Brunei

CASE STUDY AND MANUAL ON GUIDELINES FOR ACTION TO INCLUDE CHILDREN AND YOUTH WITH DISABILITIES IN SCHOOL SYSTEMS AND THE EFA MONITORING PROCESS

BRUNEI DARRUSSALAM COUNTRY REPORT
BASED ON

DRAFT PROTOCOL FOR OBTAINING IN-COUNTRY INFORMATION ON THE WAY IN WHICH CHILDREN AND YOUTH WITH DISABILITIES ARE BEING INCLUDED IN THE NATIONAL EDUCATION SYSTEM

For acronyms, please refer to Annex 3: List of Acronyms
Most questions, except where otherwise specified, will be addressed to the focal point for the education of children with disabilities within the Ministry or Directorate of Education.

Information will also be obtained from:
- National Bureau of Statistics
- Ministry of Education Statistics and Monitoring section
- Head teachers or School Principals
- Teachers in regular schools with children with disabilities included in regular classes
- Children with disabilities in inclusive schools
- Non-disabled peers in same class as children with disabilities
- Family members of children with disabilities enrolled in inclusive schools
- Community members or local government officials in communities where there are inclusive schools
- University and/or teacher training college personnel engaged in training special education teachers and regular teachers who will teach in regular inclusive schools
- Representatives of organizations of people with disabilities

In addition, information may be obtained from:
- Head teachers at Special Schools
- Classroom teachers at Special Schools
- Students at Special schools
- Parents of children attending Special Schools
- Teachers and coordinators of inclusive pre-schools
- Children and family members of children attending inclusive pre-schools
- Parents of children attending early Intervention Centers
- People with disabilities in the local communities
- Students with disabilities attending inclusive secondary schools, and their parents
- Teachers at inclusive secondary schools
- University staff at Universities and Colleges where students with disabilities are enrolled in tertiary studies
- Students with disabilities enrolled at Universities and Colleges

It is understood that it may not be possible to obtain information on all questions.
PRIORITY must be given to Sections 1, 2, 3, 5, 7, 8
Please obtain as much information as is possible on Sections 4 and 6.
Please document all sources carefully.
Anecdotal information is acceptable with source quoted.
Introduction

Brunei Darussalam, a Malay Islamic monarchy with a population of just 300,000, is located on the island of Borneo, shared with Malaysia and Indonesia. There are four districts in the country (Brunei-Muara, Tutong, Temburong and Kuala Belait) however the government has no levels other than the central level; therefore the ministries exert direct control over government even at the lower levels. The economy has been based primarily on oil and natural gas income over the past few decades and the government is the largest employer.

The school system is based on the British 7-3-2-2 model, seven years of primary, three of lower secondary, two of upper secondary and two of pre-university.

This mission was carried out in late 2004, though just missing the end of the school year, a few children and parents were interviewed for their input in this process. Visits were made to many of the centers and schools throughout the country, in two of the four districts in Brunei and to NGO centers and government schools, centers and early intervention centers. No private schools were visited. The main government contact is the Special Education Unit at the Ministry of Education, established after the Salamanca conference in 1994.
SECTION 1. FOCAL POINT FOR THE EDUCATION OF CHILDREN WITH DISABILITIES WITHIN THE MINISTRY OR DIRECTORATE OF EDUCATION

1. Identify the catalyst or determining factors which led to the decision to include CWD in the national education system
   a) What was the reason for including CWD in the school system?
   b) Who made the decision?
   c) When was the decision made?

   Note: Elicit answers by means of open-ended questions first. Use examples if reasons are not forthcoming.

   Possible examples of reasons could be:
   - All children, including CWD have a right to education
   - Convention on the Rights of the Child
   - UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities
   - Response to Salamanca Statement and Framework for Action
   - Signatory to the Asian and Pacific Decade of Disabled Persons and the Agenda for Action (1993-2002), with its targets on education
   - Response to the Dakar Framework for Action on Education for All.
   - Initiatives by international NGOs e.g. SCUK in Laos
   - Local NGO advocacy and programmes
   - Advocacy by parents of CWD
   - Advocacy by organizations of persons with disabilities (DPOs).

