

## **Inclusive education catering for the slow learners with different abilities: An overview of the Bright up programme Level NC2 for those who could not overcome the NCE, a foundation for future NC3 courses the learner can opt for afterwards**

<sup>1</sup>Yudhistir S.M.F. Jugessur, Researcher

---

**ABSTRACT:** *The paper elaborates the Bright up programme as an alternative pathway for slow learning students who have not been able to pass their NCE exams and want to pursue their studies in vocational fields. Without an NCE they are not eligible for an NC3 level courses. Now with the Bright up programme , which is a NC2 level, the student can proceed to NC3 afterwards in any field of study they wish to make their career. This will lead to the student the opportunity for placements in Industries with possibilities of employment and a career in a field they desire such as tourism, hospitality, electricity, plumbing and catering. Some essential modules of this programmes are life skills, outdoor education, healthy living and social mentoring.*

**KEYWORDS:** *Bright up, slow learners, different abilities*

---

Date of Submission: 06-02-2024

Date of acceptance: 19-02-2024

---

### **I. INTRODUCTION**

The system of education of Mauritius includes the Extended stream for students who have not been able to pass the PSAC. The students then join the extended stream in secondary schools. Unlike other mainstream the students have to undergo Grade 9 extended classes during a year and grade 9 extended Plus for another year before taking part in the NCE national examinations. If they are unsuccessful then the Bright up program is a pathway for these students.

### **II. LITERATURE REVIEW**

The Bright Up Programme ensures a holistic education to allow a student who has not successfully completed the National Certificate of Education (NCE) the possibility to pursue his studies in Vocational field., announced, today, the Vice Prime Minister, Minister of Education Tertiary Education, Science and Technology, Mrs Leela Devi Dookun-Luchoomun. After having completed the NCE, a student has the possibility to continue his education in the same school or go to another academic school. The pupil then has the choice to continue with general education or to opt for the technological field or even turn to technical training. Students who have not obtained their NCE will, henceforth, have the possibility to register for the Bright Up Programme or to re-take the NCE exams. That community schooling is a new element in the Programme which will require the full participation of parents and the different establishments to better mentor the child. Under this Programme, the child will also benefit from necessary school materials and uniform. The Bright Up Programme is a collaboration with several institutions spans over a year. It is equivalent to the NC2 Programme and comprises subjects such as : lifeskills; outdoor education; healthy living; and social mentoring. The objective is to empower the vulnerable youth as well as provide them with the opportunity to join the NC3 Programme after the successful completion of the Bright Up Programme.

### **III. DISCUSSION**

#### **Life skills subject**

As the name tells you, Life Skills is about the skills the students will need in his daily life apart from the usual subjects such as mathematics, sciences and languages. The World Health Organization <sup>1</sup> has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" while the UNICEF <sup>2</sup> defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed. Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that life skills are generally applied in the context of health and social events. The set of ten core skills can be categorized as follows. Social skills comprise (i) Self awareness, (ii) empathy,

(iii) effective communication, (iv) interpersonal relationship. Thinking skills includes (v) creative thinking, (vi) critical thinking, (vii) decision making and (viii) problem solving and emotional skills englobes (ix) coping with stress and (x) coping with emotions.

### **Outdoor education**

It must be understood that these types of children, will not be able to sit a whole day in classes. They are hyperactive students who do not always put their minds into studies, within the 4 walls of a classroom. Varying the teaching is important and outdoor education offers an opportunity to bring the students in a pleasant leaning atmosphere. Outdoor education<sup>3</sup> has generally been used as an umbrella term for any education in the outdoors. Outdoor education engages students to develop positive relationships with self, others, and with outdoor environments through interaction with the natural world. Outdoor education has been described as a place, a subject, a method, a topic, and a process. Outdoor education usually involves residential or journey based experiences to impart personal, social, and critical thinking capabilities, physical skills, and subject-specific knowledge through outdoor-based activities such as hiking, climbing, canoeing, and leadership activities. Outdoor education<sup>4</sup> is extensively used throughout literature as “outdoor education is education in about and or, the out of doors”.

### **Healthy living**

In these times of Pandemics, diseases, growing concern of environmental change, and global warming, healthy living has become a necessary elements in teaching. Obesity and unhealthy eating are also scourges that affects children. Healthy living starts with healthy eating and proper hygiene. Schools have a duty to inculcate the values of a balance diet and personal hygiene among the students. People can also lower their own risk of cancer, heart disease, diabetes, obesity, and osteoporosis by maintaining a healthy lifestyle<sup>5</sup>. Healthy living includes also the notion of the negative impact of drug on youths and the society. Drug has become a fight of everyone.

### **Social mentoring**

Mentoring is when someone shares their knowledge, skills, and experience to help another person to progress. Mentoring as ‘a transformative relationship in which an experienced person helps a less experienced person realise their personal and professional goals’<sup>6 7 8</sup>. A mentor is a person who shares their knowledge, skills, and/or their experience, to help another person, or group of people, to progress. Traditionally a mentor would guide a mentee in a one-to-one mentoring relationship. Group mentoring has become popular amongst businesses and organisations, where one person shares knowledge and guidance with a larger group of people. Benefits of mentoring can include (i) Effective learning and first-hand knowledge-sharing through mentoring (ii) Gaining practical insights, guidance, and advice from those in a position of experience (iii) Increased confidence (typically for the mentee) from having a mentor in a position of seniority in an organisation (iv) Improved interpersonal and communication skills for both the mentor and mentee (v) Empowerment from the mentee to progress effectively and the mentor to take on the new and additional responsibilities of supporting the mentee (vi) Wider understanding of different perspectives, be that from different countries, organisations or departments in the same organisation (vii) A trusted partner to discuss more confidential challenges and goals in one’s career.

## **IV. CONCLUSION**

The less advantaged ones, the slow learners cannot be left behind. The Bright up programme is a pathway that caters for these types of different, difficult students.

### **REFERENCES**

- [1]. United Nations Office on Drugs and Crime Available at [https://www.unodc.org/pdf/youthnet/action/message/escap\\_peers\\_07.pdf](https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf)
- [2]. UNICEF, Life Skills available at <https://www.unicef.org/topics/life-skills>
- [3]. Priest, S. (1986). Redefining outdoor education: A matter of many relationships. *The Journal of environmental education*, 17(3), 13-15.
- [4]. Ford, P. (1986). *Outdoor Education: Definition and Philosophy*
- [5]. Naylor, P-J., et al. “Implementation of school based physical activity interventions: a systematic review.” *Prev Med* 72(2015):95-115.
- [6]. Kram, K. E. (1985). *Mentoring at work. Developmental relationships in organizational life*. Lanham: University Press of America.
- [7]. Levinson, D. J. (with Darrow, C. N., Klein, E. B., Levinson, M. H. & McKee, B. (1978). *The seasons of a man’s life*. New York: Knopf.
- [8]. Yip, J. & Kram, K. E. (2017). Development networks: enhancing the science and practice of mentoring. In D.Clutterbuck, F. K. Kochan, L. G. Lunsford, et al. (Eds.), *The SAGE Handbook of mentoring* (pp. 88-104). Los Angeles: Sage.