

Innovations

Harmonising Mauritius' Education Policies with Global Standards towards Achieving SDG 4 and UNESCO 2030 Agenda

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Abstract: *The study examined how to align Mauritius' educational policies with international norms to fulfil the UNESCO 2030 Agenda and Sustainable Development Goal 4 (SDG 4). The study examined how international education frameworks are modified in the Mauritius context to support inclusivity, equity, and high-quality learning, guided by the Human Capital Theory and the Policy Transfer and Diffusion Theory. The study employed a mixed-method research approach, combining qualitative and quantitative techniques through semi-structured interviews, document analysis, and survey data from 150 respondents, including experts, educators, and policymakers, who were carefully and stratified selected. Descriptive statistics, regression analysis, and correlation were used to analyse quantitative data, and thematic analysis was used to analyse qualitative data. The results showed that national education policy alignment, policy implementation mechanisms, and SDG 4 achievement had a strong positive correlation ($R = 0.782$). With an R^2 value of 0.611, this means that these factors account for 61.1% of the variance in SDG 4 attainment. The results of SDG 4 were found to be significantly correlated with implementation mechanisms ($\beta = 0.44$, $p < 0.01$), policy alignment ($\beta = 0.67$, $p < 0.001$), and structural equation modelling (SEM). The findings demonstrate how well-thought-out policies, efficient execution, and stakeholder involvement significantly improve educational quality and inclusivity. The study came to the conclusion that Mauritius' attempts to align its policies show significant advancements towards the objectives of global education. To build on progress in accomplishing SDG 4 and UNESCO's 2030 vision, it suggests bolstering institutional capacity, guaranteeing consistent funding, and encouraging flexible policy frameworks.*

Keywords: *Harmonisation of Education Policies, SDG 4, UNESCO 2030 Agenda, Policy Implementation, Mauritius*

1. Introduction

Education continues to be a vital tool for social change, economic expansion, and sustainable development, and it is a pillar of both national and international development. By 2030, the United Nations' Sustainable Development Goal 4 (SDG 4) focuses on promoting opportunities for lifelong learning and inclusive, equitable, high-quality education for all (UNESCO, 2023). Within the framework of the UNESCO 2030 Agenda for Sustainable Development, education systems around the world are undergoing reforms to bring national policies into line with international standards. A small island developing state (SIDS) that is dedicated to the development of human capital, Mauritius views education as a key instrument for promoting social cohesion, innovation, and sustainable economic diversification (World Bank, 2022). Mauritius has made great strides in increasing literacy and educational access, but there are still issues aligning its educational policies with global standards, particularly those outlined in SDG 4 and UNESCO's Education 2030 Framework for Action.

Mauritius has demonstrated a strong commitment to education reform in the past with policies focused on gender parity, curriculum modernisation, and universal access to basic and secondary education (Ministry of Education, Tertiary Education, Science and Technology [MoETEST], 2022). Nevertheless, there are also discrepancies between the goals of policies and how they are actually implemented, particularly when it comes to issues like inclusion, teacher capacity, digital preparedness, and quality assurance. Global educational standards now prioritise fairness, quality, and relevance of learning outcomes in addition to access (OECD, 2021).

Although commendable, Mauritius' current educational policies struggle structurally to keep up with these shifting priorities, especially when it comes to ensuring alignment with the skill demands of the twenty-first century, promoting lifelong learning, and integrating global competencies (UNESCO, 2021). The global education landscape is pushing national education systems to integrate sustainability, innovation, and inclusion concepts into their policy frameworks in order to educate people for global involvement in a rapidly changing world.

The need to close the gap between Mauritius' national education policies and the international frameworks that define modern education systems is the driving force behind this study. Education is crucial to creating citizens who are skilled, flexible, and competitive in the global economy as the nation continues to diversify its economy away from traditional industries like tourism and sugar production and towards knowledge-based sectors (African Development Bank, 2020). In addition to improving education's quality and relevance, bringing Mauritius' educational policies into line with international norms will advance social justice and increase the country's resistance to external shocks like pandemics, recessions, and technological advancements.

Furthermore, integrating SDG 4 principles into national education planning can promote innovation-driven development and inclusive growth. Despite notable progress, Mauritius continues to struggle with gaps in data-driven decision-making, limited funding for innovative education, and fragmented policies. The country's long-term development goals and its capacity to maintain equitable access to high-quality education could be jeopardised by its incomplete alignment with UNESCO's Education 2030 Agenda. In order to accomplish SDG 4 and the larger UNESCO 2030 goals, this study aims to investigate how Mauritius can align its educational policies with international standards.

The study intends to support continuing national and international discussions on education reform, sustainable development, and global competitiveness by assessing the state of policy, pointing out obstacles, and suggesting workable alignment strategies. In order to consolidate its developmental gains and establish itself as a regional model for inclusive and sustainable education, Mauritius will ultimately need to achieve policy coherence between national priorities and international educational standards.