Children with disabilities started being included in a formal way in classrooms with the establishment of the Special Education Unit (UPK in Malay) of the Ministry of Education in 1994 after Salamanca. The Ministry of Education took this step after attending the Salamanca meeting. The first Special Education Conference was held in Brunei in 1996\(^1\). At this conference, the Minister of Education stated:

Special Education is based on the assumption that all children are special and should receive a good education in order to develop their potential to become full, active and contributing members of society…We must look at how the system can better serve all children, including children with special needs who require special education and related services if they are to realize their full potential.

Before the establishment of the SEU, there were children with disabilities in school, but there were not many special education teachers. Dr. Marg Csapo (Editor of International Special Education Journal) was an early developer of the Brunei system along with the first head of the SEU, Dr. Omar Khalid (Prior to the opening of service centers for children with disabilities in Brunei, some families would send their children to Singapore or Malaysia).

\(^1\) SEU, Special Education Handbook for Teachers., p.i.
2. Policy on education and children with disabilities

a) What are the key features of national policy on education?

b) Is there a national EFA policy?

c) Does the Government have a policy of compulsory education for all children?

d) Does the policy make specific reference to the inclusion of children with disabilities?

e) Is there any other specific policy on the education of children with disabilities?

f) Does the Government consult organizations of persons with disabilities in formulating policy to include children and youth with disabilities in the education system?

National policy on education includes a policy of 12 years of compulsory education for all children who are for Brunei citizens. The SEU Special Education Policy Guidelines booklet from 1997 states:

The National Education Policy Statement, that all children of school age be provided with 12 years of education, includes children with special needs who can become contributing members of society if an appropriate educational program is offered.²

Furthermore, it will be the responsibility of all heads of schools and colleges to provide services in school that will be "appropriate for student's needs, age and level of education achievement." The SEU will be the coordinating unit that will organize services with the support of the School-Based Team (SBT), Special Educational Needs Assistance (SENA) teachers and regular teachers. The SEU should set standards, develop and implement policy, assist in developing guidelines, monitor research and practice, review and evaluate programs and services, manage an array of services, support professional development and participate in long-term planning.

There is no national EFA plan for Brunei as it is not a UNESCO member.

² SEU, Policy Guidelines, p.3.
3. **Legislation**
   
a) Has legislation been passed mandating compulsory education for all children?
b) Does this legislation explicitly include children with disabilities?
c) Has any specific legislation been passed mandating education for children with disabilities?
d) When was the legislation passed?
e) Is the legislation actively enforced?

The Education Order, dated 31 December 2003 outlines the formal legislative framework of the educational system under the Constitution of Brunei. According to this legislation, "Subject to any requirements of the National Education Policy, the minister shall ensure that a child of school-going age is given the opportunity to attend primary school and secondary school and complete the course of study provided therein." There is no mention of education being compulsory in this directive. Special education is outlined in Section 30.

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3 *Brunei Darussalam Government Gazette*, p. 996
4. Providers of education to children and youth with disabilities
   a) Who are the main providers of education to children with disabilities and youth with disabilities? Ministry of Education, other government ministries, international agencies, NGOs?
   b) List each main provider and briefly describe its role and the extent of provision, with particular reference to rural areas.
   c) Are the programs of the various providers coordinated in some way e.g. under a common policy framework? In a common national data base?
   d) Are there a formal and a non-formal system of education for persons with disabilities?
   e) Are children and youth with disabilities included in both systems, or only in the non-formal system?
   f) Does the non-formal system provide basic education to primary school age children?
   g) Is the Government responsible for the non-formal system or is it run mainly by NGOs?
   h) Does the Government provide resources to the non-formal system?
   i) What form of support is provided?

