

Foundation Programme in Literacy, Numeracy and Skills

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Outline





Pass Rate 2025

Pass Rate 2025: 76.4%

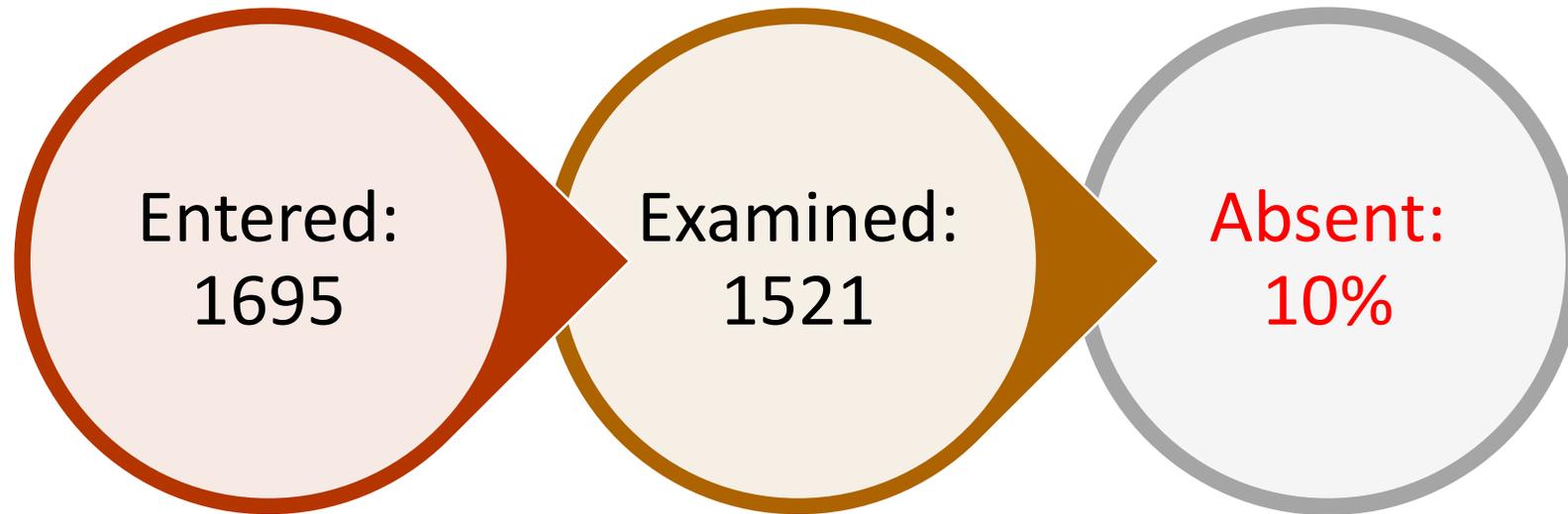
*The **National Foundation Certificate of Education (NFCE)** shall be recognised as a Level 2 qualification on the National Qualifications Framework provided that candidates have achieved the minimum requirements as follows:*

- ***At least intermediate level in any two subjects from Cluster 1 and;***
- ***At least intermediate level in any one subject from Cluster 2 and;***
- ***At least intermediate level in any one subject from Cluster 3.***

Pass Rate

- System success in retaining and certifying learners who may not thrive in academic pathways
- Reduced exclusion from post-school opportunities
- Recognition of diverse forms of competence

Number of Candidates



Popular Electives Entered

Subject	Number of Students
Community Service	1145
Basic Metalwork	1126
Basic Domestic Appliance Maintenance	1430
Initiation to Financial Literacy and Entrepreneurship	1404

Subject-wise Performance

Basic English Literacy

Level	No.	%
Basic	551	36.5%
Intermediate	651	43.1%
Proficient	309	20.5%

Subject-wise Performance

Basic Numeracy

Level	No.	%
Basic	540	35.9%
Intermediate	665	44.2%
Proficient	301	20.0%

Subject-wise Performance

Basic French Literacy

Level	No.	%
Basic	484	31.6%
Intermediate	600	39.2%
Proficient	447	29.2%

Technical Subjects

Subject	Examined	Basic (%)	Intermediate%	Proficient %
Food Preparation & Service	192	14.6	44.8	40.6
Init. to Smart Agriculture	152	16.4	66.4	17.1
Arts & Crafts	531	25.4	43.7	30.9
Basic Creative Fashion & Textiles	49	22.4	49.0	28.6
Basic Electricity	102	23.5	51.0	25.5
Community Service	1010	18.9	53.5	27.6