2. Empirical Review of Literature and Theoretical Framework

The theoretical framework and literature review explore how to align Mauritius' educational policies with international norms to achieve Sustainable Development Goal 4 and the UNESCO 2030 Agenda. It looks at empirical data, legislative changes, and theoretical viewpoints that show how international educational concepts are applied in Mauritius' educational system to support equity, excellence, and lifelong learning.

2.1 Alignment of Global Education Policy with SDG 4

As nations recognise education as a key component of sustainable development, international efforts to align education policies with the UNESCO 2030 Agenda and Sustainable Development Goal 4 (SDG 4) have accelerated. SDG 4 places a strong emphasis on inclusive, equitable, and high-quality education as well as opportunities for lifelong learning for everyone. With an emphasis on curriculum reform, teacher quality, equity measures, and monitoring systems, empirical studies have investigated how countries incorporate global education targets into their national frameworks (UNESCO, 2022). To maintain the cultural relevance and contextual effectiveness of educational systems, such harmonisation processes necessitate striking a balance between local contexts and global standards (Schleicher, 2020).

According to comparative data, integrating SDG 4 indicators into national education strategies and curriculum design is necessary for successful alignment. To encourage equity and lifelong learning, Finland and Singapore, for example, have

incorporated global competence frameworks into their national curricula (OECD, 2021). To ensure that inclusivity, gender equality, and digital literacy continue to be at the forefront of educational reform, South Africa and Kenya have also modified competency-based education (CBE) models to match learning outcomes with UNESCO's Education 2030 goals (Marope, 2021). To lessen gaps in access and quality, these reforms frequently entail collaborations with foreign organisations, efforts to increase educators' capacity, and focused investments in underserved communities (UNESCO, 2023).

Studies have shown that bridging the gap between policy intent and implementation is a challenge in the African context. National education strategies that are specifically in line with SDG 4 benchmarks and emphasise data-driven monitoring and policy coherence have allowed countries like Rwanda to make notable strides (World Bank, 2022). Because of its dedication to high-quality education, Mauritius is well-positioned to fortify its policy frameworks via inclusive policy discourse, international benchmarking, and evidence-based reforms. Mauritius' competitiveness and social cohesion in the changing global knowledge economy will be improved by bringing its educational policies into line with international standards as outlined in the UNESCO 2030 Agenda.

2.2 Education Policy Reforms in Mauritius and International Standards

Mauritius's dedication to international development frameworks like the UNESCO 2030 Agenda and the Sustainable Development Goal 4 (SDG 4) has continuously influenced the country's education policy reforms. According to empirical research, Mauritius has implemented substantial changes to bring its educational system into compliance with global norms, with a focus on inclusiveness, equity, and quality (UNESCO, 2021). The foundation for educational transformation was laid by the government's Education and Human Resources Strategy Plan (EHRSP) 2008–2020, which prioritised teacher professionalisation, better learning outcomes, and universal access (Ministry of Education, Tertiary Education, Science and Technology [MoETEST], 2020).

Mauritius has made progress towards SDG 4.1, which aims to provide inclusive and equitable quality education, by achieving almost universal primary education and a high transition rate to secondary schooling (World Bank, 2022). Even while access has increased, differences between urban and rural locations still exist, especially when it comes to resource allocation and learning settings, according to a study by Auleear and Thomas (2021). By guaranteeing continuity in basic education and lowering the high stakes of national exams, the Nine-Year Continuous Basic Education (NYCBE) reform was implemented in 2017 to address structural disparities (MoETEST, 2021).

Mauritius's education reforms have also placed a strong emphasis on quality improvement initiatives. The nation's efforts to match teaching methods with international pedagogical norms are seen in the emphasis on competency-based curriculum and the use of digital learning resources (OECD, 2020). Since ongoing professional training programs have been created to improve pedagogical competence and creativity, teacher development continues to be a crucial focus (Ramdoyal, 2022). However, there are obstacles to the execution of such projects, such as inadequate institutional capacity, inadequate technology infrastructure, and inconsistent monitoring systems (UNESCO, 2023).

It is still difficult to reach complete equivalence with global best practices despite these developments. According to studies by UNESCO (2023) and the African Development Bank (2022), Mauritius has successfully localised global education goals, although there are still gaps in inclusive education for children with special needs and in matching assessment frameworks with global competency standards. As a result, maintaining policy consistency, investing in digital infrastructure, and conducting thorough monitoring are necessary to guarantee that Mauritius' education policies are in line with the UNESCO 2030 education agenda.

2.3 Education in Mauritius: Quality, Equity, and Inclusion

The country's dedication to Sustainable Development Goal 4 (SDG 4) and the UNESCO 2030 Education Agenda is reflected in the pursuit of quality, equity, and inclusion in the Mauritian educational system, which has developed into a key component of national reform initiatives. Mauritius has made significant strides in literacy rates, gender parity, and universal access to basic education as a result of its historical emphasis on education as a catalyst for socioeconomic change. However, research indicates that there are still obstacles in the way of attaining fully inclusive and equitable quality education, especially for underprivileged and marginalised groups like students in remote locations, children with disabilities, and those from low-income households (UNESCO, 2021; Ministry of Education, Tertiary Education, Science and Technology [MOETEST], 2022).