The government is the main provider of education to children with disabilities, though private centers do exist (and have a higher percentage of the hearing-impaired children for example). High-support needs children are primarily in special centers or in some government schools. Schools are registered by the Ministry of Education and Centers are registered by the Ministry of Culture, Youth and Sports or the Ministry of Health. NGOs do not run official schools but do have some informal programs in addition to regular attendance at the Centers. These include just a few "basic educational programs" and early intervention programs for children with disabilities. The Ministry of Culture, Youth and Sports has one non-formal training center that does not follow the national curriculum and provides just basic life skills training and some basic education, called the Pulaie Center. Another center, the Pusat Ehsan Al-Ameeah Al-Hajjah Maryam Centre, also has educational programs for the young adults who have left mainstream schooling, in both cases these decisions are made jointly with the SEU. There is one program called SMARTER that is a support program for children of autistic children, this is not necessarily a replacement for basic schooling but can act in addition to it. SMARTER would like to develop their own classes for primary and secondary schooling in the future. The KACA center offers "support" in the form of play therapy and social skills programs for children with special needs but not schooling. Children who attend these centers may or may not attend formal schooling in addition. These three centers are non-governmental organizations and do not have government financial support. They raise funds in the community and from private business donors. There is some interaction however of the SEU with these centers, and both Pusat Ehsan Centre and the KACA centers have royal patronage.

The government provides 12 years of compulsory schooling from primary to secondary level for all Brunei citizens. The main structure of the Secondary schools follows the British system. Lower secondary schools are broken down into three different categories, Level I, which is the main level, Level II, which is for students who failed the primary 6 level examination two times and Level III, the Pre-vocational Program, for students with high support needs. Children with disabilities are in the mainstream school system at all these levels. Children with high support needs who need to be home schooled because of their condition are not included in the formal government schools, but are attending additional support programs run by the Ministry of Culture, Youth and Sports or the Ministry of Health. Other children with disabilities can be placed
in the pre-vocational program when they reach secondary level schooling. In the primary schools, children with high support needs are in the same classroom as their age peers but have individualized education plans.

The Child Development Centre of the Ministry of Health provides therapeutic support to young children and school age youths. An early intervention program and some informal transition program are also conducted by the CDC. The early intervention program caters for children below the age they are formally accepted into schools. CDC also provides continual support afterwards as well.

There is not a national database to coordinate activities but this may be in development. The Ministry of Culture Youth and Services provided information on the number of children enrolled in each service center. There is a Malay language form that must be signed by a doctor certifying the disability in order to be enrolled in the Ministry's files. (There are no categories of disability on this form). There is also a high-level of liaising and coordination amongst the various parties, both governmental and non-governmental, in the care and schooling of children.
5. **Budgetary policy and measures**

   a) Is there a defined budget allocation for the education of children with disabilities?
   
   b) Is the money allocated as part of the regular budget?
   
   c) Is there a separate allocation specific to the education of children with disabilities?
   
   d) Is there a specific allocation to make schools physically accessible to children with disabilities?
   
   e) What other forms of specific support to children with disabilities are covered by the budget?
      
      Examples:
      
      - Support teachers
      - Special teaching devices, materials etc

The Special Education Unit does have a separate budget for developing an educational system for children with disabilities. However, the main financing for inclusive schooling for children with disabilities is included in the general education budget. There is also a separate budget in the Ministry of Culture, Youth and Sports for the financing of the various centers. (There are also support payments made to those children who attend the special center).

SENA teachers are not paid any more for teaching than other teachers. Teacher pay is based on qualifications in Brunei, so that some teachers are motivated to continue their schooling to earn higher salaries. The SEU can request additional materials that will then be paid for by the government budget.

There was a law passed in recent years to make new buildings accessible, however in practice this has not been put into practice in most cases. Not all schools are accessible but this can and will be done if a child with a wheelchair needs this service. Schools can however make budget requests on a yearly basis, including requests for any equipment as well as other additional costs such as for accessibility construction and for additional teachers.
6. Administrative and implementation steps

a) What is the process by which policy and legislation on inclusive education is implemented at the school level?

b) Is there a focal point within the Ministry that is responsible for the education of children with disabilities, in special education and/or regular schools?

c) Does the focal point have a separate budget?

d) Is there a policy or are there guidelines which determine which children with disabilities will be accepted into regular schools or are all CWD accepted?

e) What are the guidelines? At what level is the decision made – departmental or school level?

f) Who is responsible for finding out-of-school children with disabilities? What specific steps are taken to achieve their enrolment?

g) What specific policy directives are given to school management to implement inclusive education?

h) How are these directives implemented?

i) Is there a directive to take action at community level to find children with disabilities who are not enrolled in school?

j) Is awareness training of educational administrators conducted on the issue of including children with disabilities in the school system?