Technical Subjects

Subject	Examined	Basic (%)	Intermediate (%)	Proficient (%)
Basic Woodwork	128	37.5%	35.9%	26.6%
Basic Plumbing	105	22.9%	47.6%	29.5%
Basic Metalwork	997	28.2%	43.5%	28.3%
Basic Domestic Appliance Maintenance	1,267	27.5%	47.2%	25.3%
Financial Literacy & Entrepreneurship	1,249	27.7%	46.4%	25.9%

2026

A 3D rendering of the year '2026' in large, golden, metallic-looking numbers. The numbers are positioned on a dark road surface that recedes into the distance. The background features a bright sunset or sunrise over a desert landscape, with a glowing horizon and a lens flare effect. The overall scene is atmospheric and futuristic.

Entry of Students: Around March 2026

2025

All Subjects in Clusters 1 & 2

May enter for one optional in Cluster 1

At least one subject in Cluster 3

2026

All Subjects in Clusters 1 & 2

May enter for one optional subject in Cluster 1

At least 4 subjects in Cluster 3 over Grade 8 and Grade 9

Entry of Students: Around March 2026

2025

All Subjects in Clusters 1 & 2

May enter for one optional in Cluster 1

At least one subject in Cluster 3

2026

All Subjects in Clusters 1 & 2

May enter for one optional subject in Cluster 1

At least 4 subjects in Cluster 3 over Grade 8 and Grade 9

Award Rules for 2026

The **National Foundation Certificate of Education (NFCE)** shall be recognised as a Level 2 qualification on the National Qualifications Framework, provided that candidates have achieved the minimum requirements as follows:

- At least an Intermediate level in any two subjects from Cluster 1 and
- At least an Intermediate level in any one subject from Cluster 2 and
- At least an intermediate level in any **two** subjects from Cluster 3 (from Grade 8 and Grade 9).

Why Portfolio Assessment?

Burke (1999)



A

Individualized assessment

Freedom to choose the content



B

Self- evaluation

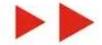
Both for the teachers and the students



C

Accountability

Responsibility towards own learning



D

Promote communication

Opportunity for collaborative reflection



E

Gaining insights into the student's development or achievement



Philosophy of Assessment in FPLNS

- Activity-based
- Competency-focused
- Integrated into daily teaching
- No strict exam conditions
- Evidence gathered over time

Assessment
for Learning
or of Learning

Continuous
Assessment
(CA)

End of
Term/Year

Use for final
Grading

Use for
Remedial

Use for final
Grading

Supplements
the CA

Assessment

- [Performance Criteria – Mauritius Institute of Education](#)

Continuous Assessment

- Minimum **2 assessed tasks per term per subject**
- Integrated within normal classroom activities
- Students informed when the task contributes to the portfolio
- Covers literacy, numeracy, skills & transversal competencies

What Makes the CA Seamless?

Assessment should:

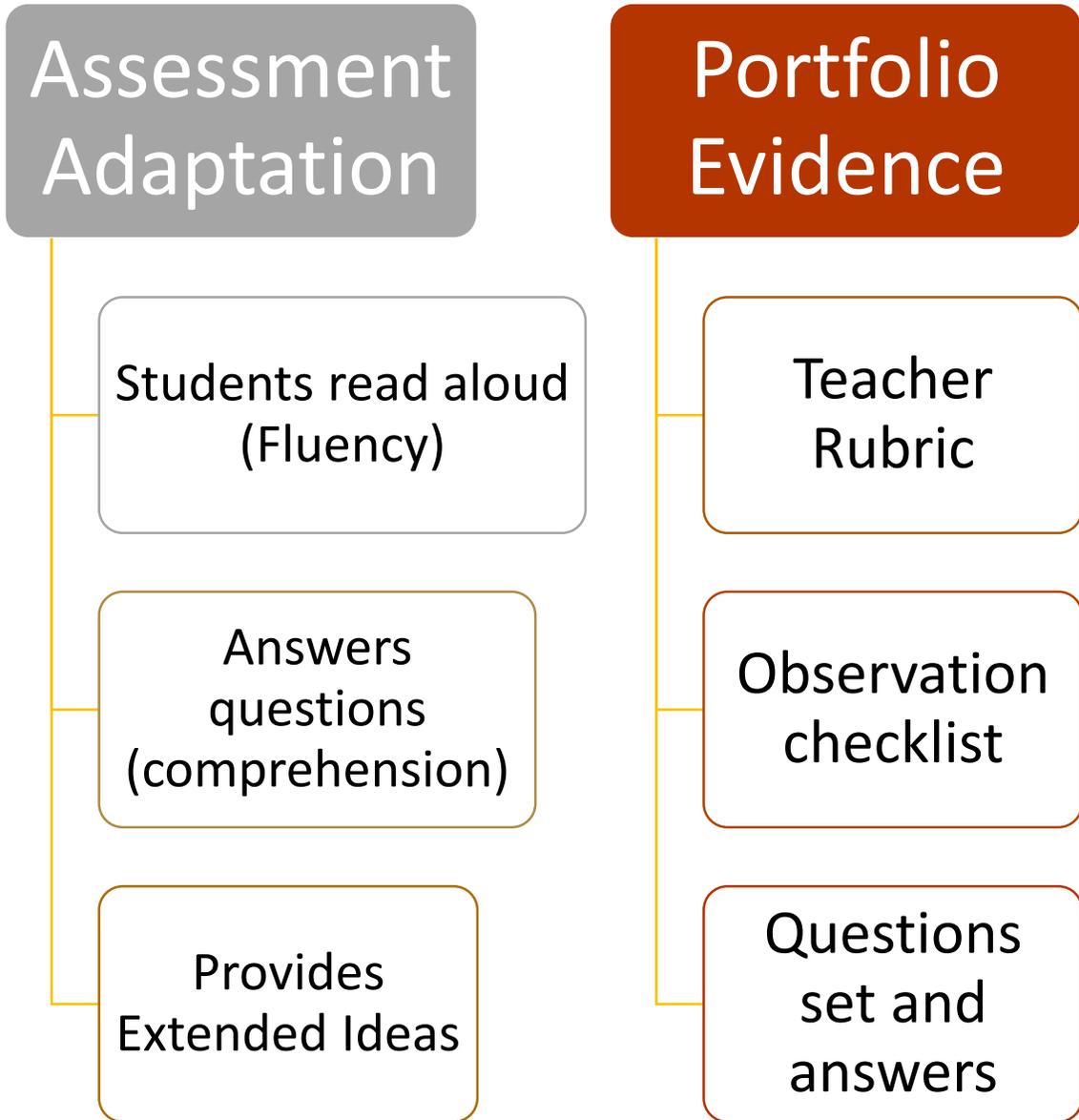
- Arise naturally from textbook activities
- Be embedded in group work, projects, oral tasks,...
- Use existing learning materials
- Focus on demonstration of competency



EXAMPLES of Tasks

English Literacy
(Textbook-Based)