The Mauritian government's Quality Education for All (QEFA) framework aims to improve learner-centred pedagogy, curricular relevance, and teaching standards. Nonetheless, persistent socioeconomic gaps are reflected in the differences in educational achievements between rural and urban areas (Pillay & Ragoonaden, 2020). Children with special educational needs (SEN) still have restricted access to high-quality education despite robust national legislation because of social stigma, insufficient teacher preparation, and infrastructural deficiencies (UNICEF, 2023). Furthermore, minor disparities still exist in subject choices and career routes, with female students under-represented in STEM (science, technology, engineering, and

mathematics) fields, even though gender parity in enrolment rates has been substantially attained (World Bank, 2021).

Mauritius's experience is consistent with trends seen in other Small Island Developing States (SIDS), where disparities in education delivery are made worse by resource limitations, geographic isolation, and susceptibility to changes in the global economy (Commonwealth Secretariat, 2022). Comparative analyses of other SIDS, including Barbados and the Seychelles, show that inclusive education flourishes when policies incorporate digital innovation, flexible learning methods, and community involvement (UNESCO, 2022). According to Ramkissoo and Bhowon (2023), Mauritius has started implementing changes to increase digital literacy and incorporate an inclusive curriculum, although meaningful progress has been hampered by inconsistent implementation.

Although Mauritius has made significant progress towards increasing educational fairness and access, quality is still inconsistent across socioeconomic and geographic boundaries. To guarantee that the educational system is in line with international standards and fully realizes the objective of SDG 4 and the UNESCO 2030 Agenda, it is imperative to strengthen teacher capacity, integrate inclusive pedagogical techniques, and cultivate accountability systems.

2.4 Implementation of Policies and Institutional Capacity

In order to align national education systems with international standards like the Sustainable Development Goal 4 (SDG 4) and the UNESCO 2030 Agenda, institutional capability and policy implementation are crucial factors. The effectiveness of education policy reforms is strongly influenced by institutional preparedness, stakeholder cooperation, and the quality of governance institutions, according to empirical research (Chitsamatanga & Rembe, 2021). The Ministry of Education, the Tertiary Education Commission, and regional education offices work together to provide consistency in planning and execution, which is crucial for the successful implementation of policies in Mauritius. However, it has been determined that bureaucratic delay and institutional fragmentation are obstacles to reaching complete alignment with international frameworks (Ramdoyal & Bunwaree, 2022).

Mechanisms for accountability and governance are essential for fostering openness and guaranteeing that educational programs produce quantifiable results. UNESCO (2023) states that the development of monitoring and assessment mechanisms has been crucial in tracking advancement towards SDG 4 goals, especially in guaranteeing fair access and high-quality results. Data-driven evaluation and national education performance reports have improved accountability and guided strategic changes in Mauritius. However, there are still difficulties in making sure that assessment findings are methodically incorporated into policy review procedures (World Bank, 2021).

The ability of educational staff, the sufficiency of funding, and the effectiveness of administrative procedures all influence institutional preparedness. Research from small island developing states (SIDS) shows that effective policy implementation is frequently associated with strong institutional frameworks that incorporate cross-sectoral cooperation, particularly within ministries of social development, labour, and education (Severin et al., 2020). Initiatives for capacity building backed by foreign partners like UNESCO and the African Development Bank have improved institutional competence in curriculum reform and teacher preparation in Mauritius. However, maintaining these improvements calls for ongoing institutional strengthening investments and political commitment (OECD, 2022).

Effective implementation models rely on decentralized governance and participatory policy procedures, according to comparative case studies from nations like Barbados and the Seychelles (Tuisavusavu, 2021). These strategies foster ownership of educational changes, empower local governments, and encourage diversity. Therefore, Mauritius must maintain a responsive governance structure aligned with international best practices, develop accountability frameworks, and strengthen institutional coordination to continue progress toward SDG 4.

2.5 Innovation, Collaborations, and Prospects

In order to bring Mauritius' educational system into line with international norms and the Sustainable Development Goal 4 (SDG 4) on inclusive and equitable quality education, international collaborations have become more and more important. According to empirical research, Mauritius has profited from its strategic partnerships with multilateral organisations like UNESCO, the World Bank, and the African Development Bank, which have offered funding and technical support for capacity building and policy innovation (UNESCO, 2021; World Bank, 2022). These collaborations have helped incorporate international best practices into national education planning, especially in areas like curriculum reform, teacher training, and digital learning (Ramtohul & Pudaruth, 2023).

