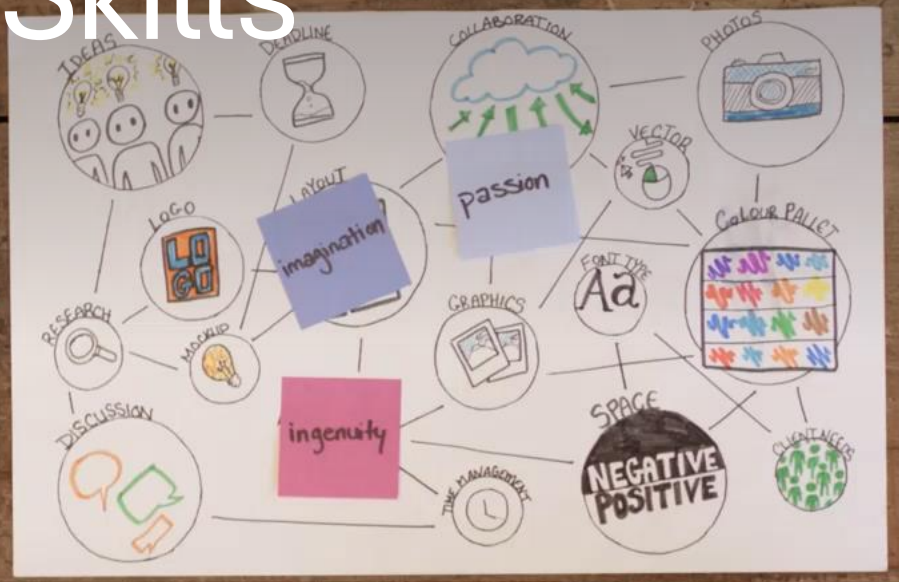
Foundation Programme in Literacy, Numeracy & Skills



FPLNS

National Workshop Zone 1 to Zone 4


FPLNS
« Nurturing the Seeds of Hope »

Workshop Objectives

1. Overview of FPLNS Programme
   Understand the purpose, goals, and key components of FPLNS.
2. Classroom Implementation
   Learn practical strategies to deliver FPLNS effectively at classroom level.
3. Pedagogical Approaches
   Explore the teaching methods and learner-centered techniques used in FPLNS.
4. Assessment & Evaluation
   Understand how to assess learners and track progress within the programme.
5. Sharing Good Practices
   Exchange experiences and successful strategies to strengthen implementation.

Workshop Outline

FIRST PART

Overview & Summary of Findings

SECOND PART

Pedagogical Strategies, Assessment Techniques & Evaluation

FIRST PART

FPLNS OVERVIEW & SUMMARY OF FINDINGS

ACHIEVEMENT

National Foundation Certificate of Education (NFCE)

1604 candidates were entered for Cohort 2025.

Cohort 2025 Result:

Pass Rate at NFCE : 76.4 %

FPLNS- OVERVIEW

AIMS OF FOUNDATION PROGRAMME

Provide an alternative pathway to empower learners with:

- Functional literacy & numeracy
- Basic vocational skills
- Life skills & values

- 3-year programme for Grades 7, 8 & 9.
- (Students who have not met PSAC Assessment requirements)

Introduced in Jan 2025 in SSS, MGSS & Private Grant-Aided Secondary Schools.

FPLNS- OVERVIEW

- Curriculum Focus: Basic literacy, numeracy & trade skills.
- Pathway: Combines academic + elementary vocational → leads to TVET/Workplace.
- Support: TLS developed to guide teaching.

Clusters- FPLNS

- Cluster 1: Functional Literacy & Numeracy
- Cluster 2: Life Skills & Values
- Cluster 3: Trade & Livelihood Skills

- Subjects: Compulsory subjects (Cluster 1 & 2)+ Elective subjects offered (Cluster 3)

- Electives: School-level certificate issued on completion. (Template available on MIE Website)

FPLNS CLUSTERS

	Functional Literacy & Numeracy *(Cluster 1)*	**Life Skills and Values *(Cluster 2)***	**Trade and Livelihood Skills *(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 Metalwork
9			Basic Domestic Appliance Maintenance
10			Initiation to Financial Literacy and Entrepreneurship
11			Initiation to Ocean Literacy

PEDAGOGICAL STRATEGIES

1

Competency-Based: Focus on skills.

