective
Elective 5	Basic Electricity	Basic Electricity	Basic Electricity	Physics Educator or any other Educator willing to teach the elective
Elective 6	Community Service	Community Service	Community Service	Sociology/Social and Modern Studies Educator or any other Educator willing to teach the elective
Elective 7	Basic Woodwork	Basic Woodwork	Basic Woodwork	Design and Technology Educator or any other Educator willing to teach the elective

Grade 9				
Only three electives should be implemented in Grade 9.				
The 3 electives selected should be from 8, 9, 10 below and any one elective not done in Grades 8.				
	Term 1	**Term 2**	**Term 3**	**Proposed Educators**
Elective 8	Basic Plumbing and Metal Work	Basic Plumbing and Metal Work.	Basic Plumbing and Metal Work	Design and Technology Educator or any other Educator willing to teach the elective
Elective 9	Basic Domestic Appliance Maintenance	Basic Domestic Appliance Maintenance	Basic Domestic Appliance Maintenance	Physics Educator or any other Educator willing to teach the elective
Elective 10	Initiation to Financial Literacy and Entrepreneurship	Initiation to Financial Literacy and Entrepreneurship	Initiation to Financial Literacy and Entrepreneurship	Accounting, Economics, Business Studies Educator or any other Educator willing to teach the elective

Support for FPLNS Implementation

Teacher's guide

Continuous Professional Development

FLE Tutors

FLE Tutors – Learning Support Tutors

- ▶ FLE Tutors/ Learning Support Tutors from NSIF

- ▶ Learning Support Tutors have been co-opted in the FPLNS programme to provide in-class support to Educators in Literacy and Numeracy. Specifically, they will

- Assist Educators in the teaching of Literacy-English, Literacy-French and Numeracy

- Assist in the implementation of electives

- Assist in the organisation of co-curricular activities

Monitoring Process of FPLNS

➢ **School Level:** 'School Monitoring Committee' led by the Deputy Rector or Senior Educator to oversee the foundation programme and student participation, reporting issues to the Coordinators.

➢ **Coordinators- HQ/PSEA/MGI:** reports to the Programme Coordinator.

➢ **National Level:** The Programme Coordinator monitors, designs, and implements the programme, and reports major issues to the Senior Chief Executive and the Permanent Secretary.

FP School Monitoring Committee

Coordinators

Programme Coordinator (FPLNS Office)
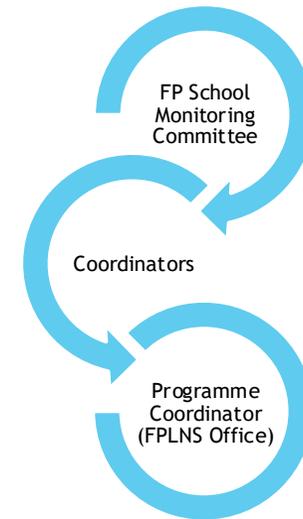
The Foundation Programme School Monitoring Committee

▶ The Deputy Rector or Senior Educator will chair the committee. The committee will be responsible for:

- **Monitoring of Teaching and Learning**: Monitor the implementation of the programme at Grades 7, 8 and 9 through meetings.

- **Monitoring students' progress**: Ensure that Educators use a range of assessments, and the Student Report Sheets are filled.

- **Monitoring of Student attendance:** Ensure that a proper record of student attendance is compiled.

- **Support to Educators**: Provide guidance, resources, and identify training needs of Educators.

The Foundation Programme School Monitoring Committee

- **Resource Management**: Ensure that adequate teaching materials, tools, and resources are available to support the programme.

- **Organisation of Co- and extra-curricular activities**: Plan and assist in organization of activities.

- **Communication:** Liaise with responsible parties and other stakeholders for the proper implementation of the programme.

- **Reporting**: Periodically report to the Coordinator through the Head of School.

Student Report Sheet

Foundation Programme in Literacy, Numeracy and Skills
Student Report Sheet

School:				Year:	
Name of student:				Grade:	
No. of absences:		No. of lateness:		Term:	

CLUSTER 1: Functional Literacy and Numeracy				
	Basic (✓)	Intermediate (✓)	Proficient (✓)	Comments
Basic English Literacy				
Basic Numeracy				
Basic French Literacy				
Basic Scientific Literacy				
Basic Digital Literacy				
AL/KM/Arabic				

CLUSTER 2: Life Skills and Values				
	Basic (✓)	Intermediate (✓)	Proficient (✓)	Comments
Physical Education and Health				
Citizenship Education				
Art and Design				
Performing Arts				
Socio-emotional Well-being				

ELECTIVES	CLUSTER 3: Trade and Livelihood Skills			
	Basic (✓)	Intermediate (✓)	Proficient (✓)	Comments
1.				
2.				
3.				