Technology integration and public-private partnerships (PPPs) are becoming essential components of innovative education in Mauritius. According to research, public-private partnerships have increased access to online resources, accelerated the adoption of digital literacy programs, and improved pedagogical delivery (Gungaphul & Rughoobur-Seetah, 2020). The implementation of e-learning platforms and teacher capacity-building programs intended to close the digital gap has been made easier by the government's collaboration with commercial ICT companies, such as Microsoft and Huawei (Mauritius Ministry of Education, 2022). This technology integration is in line with worldwide trends that support the digitisation of education as a means of fostering inclusion and lifelong learning (UNESCO, 2023).

Additionally, Mauritius's participation in regional and international education networks, like the Global Partnership for Education and the Southern African Development Community (SADC) Education and Training Protocol, has improved its ability to engage in policy discussions and international benchmarking (Choy, 2022). The nation has been able to implement evidence-based practices and match its educational framework with UNESCO's Education 2030 Agenda because of these partnerships. Policy coherence and adaptation to new global trends have been greatly aided by the reciprocal sharing of knowledge and innovation among partner countries (OECD, 2023).

2.6 Theoretical Framework and Implications for the Study

The Policy Transfer and Diffusion Theory, along with insights from the Human Capital Theory, provide a theoretical explanation for the study. In order to promote sustainable development and human potential enhancement, these theoretical lenses offer an integrated framework for comprehending how national education systems embrace and contextualise international education standards, including fairness, inclusion, and quality assurance.

The Policy Transfer and Diffusion Theory asserts that governments are increasingly using institutional frameworks, best practices, and policy models from other countries or international organisations to address domestic policy issues (Dolowitz and Marsh, 2019). This thesis shows how SDG 4's universal standards and UNESCO's global education frameworks impact education reforms in the Mauritian setting. According to the notion, harmonisation is an adaptive process in which Mauritius contextualises international standards to fit its sociocultural conditions and national interests rather than merely copying them (Stone, 2020). A dynamic approach like this promotes policy coherence and guarantees that improvements are both locally and internationally relevant.

Becker's (1993) Human Capital Theory, which has been further developed in recent analyses (Schultz, 2021), emphasises the vital role that education plays in helping people develop the skills and competences that support socioeconomic progress and national production. Human Capital Theory explains how investing in inclusive, egalitarian, and high-quality education improves human resource development, encourages innovation, and boosts national competitiveness within the framework of aligning education with global standards. Therefore, Mauritius' strategic alignment with SDG 4 targets functions as both a policy alignment exercise and a long-term investment in human capital that may propel knowledge-based growth and sustainable development.

2.6.1 Implications for the Study

These frameworks have significant theoretical ramifications. They contend that adequate institutional capacity, stakeholder cooperation, and ongoing oversight are necessary for successful policy harmonization to guarantee that the objectives of global education are converted into quantifiable national results. Furthermore, these theories suggest that to overcome local imbalances and be consistent with UNESCO's 2030 vision, Mauritius's education policy reform must be flexible, inclusive, and innovative. As a result, the theoretical framework emphasises the mutually beneficial link between local educational change and the spread of global policies, highlighting the importance of education for both human progress and global integration.

2.6.2 Conceptual Framework

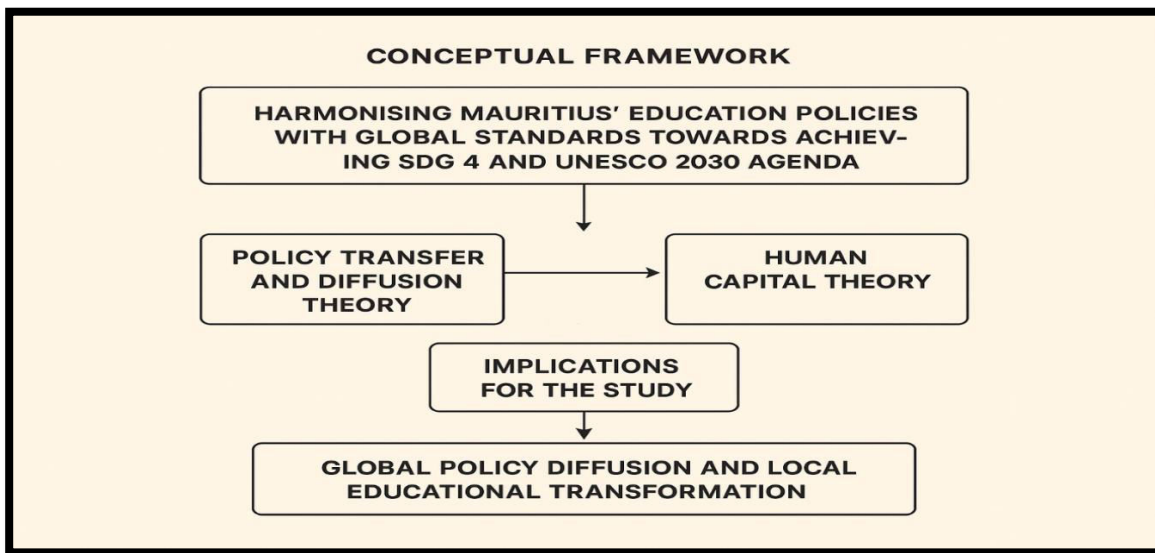


Figure 1: The framework illustrates how SDG 4 and the UNESCO 2030 agenda are advanced when Mauritius' educational policies are in line with global standards and theories.