2

Differentiated Instruction: Meet learners where they are.

3

Inclusive pedagogy: Adapt for different learning styles.

Pedagogical Strategies

Flexible Delivery

- Educators adapt strategies to resources and learner needs.
- Learning through practical activities, projects, and real-life situations.
- Diverse learners profile.

Teaching & Learning Approach

- TLS Grades 7-9: Guides what and how to teach.
- Competency-based: Focus on skills and competencies, not just content.
- Promotes active participation, collaboration, values and attitudes.

Teaching Strategies

- Practical & Experiential Learning

  Lots of hands-on, projects, real-life tasks. Less theory, more doing.
- Scaffolding: Break tasks into small steps.
- Social-Emotional Learning (SEL).

  Build confidence, motivation, self-esteem.
- ICT Integration: Use PowerPoints, videos, Google tools to make lessons engaging

Assessment & Certification

Award Rules 2026 Cohort:

- Intermediate level in: 2 subjects from Cluster 1, 1 subject from Cluster 2 & 1 subject from Cluster 3.
- Certification: National Foundation Certificate of Education (NFCE) - issued by MES .
- NFCE is pitched at NQF Level 2.
- Cohort 2026: Entries completed by MES (May- June 2026)
- Schools to be notified by MES to enter results (November 2026).

Assessment & Certification

- Assessment: Continuous + End of Year, set and marked internally by school.
- Portfolio: Mandatory. Minimum 2 assessments per term per subject.
- Monitoring: School mechanism + External moderation.
- Electives: School-level certificate issued on completion.

FP 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.

Pathways for FPLNS

For Students Meeting Requirements:

- Pathway: NFCE → Technical Vocational Education Training- (TVET) Stream.

  (MITD- NC3, ITET (Institute of Technical Education & Technology), Polytechnics)

- Employment or Further Education.

- Learners who are not successful at NFCE may proceed to MITD to follow courses at NC2 Level.

- Important Note: Regular stream is not applicable for successful Grade 9 FPLNS learners.

Support for Schools

- Training & Information sessions with Rectors, DR & SE, Educators and other stakeholders (Mauritius & Rodrigues).
- Training on Electives.
- MIE Website: Main source for updates, TLS, and Award rules

  (Please visit regularly)
- FPLNS Coordinators Recruited

  Act as link between school and Ministry of Education.

  School visits conducted in Term 2.
- Sharing of good practices observed in schools.

Summary of Findings

Approximately 126 schools were visited by FPLNS Coordinators during the second term 2026.

SECOND PART

- PEDAGOGICAL APPROACHES, ASSESSMENT TECHNIQUES & EVALUATION

Assessment & Evaluation

1. Assessment

2. Portfolio

3. Evaluation

Assessment

Assessment is the continuous process of collecting evidence of learners' knowledge, skills, values and attitudes.

Philosophy of Assessment in FPLNS

- Competency-based assessment
- Continuous
- Learner-centred
- Flexible (Not only written)
- Fair and Inclusive
- Activity-based
- Integrated into daily teaching.
- No strict exam conditions.
- Evidence gathered over time (Portfolio).
- Providing constructive feedback by educators.

Competency-Based Assessment

Focuses on learner's ability to:

- Reflect on learning rather than marks.
- Apply knowledge.
- Demonstrate practical skills.
- Solve real-life problems.
- Work collaboratively.
- Communicate effectively.

Nature of the Assessment (Through Grades 7, 8 and 9)

- A. Continuous Assessment (CA) – Final grade each term, Feedback/Remedial.
- B. End-of-Year Assessment (EYA)- Final grade at end of year (Based on competencies outlined in TLS).

Assessment Tasks

MIE Resource Materials

- Provide ready-to-use tasks for: Normal classroom activities.
- Assessment activities: When used for Assessment: Students must be clearly informed of the assessment objectives.
- Educator Flexibility: Teachers can also design their own assessment tasks to suit learner needs.

