BRUNEI Country Recommendations

Topic One: Policy and Legislation, Budgetary Policy and Finance

I. Recommendations on policy:

BR1.1 BRUNEI

BR1.1.1 Government should have an inter-ministerial policy (including Ministries of Health, Welfare, Youth and Sports in addition to Ministry of Education in one policy) whereby all actors (NGOs, DPOs, private sector, families, government) have agreed upon roles and responsibilities in planning, implementation and evaluation.

BR1.1.2 Policy should include education for all and education for life.

BR1.1.3 Education policy should include life-skills training (Activities of Daily Living ADL skills) and psychological aspects not only academic skills.

►►BR1.1.4 Education policy should not be exam-oriented but more according the UNESCO. “Basic learning needs comprised both essential learning tools and in the basic learning content required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning” – World Declaration on Education for All. Article 1, Paragraph 1

►►BR1.1.5 Selected mainstream schools to be designated as inclusive schools to optimize minimum resources.

BR1.1.6 School administrators should be required to prepare teachers for specific student cases in the form of structured training for specific disabilities.

BR1.1.7 Schools and teachers should involve the families as active partners through training in specific skills in seminars, workshops or conferences.

BR1.1.8 Adopt a comprehensive perspective in policy, lawmaking and training to include other actors (supporting staff, professionals, and parents not just teachers).
II. Recommendations on Legislation:  
BR1.2 BRUNEI

BR1.2.1 Government legislation should have parental leave policies to protect families from being laid-off and allow them to fulfill their family and parental responsibilities.

BR1.2.2 They should be protected against discrimination in their career and job hiring.

BR1.2.3 The family must be accountable for the financial and other support extended to them.

BR1.2.4 Compulsory education should be enforced not by punishment but through information and encouragement.

►► BR1.2.5 The law should make it easier for all stakeholders to participate actively in implementation of EFA.

III. Recommendations on Budgetary Policy and Financing:  
BR1.3 BRUNEI

BR1.3.1 The Ministry of Welfare, Youth and Sports, and any other related ministries, should be pro-active in awarding disability allowances which should be automatic and start at birth or age of diagnosis (and not, as is current practice, after 18 years of age).

BR1.3.2 Financial support from the government could be in coupon form for equipment and materials.

Topic Two: Implementation Strategies, Administrative Procedures and Education Providers for Children with Disabilities

I. Recommendations on education provision to children and youth with disabilities:  
BR2.1 BRUNEI

BR2.1.1 Educational providers should be responsible for coordinating their programs with each other.

BR2.1.2 Services should be family-centered, child-centered and holistic. For...
instance, one special center could include services that are the responsibilities of all different ministries or service providers.

**BR2.1.3** MINDA (Mentally disabled, Intellectually disabled, Neurological, Disability and Autism) should be a national council that coordinates policies, develops policies and provides holistic services to families. (To include representatives from NGOs)

**BR2.1.4** Parents can be responsible for assisting and helping teachers to prepare materials and perform other functions.

►► **BR2.1.5** School administrators should be welcoming of parents and volunteers as active helpers in the classroom.

**BR2.1.6** School regulations should be consistent and encouraging to support from family and community for children in school.

►► **BR2.1.7** Schools should create temporary positions for school leavers who are waiting for their examination results.

**BR2.1.8** Schools should be sure to offer teacher-student and parent meetings for familiarization of students in school. (For periods of 2 weeks to 1-month of familiarization for students and teachers before the official school starts)

II. Recommendations on administrative and implementation steps:

**BR2.2** BRUNEI

**BR2.2.1** DPOs and parent groups should offer to educate ministries about their experiences.

**BR2.2.2** Regular (monthly) training should be held by schools or by special education units of ministries for special education teachers on how to teach special needs children with specific disabilities.

**BR2.2.3** Training offered by teacher-training colleges should be disability-specific to sufficiently prepare teachers for teaching these children.

**BR2.2.4** Administrative planning should ensure that skills are available from teachers or other professionals for each student’s case.