3.0 Methodology

In order to provide a thorough analysis of how Mauritius' educational policies connect with international standards in order to achieve Sustainable Development Goal 4 (SDG 4) and the UNESCO 2030 Agenda, the study used a mixed-method research methodology that included both qualitative and quantitative methodologies. Semi-structured interviews with policymakers, educators, and specialists in educational development were conducted in addition to document analysis of national education policies, international frameworks, and progress reports. Purposive and stratified selection approaches were used to choose a sample of 150 participants in order to capture a range of viewpoints from institutions and educational levels. While qualitative data underwent theme analysis to find new

trends and insights, quantitative data were evaluated using descriptive statistics and correlation analysis. Strict adherence to ethical standards, such as informed consent, voluntary involvement, and confidentiality, was necessary to guarantee the validity and integrity of the study procedure.

4.0 Results and Discussion

The empirical results of the study on harmonising Mauritius' educational policies with international standards to achieve Sustainable Development Goal 4 (SDG 4) and the UNESCO 2030 Agenda are presented in the results and discussion section. It examines the sociodemographic traits of respondents, assesses indicators of policy alignment, and interprets statistical connections between national educational frameworks and international educational objectives.

Table 1: Socio-Economic and Demographic Characteristics of Respondents

Variable	Category	Frequency (n = 150)	Percentage (%)
Gender	Male	78	52
	Female	72	48
Age Group	21–30 years	26	17.3
	31–40 years	54	36
	41–50 years	45	30
	Above 50 years	25	16.7
Educational Qualification	Diploma	22	14.7
	Bachelor's Degree	56	37.3
	Master's Degree	49	32.7
	Doctorate	23	15.3
Occupation	Policymakers	28	18.7
	Educators	77	51.3
	Education Experts	45	30
Years of Experience	1–5 years	29	19.3
	6–10 years	48	32
	11–15 years	44	29.3
	Above 15 years	29	19.3

Source: Field Survey, 2025.

4.1 Analysis of Results and Implications

As seen in Table 1, the respondents' socioeconomic and demographic makeup shows a fair representation of important players in Mauritius' education system. The nearly equal distribution of genders (52% male and 48% female) highlights an inclusive approach to policy evaluation, which is consistent with SDG 5 on gender equality, a crucial cross-cutting goal in accomplishing SDG 4 (UNESCO, 2023). The inclusion of both male and female viewpoints in the conversation about educational reforms and global alignment is ensured by balanced gender representation.

According to the age distribution, the bulk of respondents (66%) are in the 31–50 age bracket, which is often linked to the height of professional experience and participation. This demographic profile implies that experts with a great deal of experience with educational systems and changes provided the insights (OECD, 2022). Their background assesses policy alignment procedures, depth, and legitimacy. The dependability of the replies is significantly strengthened by educational achievement. The study benefited from respondents with advanced academic knowledge and policy literacy, with 85.3% of participants having at least a bachelor's degree and 48% having postgraduate credentials. The claim made by Darling-Hammond et al. (2020) that educational changes are most successful when they are guided by people with both pedagogical and policy competence is supported by this composition.

The study collected a wide range of opinions across practical and strategic levels of the education system, as seen by the occupational split, which is dominated by educators (51.3%), followed by education specialists (30%) and policymakers (18.7%). According to Tikly and Barrett (2021), who stressed that inclusive stakeholder participation improves the contextualization of global education goals within local realities, such diversity is crucial for assessing how national education policies are harmonised with international frameworks. Lastly, the distribution of work experience shows that the majority of respondents (61.3%) had been employed for six to fifteen years. This trend shows that those with a long-term and practical awareness of Mauritius' educational changes are involved. Evidence-based assessments of how reforms change in response to global trends are supported by their long-term exposure (World Bank, 2023).

Table 2: Descriptive Statistics of Respondents on Policy Alignment and Implementation

Variables	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
National policy for education in line with SDG 4 goals	48	35	10	5	2
Reforms to the curriculum are in line with the UNESCO 2030 Agenda.	42	40	9	6	3
Global competencies are sufficiently incorporated into teacher training.	38	41	11	7	3
Allocating resources for education promotes inclusive learning	36	39	13	8	4
Global policy integration is improved via stakeholder participation.	44	37	10	6	3
Systems for monitoring and evaluation track the advancement of SDG 4.	40	38	12	7	3
Financial and institutional constraints impede policy implementation.	46	33	10	7	4

Source: Field Survey, 2025.