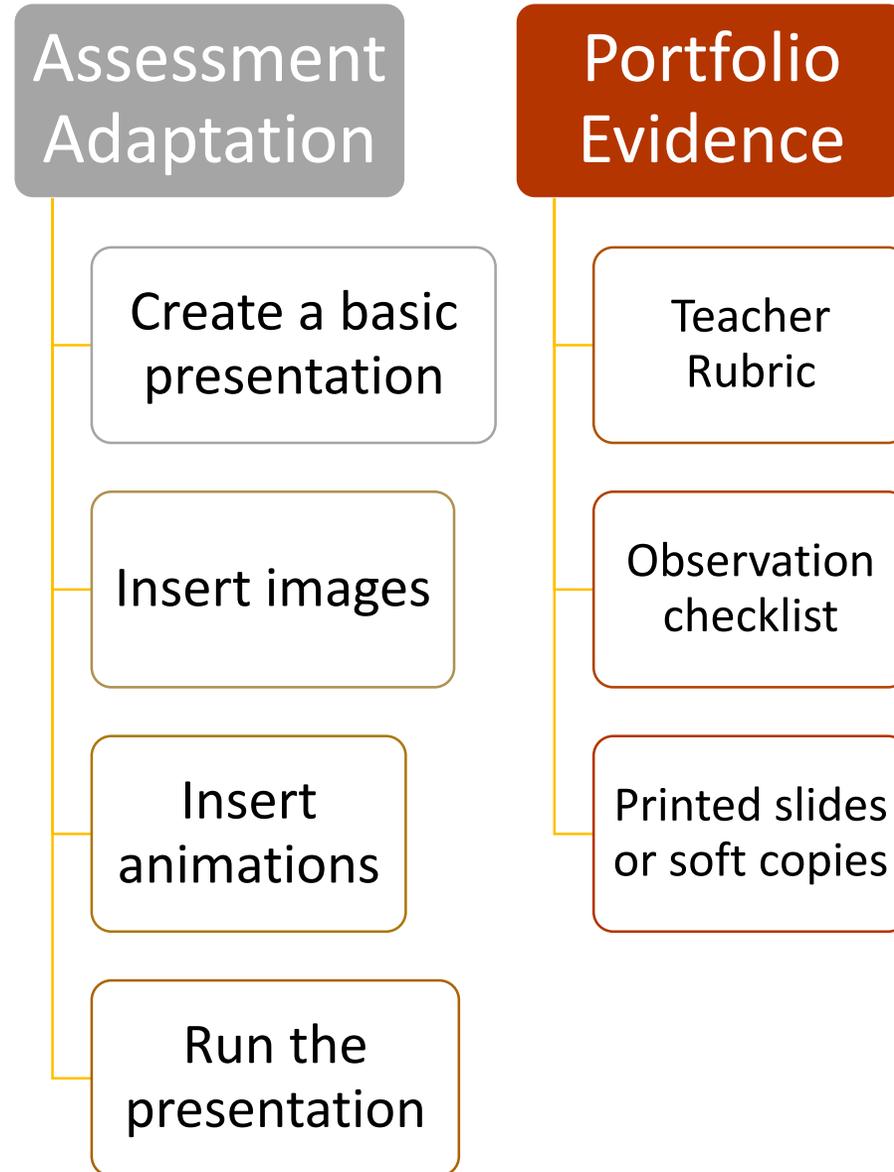
- Textbook Activity:
Reading a short passage
followed by discussion.