Modes of Assessment

Short oral activities (e.g., reading aloud, mental Maths , role play, discussions) .

Practical tasks (e.g., measurements, problem-solving, group projects, and practical tasks in the development of skills) .

Activity-based assignments (e.g., creating posters, presenting findings, demonstrating skills).

Short writing tasks (when appropriate – e.g, sentence- writing in languages, Maths calculations, etc…) .

Frequency of Continuous Assessment

At least two assessed tasks per term per subject.

Tasks should cover a range of learning objectives and different modes of assessment.

End of Year Assessment

- Learning objectives that are not covered in continuous assessment.
- Give students an additional opportunity to demonstrate progress and complete tasks.
- Support teacher judgment: Teachers know student profiles and may request additional tasks to confirm attainment level.
- Timing: Conducted alongside the official End-of-Year Assessment for students in the Regular Stream.

End of Year Assessment

Key Arrangements

- Timetable: End of Year Assessment should be mainly from Cluster 1.
- Portfolio Completion: Students can complete any pending tasks to meet syllabus objectives.
- School Attendance: Timetable ensures FPLNS students attend school in October.
- Assessment Mode: No invigilation- Students work directly with their subject teachers to complete assessments.

Grading

Performance criteria that has been developed for each subject, contain descriptors that will help to grade the students in each task set.

Performance Levels:

BASIC (Needs improvement/ below expected standards)

INTERMEDIATE (Developing/Average/Satisfactory)

PROFICIENT (Excellent)

Grading Approach:

The final grading : Continuous Assessment, Portfolios, End of year Assessment

Reporting

- Make use of Basic, Intermediate and Proficient.
- Grades 7, 8 - Student Report Sheet at the end of each term to be compiled and submitted to Responsible Parties.
- Grade 9 – Student Report sheet- Only for the 1st and 2nd Term. MES will issue final results for the EYA.

PORTFOLIOS

- What is a Portfolio?

A collection of student work that shows learning progress & achievements.

Used for monitoring, moderation & certification.

Key Guidelines

- Continuous Assessment: Based on daily activities aligned to competencies.
- Subject educator is responsible to create, keep & update it.
- Selected work annotated with dates.
- Completed worksheets: Photos/text of projects, practical work & artefacts.
- Evidence of other activities showing student accomplishments.

Components of Portfolios

Part A: Student's worksheet, students' write-up or production.

Part B: End-of-Term Competency-Based Assessment.

Part C (if any): Evidence of tasks completed (artefacts, posters, project work or other forms of accomplishment).

The cover of the portfolio should include the name of the school and student, grade level.

FIRST PAGE OF PORTFOLIOS

First page (P1)

- Name of school: xxxxxxxxxxx
- Name of Educator: xxxxxxxxxxxxx
- Department:xxxxxxxxxxxxxx

- Name of Student : xxxxxxxxxxxxxxxxxxxxxx
- Subject:xxxxxxxxxx Cluster:xxxxxxxxx
- Grade : xxxxxxx
- Year : xxxxxxxxx

PORTFOLIOS

AS FROM SECOND PAGE :

Part A: Student's worksheet, students' write-up or production

Part B: End-of-Term Competency-Based Assessment

Part C (if any): Evidence of tasks completed (artefacts, posters, project work or other forms of accomplishment)

PORTFOLIOS DISPLAY

1. Assessment / Tasks undertaken
2. Rubric of Assessment
3. List of students

Example 1

BASIC FRENCH LITERACY

Basic French Literacy- Competencies (From TLS)

- Competency 1: Listening with understanding
- Competency 2: Speaking
- Competency 3: Reading with comprehension
- Competency 4: Writing
- Competency 5: Basic Grammar, Vocabulary and Sentence Structure
- Competency 6: Use of ICT for the learning of languages

PROPOSITION OF DISPLAY FOR COMPETENCY-BASED ASSESSMENT

Question :

Fais une courte présentation orale en utilisant des expressions de courtoisie pour te présenter et saluer ton auditoire/tes amis.