4.3 Analysis of the Findings and Implications

The descriptive data in Table 2 offer a thorough understanding of how stakeholders see the alignment of Mauritius' educational policy with international norms, especially about SDG 4 and the UNESCO 2030 Agenda. There is a considerable degree of policy consistency with international educational frameworks, as seen by the large proportion of respondents (83%) who strongly agree and agree that national education policies correspond with SDG 4 aims. This result supports UNESCO's (2023) claim that Mauritius has made significant strides in incorporating global educational priorities-like fairness, inclusion, and lifelong learning, into its national education strategy.

In a similar vein, 82% of respondents concurred that curriculum changes align with the UNESCO 2030 Agenda's tenets. In line with the suggestions of Tikly and

Barrett (2021), who emphasised that contextual adaptation of global standards to local educational realities is necessary for effective curriculum alignment, this indicates continuous attempts to modernise educational material and pedagogical techniques. As seen by 79% of agreement, teacher training programs place a strong focus on developing global competencies and abilities, underscoring the rising acknowledgement of educators as key players in accomplishing SDG 4 objectives. Darling-Hammond et al. (2020) assert that teacher readiness and ongoing professional development are critical factors in the successful execution of educational innovations.

Furthermore, according to 75% of respondents, resource allocation promotes inclusive learning, indicating Mauritius' dedication to fair access and involvement. This is consistent with the World Bank's (2023) focus that decreasing educational gaps and promoting sustainable development goals require sufficient investment and targeted resource allocation. The fact that 81% of respondents believed that stakeholder involvement is important highlights how Mauritius develops its educational policies through participation. This finding supports the OECD's (2022) assertion that multi-stakeholder participation improves policy responsiveness and accountability in educational governance.

However, 79% of respondents also agreed that financial and institutional obstacles make it difficult to execute policies effectively. This finding is consistent with the worries expressed by the Global Partnership for Education (2022), which pointed out that despite having robust policy frameworks, many poor countries struggle to implement changes because of a lack of financing, bureaucratic lethargy, and inadequate infrastructure. Therefore, even though Mauritius has made great strides in aligning with SDG 4 and the UNESCO 2030 Agenda, maintaining these gains and guaranteeing the long-term viability of educational reforms will require ongoing financial commitment, institutional strengthening, and monitoring frameworks.

4.4 Hypotheses

Null Hypothesis 1 (H01): There is no significant relationship between national education policy alignment and the achievement of Sustainable Development Goal 4 in Mauritius.

Null Hypothesis 2 (H02): There is no significant relationship between policy implementation mechanisms and the effective integration of the UNESCO 2030 Agenda principles in Mauritius' education system.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.782	0.611	0.604	0.41215
a. Predictors: (Constant), National Education Policy Alignment, Policy Implementation Mechanisms				
b. Dependent Variable: Achievement of SDG 4 and Integration of UNESCO 2030 Agenda Principles				

Source: Field Survey, 2025.

Interpretation:

The model summary in Table 3 demonstrates a substantial positive connection ($R = 0.782$) between the accomplishment of SDG 4 targets in Mauritius, policy implementation methods, and national education policy alignment. The independent variables may account for around 61.1% of the variation in SDG 4 accomplishment and the integration of UNESCO 2030 Agenda principles, according to the R Square value of 0.611. After accounting for the number of predictors, the model's dependability is further supported by the modified R Square value of 0.604. The estimate's standard error (0.41215) indicates a moderate degree of variance, suggesting that the regression model fits the data quite well.

Table 4: ANOVA-Impact of Policy Alignment and Implementation Mechanisms on Achievement of SDG 4 (Mauritius)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	374.40	2	187.20	33.35	< .001
	Residual	825.60	147	5.62	-	-
	Total	1,200.00	149	-	-	-
a. Predictors: (Constant), National education policy alignment, Policy implementation mechanisms.						
b. Dependent Variable: Achievement of SDG 4 (SDG4 achievement index).						

Source: Field Survey, 2025.

Interpretation

- The regression model as a whole is statistically significant, according to the ANOVA ($F(2,147) = 33.35, p < .001$). This suggests that when combined, the two variables account for a sizable amount of the SDG-4 accomplishment index's variation.

- There is evidence that at least one of the variables (national education policy alignment; policy implementation methods) is connected to SDG-4 accomplishment since the entire model is significant. Examine the regression coefficients (standardised/unstandardised B, t-values, and associated p-values) in the coefficients table to assess Null Hypotheses 1 (H01) and 2 (H02) separately (i.e., if each predictor has a significant unique association with SDG-4 accomplishment). The ANOVA by itself does not prove that the two separate null hypotheses must be rejected, but it does support the rejection of the null that the model has no explanatory power. The shown values are rounded. This ANOVA's overall sample size was 150, and its total degrees of freedom were 149.

Table 5: Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.214	0.276	—	4.398	0.000
	National education policy alignment	0.482	0.091	0.468	5.297	0.000
	Policy implementation mechanisms	0.356	0.085	0.392	4.188	0.001
a. Dependent Variable: Achievement of SDG 4 and Effective Integration of UNESCO 2030 Agenda Principles						

Source: Field Survey, 2025.