EXAMPLES of Tasks

Digital Literacy

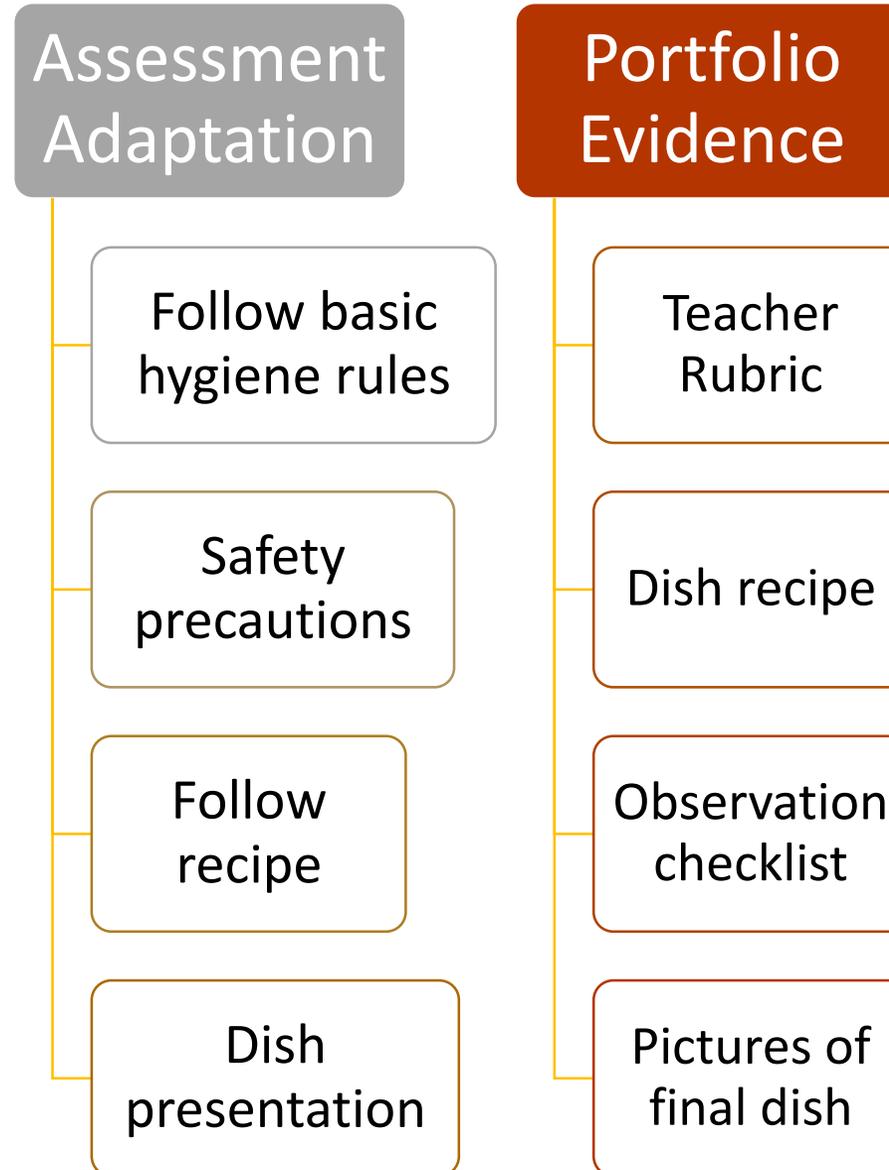
- Use PowerPoint



EXAMPLES of Tasks

Food Preparation and Service

- Prepare a simple dish



What Goes in a Portfolio?

What it MUST contain

- Task sheet (assessment objective clearly stated)
- Student's completed work
- Teacher feedback
- Rubric/checklist
- Date of assessment
- Evidence of progress over time

What more can it contain

- Photos
- Recording
- Peer work/ review sheets

Providing Feedback

- Constructive
- Linked to performance criteria
- Improvement-focused

“Good use of scientific terms. To reach Proficient, explain how this applies in real life.”