Since Brunei is a small country, the Special Education Unit can administer and implement policy at the school level through the training of teachers and headmasters on a regular basis as well as through direct visits (there were 344 visits to primary schools and 42 visits to secondary schools in 2003). The SEU is the focal point that is in charge of education for children with disabilities in Brunei. They do have a separate budget which is for their own administrative purposes and they also have a special budget for the purchase of special education resources for use by children with special needs and SENA teachers in the schools.

There are no formal guidelines for which children will be included in which systems. The assessment is done on a case-by-case basis. The decision is made at the school level but is guided by the SEU.

At present, there is no one organization that is tapped to find out-of-school children. There is an informal system conducted by the village leaders to report any out-of-school children however this channel needs to be reinforced. The parents still play a large role in deciding whether or not to send their child to school. Many are relieved when they find that they are encouraged to do so, thinking that it may not be possible. Some parents also decide to keep children at home as there is not necessarily enforcement of the compulsory education law. Others may decide to send their children to special centers. Since some parents do not have assistance in the form of household help or other personnel, they may also be unable to send the child to school if the child needs additional support. A teacher's aide proposal has been written and submitted to the Ministry of Education (and approval has been obtained) that would provide support to the child with special needs in the inclusive schools.

The Child Development Centre of the Ministry of Health is the first place that many parents will visit. The Ministry of Health, through the Multi-Disciplinary Committee, (a tripartite committee including also the Ministry of Education and the Ministry of Culture, Youth and Sports) will meet

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4 Annual Report, SEU, p.3.
to discuss the best option for the child. Parents are then contacted by the SEU for further advice and assistance in developing educational plans when the child is approaching school age. There is no database of children from birth, though diagnoses could be made very early on.

School leaders, called headmasters/headmistresses (primary schools) or principals (secondary schools) in Brunei, have often been given training in how to implement inclusive schooling. However, given the high turnover of headmasters, the SEU is considering having annual training for headmasters to be certain that all are trained in these skills.

Awareness programs of all kinds have been held to inform the community about children with disabilities and the possibilities that exist for educating them. They have held training for village leaders as well as television and radio campaigns. The Ministry of Health also plays a key role in informing parents of their options for educating their children. Health check-ups are carried out every month up to 2-years of age, so these check-ups could turn up any developmental delays so the parents would be well informed of any difficulties the child may have. Infants can now have their hearing checked at one center in Brunei, however this is an optional service and needs to be requested.

SENA teachers act as the main conduit of information and policy from the Special Education Unit and the school. SENA teachers have meetings at the SEU once a month during which they are given additional training. The trainers could be from the Universiti of Brunei Darussalam or other local resources including from the Centre for British Teachers. Expatriate special education specialists are also working with Brunei Darussalam on a regular basis.

Individualized education plans are developed by the School Based Teams for children with special needs in the inclusive schools, and officers from the SEU and the Ministry of Health may also be invited to assist in the drafting of the IEPs.

At times, teachers can even undertake house visits in the course of their duties. One student, Nazura, had speech difficulties and the teacher went to her home to work with her. She was excessively shy, but later began to speak in the classroom as well.

The SEU has published a variety of documents to train teachers and administrators. The Special Education Handbook for Teachers (1998) explains what inclusive education is, including the philosophy stating that: all learners in the community are valuable; the educational system recognizes their individual differences and aims to develop each learner's potential.

At the secondary level, the SEU continues its same processes and training, however the teachers are called home-room teachers instead of SENA teachers.
7. Special schools
   a) Do you have a system of special schools for CWD? Please describe your system.
   b) Are these run by GO or NGO or both?
   c) What percentage of CWD attend special schools?
   d) Do you have special schools in rural areas?

Though the MOE did not mention this outright, there is a de facto system of “centers for children, youths and adults with special needs” in Brunei Darussalam which originated as care centers of the Ministry of Culture, Youth and Sports (formerly the Ministry of Culture, Youth and Sports) in the 1980s. Those children with high-support needs and adults with disabilities are trained in several centers throughout the country. The support centers do not offer formal curricular-based schooling similar to government schools. There are centers run by the Ministry of Culture Youth and Sports in all four districts of the country which aim to “assist handicapped children in achieving freedom and self-confidence”, to "give basic education" and to provide awareness for parents5. There are morning and afternoon sessions four days a week for the "guidance courses" for young students, as well as some CBR courses on Saturday mornings. (Training courses for adults are all day, five days a week.) Monthly meetings are held with the SEU and the CDC to welcome children with special needs whose special needs may be better met in these centers.