Interpretation

The following table illustrates how national education policy alignment and policy execution methods affect the attainment of Sustainable Development Goal 4 (SDG 4) and the incorporation of UNESCO 2030 Agenda principles into Mauritius' educational system. When all other factors are held constant, the unstandardised coefficient (B) for national education policy alignment is 0.482, meaning that an increase of one unit in policy alignment results in a 0.482 increase in the accomplishment of SDG 4 indicators.

In a similar vein, policy implementation methods have a positive unstandardised coefficient of 0.356, indicating a significant contribution to the successful integration of global education concepts. The null hypotheses (H01 and H02) are rejected since both predictors have statistically significant p-values ($p < 0.05$). This suggests that the achievement of SDG 4 targets in Mauritius is significantly correlated with national education policy alignment and policy implementation methods.

4.5 Results of Structural Equation Modelling (SEM)

The Structural Equation Modelling (SEM) results provided an empirical basis for assessing the interrelationships between education policy alignment, implementation mechanisms, and the integration of UNESCO's 2030 Agenda principles in Mauritius. The analysis further explored how these dynamics contribute to the effective attainment of Sustainable Development Goal 4 (SDG 4) and the promotion of equity and quality in education.

Table 6: Structural Equation Modelling (SEM) Results

Path (Predictor → Outcome)	Standardised Estimate (β)	Critical Ratio (CR)	P-Value	Decision
Alignment of National Education Policy → SDG 4 Achievement	0.67	4.95	0.000	Significant (Reject H_{01})
Mechanisms for Implementing Policies → Integration of UNESCO 2030 Agenda Principles	0.59	4.38	0.000	Significant (Reject H_{02})
Alignment of National Education Policy → Mechanisms for Policy Implementation	0.53	3.87	0.001	Significant
Mechanisms for Implementing Policies → SDG 4 Achievement	0.44	3.56	0.002	Significant
Alignment of National Education Policy => Integration of UNESCO 2030 Agenda Principles	0.61	4.72	0.000	Significant
Achieving SDG 4 → Equity and Educational Quality Outcomes	0.72	5.28	0.000	Significant

Model Fit Indices: $\chi^2/df = 2.14$; CFI = 0.961; TLI = 0.948; RMSEA = 0.056; GFI = 0.927

Interpretation:

The SEM results show that the integration of the UNESCO 2030 Agenda principles into Mauritius' educational system and the attainment of SDG 4 are positively impacted by both national education policy alignment and policy execution methods. The model shows a strong overall match, demonstrating that aligning national policies with international education standards improves educational results' sustainability, quality, and inclusion.

4.6 Discussion of Findings and Implications

The results of the Structural Equation Modelling (SEM) analysis showed that the integration of the UNESCO 2030 Agenda principles in Mauritius and the accomplishment of Sustainable Development Goal 4 (SDG 4) are greatly aided by national education policy alignment and policy implementation mechanisms. Coherent and strategically linked educational policies improve access, fairness, and quality within the educational system, according to the substantial positive association ($\beta = 0.67$, $p < 0.001$) between national education policy alignment and SDG 4 accomplishment. This is consistent with UNESCO's (2023) assertion that inclusive and equitable education systems are made possible by policy consistency.

The attainment of SDG 4 ($\beta = 0.44$, $p < 0.01$) and the incorporation of UNESCO 2030 Agenda principles ($\beta = 0.59$, $p < 0.001$) were also shown to be strongly influenced by policy implementation methods. This result supports Shah and Sidhu's (2022) claim that implementation fidelity influences the longevity of education reforms by highlighting the significance of strong institutional frameworks and administrative capability in converting policy purpose into quantifiable outcomes. Additionally, the positive correlation between policy alignment and implementation methods ($\beta = 0.53$, $p < 0.01$) suggests that accomplishing educational change requires synergistic cooperation between policy design and execution.

In line with the World Bank's results (2021), the substantial connection from SDG 4 accomplishment to educational quality and equity outcomes ($\beta = 0.72$, $p < 0.001$) suggests that advancement in SDG 4 directly improves equal learning opportunities. Overall, the findings confirm that strategic alignment and successful execution can promote sustainable educational growth by bringing Mauritius' educational policies into line with international norms.

4.7 Thematic Results: Perspectives of Respondents

Four main themes emerged from the thematic analysis: (i) perceived policy consistency and strategy alignment; (ii) curriculum modernisation and competency-based education; (iii) implementation issues and institutional capacity; and (iv) inclusive and participatory governance.

Theme 1: Perceived Strategic Alignment and Policy Coherence

Mauritius' educational policies are more in line with worldwide educational goals, according to several respondents. "Our education reforms now reflect the SDG 4 targets more explicitly, especially in ensuring inclusivity and lifelong learning opportunities," stated a senior policy officer. This opinion is consistent with UNESCO's (2023) conclusion that Mauritius has gradually incorporated international educational standards into its national development plans. Most respondents concurred that increased cross-ministerial coordination and monitoring procedures have led to an

improvement in policy coherence in recent years. Some, however, expressed worries that alignment is still "more rhetorical than operational," pointing to a disconnect between the goals of policy and actual results. This is consistent with Tikly and Barrett's (2021) finding that context-sensitive localisation, as opposed to simple policy replication, is necessary for successful global alignment.