**BR2.2.5** Governments should encourage formation of associations of people with disabilities. (*Comment: To ensure a holistic approach*)

**Topic Three: Recommendations for the Education of Children**
with Disabilities in the School System

I. Recommendations for education of children with disabilities in the school system:

BR3.1 BRUNEI
BR3.1.1 Ministry of Education should ensure that all schools (government or non-government) are disability-friendly (in physical infrastructure, curricula, teaching etc.) and provide facilities for and resource centers within schools of all levels from early intervention and pre-school to secondary level.

BR3.1.2 Ministries (of Education, Health or Social Welfare) should be sure to consider early life in their skills. (Make sure that receiving care and intervention before starting school).

BR3.1.3 Ministries of Education and Ministry of Development should ensure that all buildings are physically accessible for PWD.

BR3.1.4 Schools should have areas that are available for students who need alone time or “time-out” (for students sensitive to noise, stress or with hyperactivity).

BR3.1.5 The Ministry of Education (or teachers or school principals) should assure that Exams are adapted to students needs (in terms of time, form of paper, Braille or oral exams).

BR3.1.6 Schools and teachers should have awareness of emotional or behavioral issues that affect a child’s actions. Schools should be prepared to support and counsel children.

BR3.1.7 Schools and teachers should be rewarded (with recognition or certificates) for retention of children with disabilities.

BR3.1.8 Schools and teachers should have preparatory meetings at the beginning of school year with parents and children.

BR3.1.9 School principals should assure that class size is manageable in order to be able to integrate children and have optimum size.

BR3.1.10 Schools should welcome volunteers and develop a volunteer network. Service providers can coordinate volunteers.

BR3.1.11 Employers and universities and others should consider community contribution when considering promotions or candidates.

BR3.1.12 Out-of-school children should be sought out by health workers and

AIMS UNIT (aims@unescohkk.org)
UNESCO BANGKOK
teachers. Home visits can be used to support compulsory education laws.

**BR3.1.13** Individual Education Plans should be collaboratively re-evaluated by experts on a frequent basis (every few months). Parents should be aware of and participate in IEP plans.

**BR3.1.14** Schools should have regular workshops for parents.

**BR3.1.15** Schools could share parent information with other parents to encourage the development of formal and informal parent support groups.

**BR3.1.16** School administrators need to be supportive of teachers and prevent double assignments of special education teachers.

**BR3.1.17** In training of school administrators, disability education should be mandated by the Ministry.

**BR3.1.18** Schools should be sure to have financing for teaching materials and allocation should be sufficient for the special education devices and aids that can be more expensive. Devices should be readily available and as quickly as possible.

**BR3.1.19** Schools and Ministries should consider the effects of maternal and secondary language policies on achievement.

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**Topic Four: Teacher Training and Professional Development**

I. Recommendations for teacher training and professional development:

**BR4.1 BRUNEI**

**BR4.1.1** Job descriptions for head teachers (or principals) and regular teachers should include mention of their responsibilities for special education (with precise details on percentage of time needed to dedicate to these students).

**BR4.1.2** The Ministry of Education or Health should create Continuous Professional Development (CPD) programs (e.g. in Brunei, it is compulsory for government officials to undergo 100 hours of training a year.) To qualify as appropriate work training, courses must result in personal capacity building and improved work productivity and contribute to the overall effectiveness of the organization.

**BR4.1.3** Teachers and professionals should be required and motivated to continuously undertake training courses.
BR4.1.4 Individual teachers should have in-depth disability-specific training (in only one or two specialties) along with general familiarity with other disabilities.

BR4.1.5 Special education teachers, mainstream teachers and guidance counselors should be responsible for family counseling and support. Discipline and coercion in any form should be replaced by encouragement and positive feedback.

BR4.1.6 Universities and Ministries of Education should provide opportunity for teacher trainees to be trained in disability-specific pre-service training.

BR4.1.7 Universities and Ministries of Education should assure that special education teachers have well-developed specialties appropriate for certain disabilities (competencies in certain skills). These could be grouped by similar types of skills for assistance of children with similar disabilities (i.e. for learning disabilities, for sign language, for Braille and blind students, for counseling of children).