There are special centers in each of the four districts, all run by the Ministry of Culture, Youth and Sports. The centers are not in remote areas but in small towns. The newest center's building in Pulaie was built in 1991 and includes facilities for courses in a schoolroom setting as well as training areas for vocational and handicraft courses. Pulaie has transportation available if children cannot provide their own. Usually this is a ride home but not to school. The center is not residential, offering only daycare courses. All employees are under the Ministry of Culture, Youth and Sports with teachers seconded by the Ministry of Education running the special classes at the Centers. Training includes basic schooling for children under 18 and vocational training courses for older trainees including traditional weaving, basket making, handicrafts, sewing and cooking. Basic mobility and self-care are also taught. Braille is taught as well to visually impaired children and sign language to hearing-impaired children. Trainees are given a monthly allowance of 35USD to 150USD.

Some more academically advanced children with special needs have been sent to Malaysia and Singapore for further studies. One graduate is now a teacher after studying special education and getting a degree in Kuala Lumpur. At least three partially blind youths have gone to study in advanced studies. There are presently two teenagers with hearing-impairments studying computers in Kuala Lumpur. Funds for these studies can come from the department or from private companies. There have also been some job placements in the area with a transition service provided by the center. Sports activities have also been supported by the centre.

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5 “Guidance Class for the Handicapped (Pusat Bahagia)” Year unknown.
Brunei

8. **Regular inclusive schools – Primary level**
   
a) Do you have a system of regular inclusive schools which enroll CWD?
b) When did you start having inclusive regular schools?
c) How many, or what percentage of your regular schools are inclusive?
d) What percentage of CWD attend regular inclusive schools?
e) What is the educational situation for CWD in rural areas?

Brunei is developing an extensive system of inclusive schooling that enrolls children with disabilities, beginning in 1994 with the appointment of a special consultant to the Ministry of Education on Special Education (Marg Csapo), the establishment of the SEU⁶, as well as a joint UBD and MOE committee to prepare the proposals for the Certificate on Special Education, Bachelor of Education (Special Education) and Master of Education (Special Education) courses.

There is a national database of statistics from the SEU that show which children with special needs are included in mainstream schools in Brunei. There are also some statistics which show how many children are enrolled or attending courses in the special schools and centers that exist in Brunei, however no calculations have been done to estimate what percentages of children are in formal inclusive education programs in comparison with other programs. It is estimated that 80% of mainstream schools now have at least one trained Special Education Needs Assistance teacher.

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9. Pre-school

a) Is there a system of pre-school education?
b) What percentage of children attend pre-school?
c) Is it GO or NGO run?
d) Do CWD attend regular pre-schools?
e) What training is given to pre-school teachers?
f) Do any pre-school teachers have any special training to enable them to teach CWD?

Brunei has a system of pre-school, but this is often held in private schools and kindergartens. (there are 78 non-government kindergartens, pre-schools or primary schools and 126 government pre-school and primary schools7). Numbers on preschool in the Ministry of Education statistics are not broken down between kindergarten and primary school students. Close to half of Brunei's children are in non-government schools (24,662) in the kindergarten/pre-school and primary levels. Another 32,421 are in government pre-school and primary schools. Children with special needs are often sent to the Child Development Centre, to KACA or to the Pusat Ehsan Centre if they are in need of one-to-one teaching. Pre-school teachers are not yet required to have a special education qualification.

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7 Education in Brunei Darussalam, Public Relations Unit, Ministry of Education, (Revised Edition), Brunei: 2004, p.47.
10. Early detection and early intervention for infants and young children with disabilities

   a) Is an early detection and early intervention service provided to families of infants and young children with disabilities? Who are the service providers? Examples: Ministry of Health, Ministry of Education, NGO sector or any combination of these?

   b) Does this service reach all families with children with disabilities?

   c) What plans do you have to extend early intervention services?