Rubric of Assessment

Compétences	**Basic**	**Intermediate**	**Proficient**
Phonétique et articulation	Pas assez claire/ monotone	Claire/ Quelques erreurs de prononciation	Bonne maitrise de prononciation
Vocabulaire	Limité	Suffisant	Bon niveau
Contenu	Incomplet	Fluide	Riche
Créativité et gestuel	Satisfaisant	Bien	Très bien et engagé

List of Students- Portfolios

Students	Basic	Intermediate	Proficient	Remarks (if any)
A		✓		
B	✓			
C			✓	
D		✓		

Example 2

BASIC NUMERACY

BASIC NUMERACY-COMPETENCIES (From TLS)

- Competency 1: Use numerical concepts in practical situations
- Competency 2: Apply geometry in practical situations and trades
- Competency 3: Use measurements in real-life situations
- Competency 4: Represent and interpret data from charts/graphs in daily life
- Competency 5: Solve simple mathematical problems in practical situations
- Competency 6: Apply mathematical concepts across different subject areas

Question/ Task

Sarah measured the height of 4 plants in her garden every week. Here is the bar graph of her results

Plant A:  10 cm

Plant B:  20 cm

Plant C:  15 cm

Plant D:  12 cm

Answer these:

Which plant is the tallest?

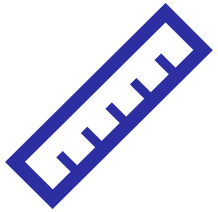
How tall is it?

Which plant is the shortest?

How tall is it?

Basic Numeracy

Why this works



Measurements in real-life: Students use cm to measure plant height

Interpret data from chart: They read the bar graph and compare

Basic math: Simple subtraction for the last part

RUBRIC OF ASSESSMENT

Competency	BASIC	INTERMEDIATE	PROFICIENT
Use measurements in real-life situations.	Identifies measurement but does not use cm correctly	Uses correctly cm.	Uses cm correctly. Accurately compares and finds differences between measurements
Represent and Interpret data from charts/ graphs and daily life.	Reads the graph with help. Cannot identify tallest/shortest plant	Reads the graph independently. Identifies tallest/shortest	**Reads the graph independently. Correctly identifies** tallest, shortest, and answers all comparison questions

Example 3

Digital Numeracy

DIGITAL LITERACY- Competencies (FROM TLS)

- Competency 1: Use the computer system to perform various tasks
- Competency 2: Prepare a word-processed document
- Competency 3: Produce a report using a Spreadsheet software
- Competency 4: Prepare a multimedia presentation using a presentation software
- Competency 4: Prepare a multimedia presentation using a presentation software
- Competency 6: Create and share multimedia resources

DIGITAL LITERACY

QUESTION

Design a poster to illustrate the potential health hazards related to the prolonged use of ICT equipment and the preventive measures.

	Basic	**Intermediate**	**Proficient**
Content (knowledge of health issues and their causes)	Lists a few health hazards State a general cause; use of computer	Identifies and explains common health hazards associated with ICT use showing some understanding of their causes and effects	Explains clearly a wide range of health hazards: eye strain, repetitive strain injury, poor posture, mental fatigue) with detailed causes and effects.
Content (preventive measures)	Mentions a few general preventive actions	Describes several preventive strategies with some connection to the health issues they address.	Provides a comprehensive discussion of various preventive measures (e.g. ergonomic setups, regular breaks, screen filters, posture correction)
Design and Layout	Use of images, text and colours	Use of appropriate images related to the health issues and measures Formatting and layout	Layout is visually appealing, balanced, and enhances understanding.

List of Students- Portfolios

Students	Basic	Intermediate	Proficient	Remarks (if any)
A		✓		
B	✓			
C			✓	
D		✓		

PORTFOLIOS

Monitoring & Use

- School Level: Foundation Programme School Monitoring Committee oversees portfolios.
- National Level: External Moderation.

IMPORTANT DOCUMENTS ON MIE SITE

TEACHING LEARNING SYLLABUS (TLS)

GUIDELINES FOR ASSESSMENT

PORTFOLIOS


Thank
You