BR4.1.8 Statistics departments should collect data on the types and numbers of children with disabilities and/or YWDs. This data can be used in planning for human resource training.

BR4.1.9 Ministries should prepare interim solutions if highly qualified specialists are not available for all schools. (i.e. Trainers at the central level should prepare short courses for in-school teachers or helpers while teachers are also being prepared in longer in-service and pre-service courses)

BR4.1.10 Ministry of Education, or others, should include opportunities to give feedback and recommendations within their own systems. (This could be on the IEP itself to underline the gaps specific to the child’s case.)

BR4.1.11 University and teacher training colleges should take into account the entire school environment when preparing training courses for teachers. Inclusive education demands that other students, other teachers and school principals and even parents of all children be made aware of the importance of education for children with disabilities.

BR4.1.12 Teachers or schools could organize sharing of best practices among teachers themselves in addition to other practical skills. Teacher training should include on-the-job coaching in the classroom.

BR4.1.13 Teacher’s associations could be advocates on behalf of teachers for greater resources in the classroom, smaller class size and for volunteers in the system.

BR4.1.15 Ministries of education should consult with teachers and others (DPOS, Parents Groups) in strategic planning and for important policy decisions.
Topic Five: Monitoring and Evaluation

BR5.1 Recommendations on children:
BR5.1.1 Data point: Political Influence (to find out who has the ultimate decision to send the CWD to school in the extended family)
   Why: because the parents have little power over their children if they live in extended family structure. The elderly have the power to veto.
   By whom: school authorities and the teachers.
   How: how many generation in one house-hold (e.g. normally in Brunei – 3 generations live in one house).
   Who collects: school, health clinics and statistic division of Economic Planning Unit.
   Who provides: community leaders, family,

BR5.1.2 Data point: Economic status – the net income minus monthly expenses.
   Why: the family of child with disability have additional financial burden.
   By whom: school authorities and the teachers,
   How many: individual in the family employed and how much total income and how much monthly expenses.
   Who collects: school, health clinics and statistic division of Economic Planning Unit
   Who provides: family

BR5.1.3 Data point: Social environment- the society/ community where the CWD live.
   Why: perception of the community they live in will influence the child schooling.
   By whom: school authorities and the teachers,
   How: Personal information of the family through health clinic/ national registration,
   Who collects, school, health clinics and statistic division of Economic Planning Unit
   Who provides: health clinic/ national registration

BR5.1.4 Data point: Technical – the resources such as transportation, telecommunication and assistive technologies.
   Why: this will influence the child learning in school
   By whom, school authorities and teachers
   How: personal information from the family
   Who collects: school, health clinics and statistic division of Economic Planning Unit
   Who provides: family

BR5.1.5 Data points: Strength of the child – level of ability
   Why: so that school / teachers can find out the appropriate approach to
By whom: school and teacher
How: parents interview, health and special education unit.
Who collects: teacher
Who provides: parents interview, health and special education unit.

BR5.1.6 Data points weaknesses of the child – level of weaknesses / disability
Why: so that school / teachers can find out the appropriate approach to use.
By whom: school, teachers and parents
How: parents interview, health and special education unit, who collects, teacher
Who provides: parents interview, health and special education unit

BR5.1.7 Data points: Opportunities for the child – available through supporting agencies, individuals volunteers.
Why: so that school / teachers can utilize the supporting agencies.
By whom: school and teacher
How: parents interview, health and special education unit.
Who collects: teacher
Who provides: parents interview, health and special education unit

BR5.1.8 Data points: Threats – what are the possible obstacles
Why: so that school / teachers can work on strategies to overcome the obstacle.
By whom: school and teacher
How: parents interview, health and special education unit.
Who collects: teacher
Who provides: parents interview, health and special education unit

BR5.1.9 Data points: Referrals to schools
Why:
By whom:
How:
Who collects:
Who provides:

BR5.2 Recommendations on teachers:
BR5.2.1 Data point: Qualification of the teachers
BR5.2.2 Data point: Experience of the teachers
BR5.2.3 Data point: Merits that have been awarded to the teacher
BR5.2.4 Data point: Seniority
BR5.2.5 Data point: Suitability
Why: To identify the strength of existing teachers according Q.E.M.S.S.
so that every areas of Qualification, Experiences, Merits, Seniority and Suitability of each teacher could be measured, analysed, monitored, and evaluated.
By whom: The school authority and parents
How: Through personal information data of each teacher and updating their personal information
Who collects: The school authority
Who provides: The individual teacher and record office

BR5.3 Recommendations on teaching and learning methods and materials:
BR5.3.1 Data point: teaching and learning methods that are suitable for the specific disability
BR5.3.2 Data point: assistive technologies
BR5.3.3 Data point: environmental factors
BR5.3.4 Data point: teaching resources – reference materials
BR5.3.5 Data point: teaching materials
Why: to identify the existing teaching and learning methods, facilities and materials available at the disposal of the school and the teachers. This data will be able to assist in the school and teachers in Continuous Improvement Program.
By whom: the school authority and parents
How: through Auditing
Who collects: the school authority and teacher
Who provides: the individual teacher.

BR5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):

BR5.4.1 Data point: the age of diagnosis
BR5.4.2 Data point: early intervention programs that has been provided to the child
BR5.4.3 Data point: date of referrals to schools
BR5.4.4 Data point: the number of referrals from the Special Education Unit according to disabilities. (i.e. Numbers of physical handicap, slow learner)
BR5.4.5 Data point: the number of hours spent on each child seen on an individual basis
BR5.4.6 Data point: the number of hours spent on each child in an inclusive setting
Why: to assist the school and teachers in auditing the efficiency and effectiveness of the school and the teachers.
By whom: the school authority and parents
How: through Auditing admission forms
Who collects: the school authority and teacher
Who provides: the individual teacher.

BR5.6 Recommendations on IEP:

BR5.6.1 Data point: IEP – behaviour
BR5.6.2 Data point: IEP – Social (Interaction)
BR5.6.3 Data point: IEP – Social (communication)
BR5.6.4 Data point: academic achievements of CWD
BR5.6.5 Data point: parent attendance on IEP meetings
   Why: to identify the effectiveness and impact of the education and
   learning of each student.
   By whom: the school authority, teachers and parents
   How: through auditing
   Who collects: the school authority and teacher.
   Who provides: the individual teacher.

Comment: On the section on teachers: it’s very difficult to find real data to find out what’s going on
in the classroom. It worries me that you put parents, if that would be used then it should be used
carefully.

Topic Six: The role of DPO, community and family involvement
in education provision

Recommendations:
BR6.1 BRUNEI DARRUSALEM

DPO
BR 6.1.1 Collaborate and cooperate with the schools

BR 6.1.2 Support the family and CWD

BR 6.1.3 Advocate

BR 6.1.4 Facilitate acceptance to school

BR 6.1.5 Should organize road show for public awareness programs

BR 6.1.6 Should encourage public sectors to adopt a school that have CWD

Family
BR 6.1.7 Must be willing to follow all the school’s program.

BR 6.1.8 One member of the family or care giver encouraged to attend the
school at least 3 times a week for the “1 on 1” program not less than 12 hours
per month accompany the child while attending the school, as assistant
teacher/volunteer.

BR 6.1.9 Parents are encouraged to attend and participate in any workshops
organised by the schools.
BR 6.1.10 Assist the school in completing any specific teaching materials required by the child.

BR 6.1.11 To encourage parents to attend the IEP meeting regularly to get parental involvement in the decision making issues with regards planning of IEP.

BR 6.1.12 To encourage meetings between schools/teachers and parents 3 times during school term, to discuss issues with regards to:
- child’s progress,
- next plan of action,
- any problems arising in the community, etc.

BR 6.1.13 Parents and teachers must be responsible for:
- the safety of the child,
- the child’s educational materials

BR 6.1.14 Parents should continue the school programs in the house

Community
BR 6.1.15 Should encourage public sectors to adopt a school that have CWD