The Ministry of Health has been the provider of early-childhood care for infants and young children both through their 15 nationwide maternal and child health clinics and, since 1999, through the Child Development Centre (CDC) in Bandar 1999. Children can begin coming to the CDC just after birth and can stay until they begin schooling, though some continue visits even after this time. The CDC has several occupational, physical and speech therapists, some of them have also attended early development courses. All have studied their specialties overseas. The three occupational therapists, three early development therapists (EDP) and two physical therapists are full-time, three psychologists and 2 speech therapists are part-time. There is also one teacher for the hearing-impaired children. Each specialist sees approximately 30-40 children a week, the EDPs see 40-50 children a week. Speech therapists can have up to 70 sessions a week.

The CDC center, located in several former houses belonging to the Ministry of Health in Bandar, provides support group work as well as individual counseling depending on the kind of disability. They provide assessments in the mornings; afternoons are for different forms of treatment and therapy including hearing, speech, and learning and early development programs. The children who come here may have been born premature, and if so this high-risk group is watched on a very regular basis to the age of five. Others could suffer from severe disabilities, have Down's syndrome or other genetic or birth defects. A great number of children have speech delays and other developmental delays are also common. Parents have been made aware of autism lately by a new NGO in the community and many have brought children for assessment of this condition as well. Children are generally referred from the maternal and health clinics, though other doctors can also inform their patients of the center. The center works primarily as an open house in the afternoons, with parents bringing their children and often staying with them for additional help in learning what kinds of skills they can work with the child on at home. In many afternoon sessions, there are two hours (1:30 to 3:30) of group activities followed during the last hour with individual half-hour sessions.

The CDC is the main center in the country so children are welcome from all geographic areas. About 90% do tend to come from the surrounding area of the capital city, Bandar Seri Begawan. There are up to 15-20 new cases a month and the overall caseload is approximately 600 children. Some children are also referred to the Pusat Ehsan Centre for further training and individual coursework. (They will later be referred back to the SEU for assessment when they are of school age). The Ministry of Education will not be involved directly if a child is not referred before they are admitted into school (school preparatory meetings between the SEU and the CDC can be held up to a year in advance).

Three other non-governmental centers also cater to the early intervention needs of Brunei children: SMARTER (the parents' association for autistic children), Pusat Ehsan, and KACA.. KACA works with children from birth to six years of age. Formed in 1986, originally the center
went out in the community to identify and assist children with disabilities, now the needs are greater and parents find the center with the assistance of the CDC or the MOH clinics throughout the country. Their current centre was opened in 1992 to serve children with special needs such as children with Down’s syndrome, Cerebral palsy, hearing disorders and autism. The services are free of charge. Facilities include physiotherapy, occupational therapy, psychological assessment and assistance, educational assistance, speech and language therapy and a therapy playgroup. A retired MOH employee, trained in the United Kingdom in special education in the 1980s, who has also worked with the Ministry of Culture, Youth and Sports and the Ministry of Education, runs the centre. Plans for the future include more clinics with orthopedic surgeons as well as continued work with autistic children in conjunction with SMARTER, the parents’ association for autistic children. KACA has added another center in Tutong district as well.

Brunei has prenatal check-ups and all children are seen at birth by senior pediatricians and given regular check-ups after birth at 2 months, 6 months, 1 year and 5 years. Any high-risk children and premature babies are given a battery of tests including sight and hearing tests and are watched more closely for signs of any delays. All other children, even if not given a complete hearing test at a young age, will have a simple check-up for sight and hearing.

More and more children are coming to the CDC, as one pediatrician commented, the medical skills of local doctors allow more children to survive even if very premature, but many are disabled.
11. Access to secondary school for children and youth with disabilities

a) Do students with disabilities have access to secondary level education opportunities?

b) Is any assistance or special accommodation provided to these students in secondary schools?

Children with disabilities can attend secondary school in Brunei and do have access to some additional support, special education teachers at the secondary level are either called SENA teachers or homeroom teachers and they also provide special support just as in primary school. It is presumed that as the Brunei inclusive education system matures (it is just now ten years old), support in secondary and higher levels will slowly increase. Students are also welcome to revisit their SENA teachers from previous years if in any need of added assistance. The child's confidential file is given from the primary school to the secondary school when the child goes on to the next level.