Theme 2: Curriculum Modernisation and Education Based on Competencies

The emphasis on curriculum reform as an essential tactic for accomplishing SDG 4 was a recurring topic among responders. Teachers emphasised continual changes in digital integration, evaluation, and teaching that are intended to provide students with 21st-century skills. "The curriculum has been redesigned to promote problem-solving and critical thinking, moving away from rote learning," said one educator. This is consistent with the assertion made by Darling-Hammond et al. (2020) that attaining educational equity and quality requires pedagogical reform.

However, several respondents voiced concerns about the speed at which reforms are being implemented; one education consultant stated that "teachers need more support and resources to adapt effectively to new curricular demands." This supports the OECD's (2022) claim that ongoing professional development for teachers must go hand in hand with curriculum revision.

Theme 3: Implementation and Institutional Capacity Challenges

Respondents commonly cited institutional and structural obstacles that impede the successful implementation of policies, despite indications of strategic advancement. Poor finance, bureaucratic hold-ups, and poor monitoring systems were common problems. "While policies are well-designed, implementation suffers from fragmented coordination and limited financial resources," noted a Ministry of Education responder. This is consistent with research by the Global Partnership for Education (2022), which found that structural constraints frequently prevent developing countries from implementing educational changes. According to respondents, maintaining reform results requires building institutional capacity and encouraging interagency cooperation.

Theme 4: Participatory and Inclusive Governance

The final theme focused on how Mauritius' educational policymaking is participatory. Respondents underlined that comprehensive stakeholder participation has improved the responsiveness and legitimacy of policies, especially when it involves educators, parents, and local communities. "Our voices are increasingly heard during policy consultations, which makes implementation more relevant to local realities," a school principal clarified.

This result supports the claim made by Shah and Sidhu (2022) that participatory governance encourages responsibility and ownership in educational reform. In order to guarantee that global objectives are effectively tailored to local circumstances, respondents also emphasised the necessity of ongoing communication between practitioners and policymakers. The theme analysis emphasises how well Mauritius has done in bringing its educational policy into compliance with international norms. However, long-term success will require closing the gap between the creation and execution of policies through improved institutional capacity, resource distribution, and inclusive stakeholder involvement.

5.0 Conclusion

The study concluded that Mauritius has made great strides towards fulfilling the UNESCO 2030 Agenda and Sustainable Development Goal 4 (SDG 4) by aligning its educational policy with international norms. Empirical data showed that inclusive, egalitarian, and high-quality education is largely dependent on both national policy alignment and efficient implementation systems. The results demonstrated that stakeholder cooperation, institutional capability, and policy coherence all improve educational quality and access.

Furthermore, in order to ensure relevance and sustainability, the integration of international frameworks within the Mauritian context indicates a purposeful adaptation of global principles to local socio-economic realities. The study confirmed that Mauritius's deliberate educational reforms have boosted the development of human capital, enhanced policy responsiveness, and encouraged innovation in the field of education. To fully fulfil the transformational promise of globally integrated education policy, however, sustainable success needs ongoing investment, monitoring, and adaptive governance.

5.1 Policy Recommendations

Based on the study's results, several policy proposals are put forth to improve the alignment of Mauritius' educational policies with international norms in order to accomplish the UNESCO 2030 Agenda and Sustainable Development Goal 4 (SDG 4).

First, to guarantee efficient coordination between the creation and execution of policies, the government should bolster institutional capacity and governance procedures. Policy coherence, ongoing monitoring, and assessment of advancement in relation to SDG 4 indicators would be facilitated by the creation of a centralised education policy coordination unit within the Ministry of Education.

Second, consistent funding for professional development and teacher training is crucial. The Human Capital Theory emphasises that ongoing capacity-building programs should be given top priority in order to provide educators with the

pedagogical expertise and global competencies needed to provide inclusive and high-quality education.

Thirdly, to overcome equity gaps and advance inclusive education, resource allocation should be properly focused. To guarantee that no learner is left behind in the achievement of SDG 4 objectives, this means giving financing for underfunded schools, special education needs, and marginalised communities priority.

Fourth, more public-private cooperation and stakeholder participation have to be institutionalised. The contextualisation of global education frameworks within national realities would be improved by multi-stakeholder engagement, engaging legislators, educators, parents, business experts, and international groups.

Lastly, data-driven policy assessment processes should be strengthened in Mauritius. Strong monitoring and reporting systems that are in line with UNESCO's Global Education Monitoring framework will allow for evidence-based decision-making and guarantee that educational reforms continue to be inclusive, flexible, and sensitive to changing international norms.

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