Grading Approach

Basic

- Limited achievement
- Needs significant support

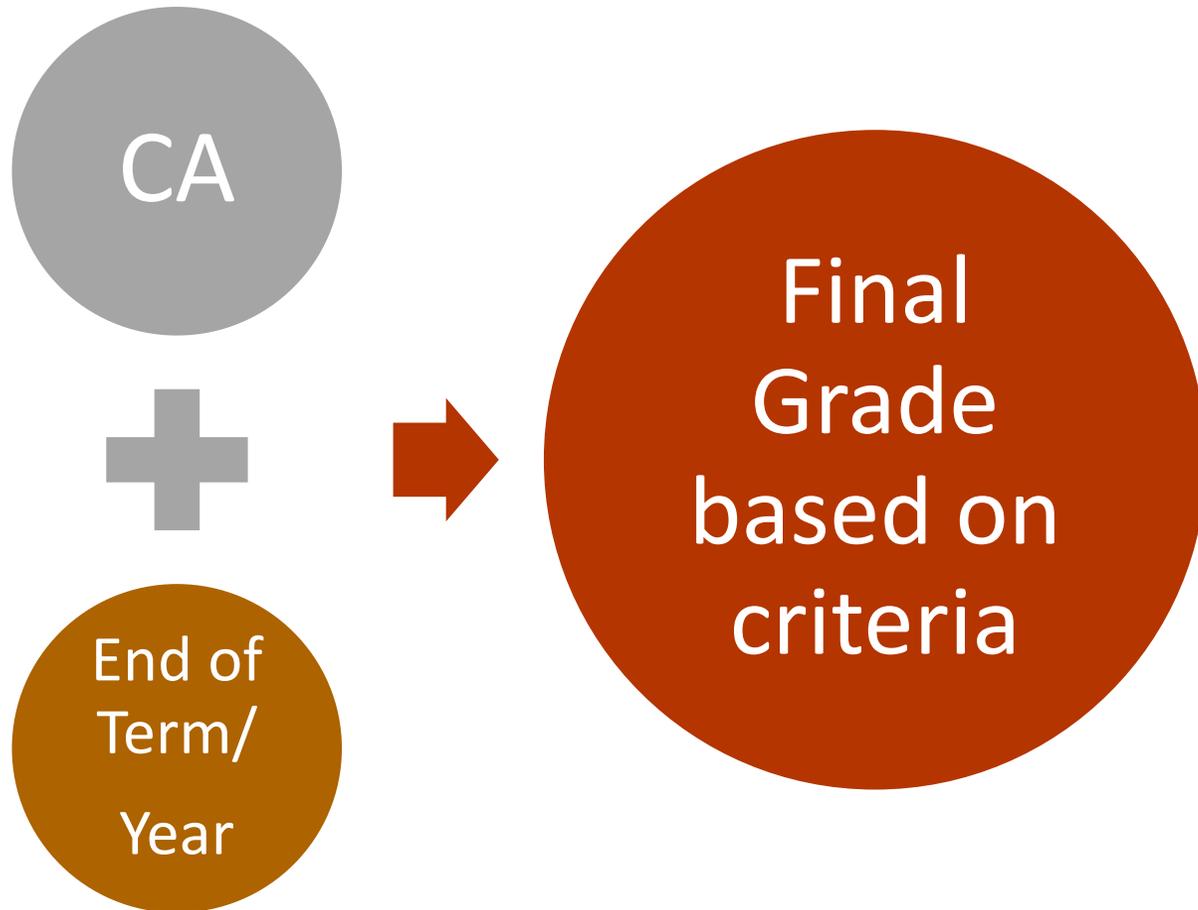
Intermediate

- Satisfactory
- Steady progress

Proficient

- Clear understanding
- Applied skills independently

Final Grading



Grades in Clusters

- Clusters 1 and 2: Based on Grade 9 (2026) performance only
- Cluster 3: All the Electives the student has done over Grade 8 (2025) and Grade 9 (2026)

Role of the School Monitoring Committee for Assessment

- Check minimum task frequency
- Review sample portfolios per class
- Ensure grading consistency
- Verify all students are provided opportunities to be assessed
- Maintain monitoring logbook

Internal Moderation Process

- Step 1: Teacher submits sample portfolios
 - 1 Basic
 - 1 Intermediate
 - 1 Proficient
- Step 2: Peer review by another educator (Internal moderation)
- Step 3: Committee validation
- Step 4: Feedback to educator

External Moderation (Coordinators)

- Fairness
- National consistency
- Standardisation across schools

FPLNS Coordinators will:

- Visit schools
- Review monitoring records
- Sample portfolios across levels
- Compare grading patterns
- Provide advisory feedback

Schools must ensure:

- Portfolios readily accessible
- Monitoring log available
- Assessment timetable documented

End of Term/Year Assessment

Objectives

- Assessment objectives/ competencies not yet assessed
- Provide additional opportunity
- Complete portfolio gaps
- All students of Grade 9 in a school are treated in the same manner

Not traditional exam-based

End of Term/Year Assessment

- Students assessed individually or in groups depending on the objectives
- No invigilation
- Short oral/practical tasks
- Portfolio updated accordingly
- Grading updated accordingly

COMMON PITFALLS TO AVOID

- ✘ Turning CA into formal exams
- ✘ Only written tasks
- ✘ Missing evidence for grading
- ✘ End-of-year grading without portfolio proof
- ✘ Inflated grading without moderation

Implementation Action Plan

Actions for Rectors

- Establish Monitoring Committee
- Ensure understanding of how to maintain the portfolio
- Schedule monitoring/moderation meetings each term
- Maintain moderation records
- Prepare for external visits

Final Message

Portfolio assessment:

- Encourages real learning
- Builds student confidence
- Recognises competency
- Ensures fairness

Continuous Assessment is not extra work.
It is structured evidence of everyday teaching and learning

Thank
you



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