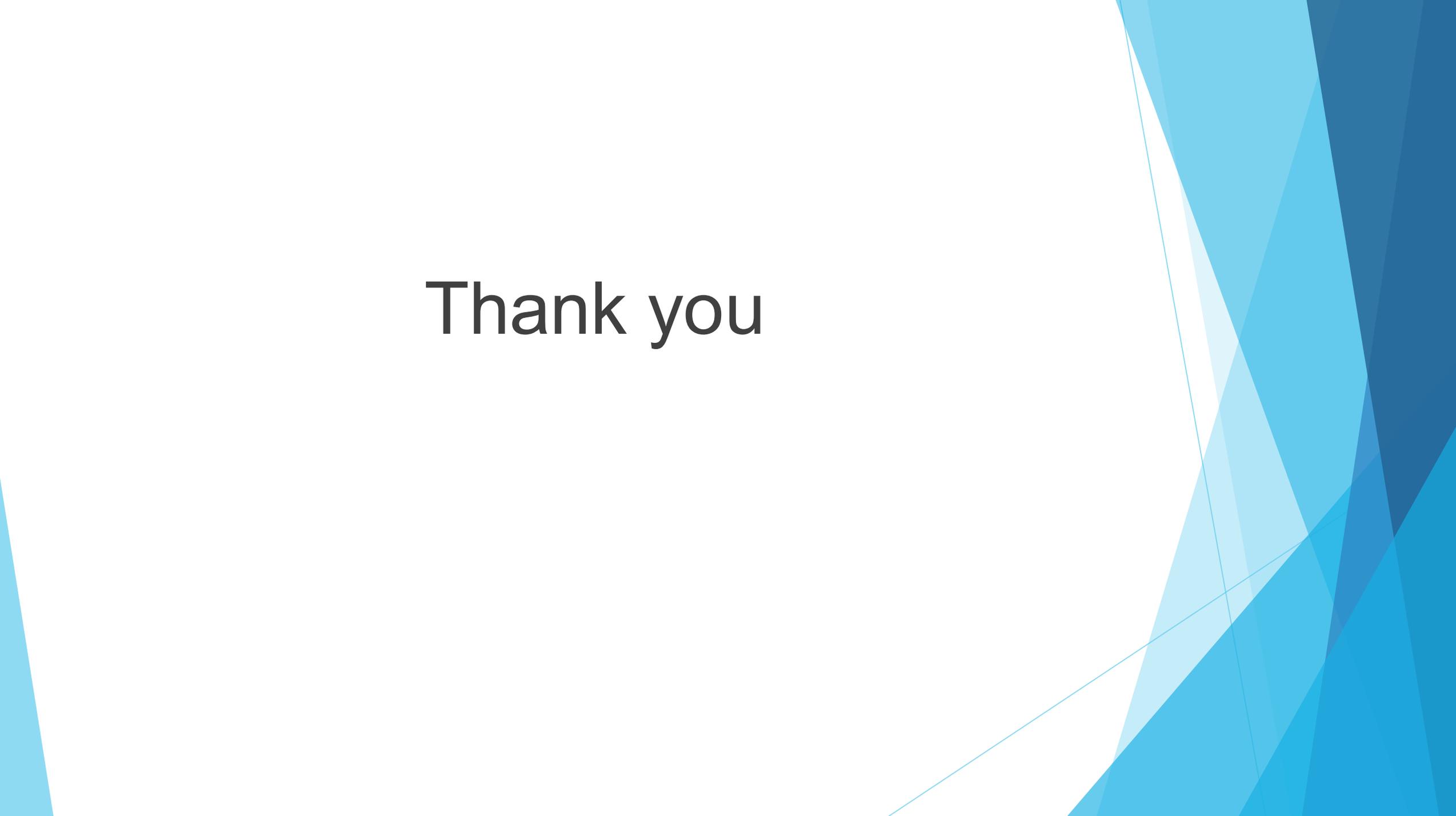| Grade Teacher	Name	
	Signature	
	Remark	
Rector	Signature	
	Remark	
Responsible Party	Name	
	Signature		Date:

The engagement of School Administrators

- Be positive about the programme and motivate Educators

- Set targets for the students together with Educators

- Meet Educators regularly in FP School Monitoring Committee

- Communication with families

- Ensure that FPLNS is being implemented as per guidelines

- Listen to students and act visibly on at least one of their suggestions

Some suggestions to enhance the engagement of FPLNS students

- Celebrate effort, attendance and improvement

- Exhibit their work

- The electives provide several opportunuties to value their work (e.g., Food Preparation and Service, Smart Agriculture, etc)

- School-level certificates for their accomplishment

- Prize giving ceremony

- Bring in local workers or parents to show how the subjects connect to real jobs and life.

- Organise field trips and visits

Thank you