The pre-vocational program was designed specifically to meet the needs of students with high support needs who have progressed through the primary school system. It started in 1998. The children admitted in the pre-vocational program must have been through primary school in order to be admitted into this program. The majority of students in the program are students with high support needs with moderate to severe intellectual and other impairments and students with chronic learning difficulties who may have other mild to moderate impairments. Students are tracked after the primary school completion examination; the highest level is level I, then level II then the pre-vocational program. There are few or no overage students in higher levels of schooling in Brunei. Children are automatically promoted into the higher grade if they have already been in the same class for two years. (This can and does lead to some children arriving at higher levels without the necessary skills for higher education). The aim is to provide 12 years of schooling for all children, however there does not as yet seem to be importance placed on the quality of this schooling or other specific achievements for those unable to complete the higher tracks. School courses are whole day, morning and afternoon sessions, with afternoons for preparation for the government exams and for sports and religious teaching.

In one secondary school in Belait, near the Malaysian border, about one hour away from the capital city of Brunei, the children in the pre-vocational courses are taught such skills as Malay, English, mathematics and physical education, and also technical skills such as woodworking, home sciences, metal tooling, gardening, sewing, handicrafts and everyday life skills and social skills. They are also involved in some projects in the school involving school maintenance. Students in the higher levels also learn basic vocational skills at the nearby engineering college. The engineering college offers basic courses in automotive repair, computer technology, manufacturing, refrigeration, welding and electrical repair. These students will have the option to be enrolled in the College based basic vocational course after completing the pre-vocational program, however some of the students are likely to leave to get a job. The engineering college awards a college skill certificate at the end of the course. The numbers of students in this pre-vocational course has fallen over the past few years and there have tended to be more boys than girls. Asked why this may be the case, the teachers knew that two of the girls that had started but not completed the course were now working at the local supermarket and at least one is married. The students in the pre-vocational courses are generally not in the mainstream of the school, though they do participate in sports and all-school functions. The courses are in the morning only.

There are three teachers who have completed the one and a half year part-time course on special education, two home-room teachers in the school as well as one UPK (SEU) support officer for
Brunei

the secondary schools in the region. The SEU also carries our monthly visits to the school and the SEU officer returns to Bandar once a month as well. The SEU also carries out annual reviews of the program. So far the home-room teachers do not instruct the other teachers very much in attending to the needs of children with disabilities included in their classes.

In addition to the pre-vocational training, which was the focus of the planned program for my visit, there were also several high school students with other disabilities attending the mainstream school. There were two high-school students with hearing-impairment who were supported with hearing aids, one of whom attends school with her sister, uses sign language and is due to complete her secondary studies in the coming year. A visually impaired student is also in the school. Students with high-support needs also attend the school but are mainly in the pre-vocational program. Inclusive education was adopted as a policy by the Ministry of Education in 1997. Students with high-support needs are in the regular classrooms in both primary and secondary schools. There is a plan to build an independent living center at this secondary school that would help to teach basic living skills to some of these students. Interestingly, there has not yet been a child in a wheelchair attending this school.

The school does have some computer software, but the programs are in English, not Malay, making it unlikely to help those children in the most need of special education.
Brunei

12. Access to tertiary education opportunities for persons with disabilities
   a) Do students with disabilities have access to tertiary level education opportunities?
   b) Is any assistance or special accommodation provided to these students in tertiary level educational institutions?

Yes, children with disabilities can attend tertiary school, however this is still new and institutional support are just being developed. There is a third year undergraduate blind student at Universiti Brunei Darussalam. Supports and modifications are incorporated in to the student’s educational program and the University has set up a University Based Team to oversee the special needs of the student.
SECTION 2. NATIONAL BUREAU OF STATISTICS OR NATIONAL STATISTICS OFFICE

MINISTRY OF EDUCATION SECTION ON EDUCATIONAL STATISTICS AND MONITORING

Disability statistics, data base, collection methods, definitions

13. Definition
   a) What is the definition of the term “disability” in your country?
   b) Is there an “official” definition, or is the term used to mean different things to different groups e.g. do parents, children, teachers, Ministry of Education, Bureau of Statistics define disability differently? Please specify the documents which contain these definitions?
   c) Is the new (2001) WHO International Classification of Functioning, Disability and Health (ICF) used in your country for census, household survey or other data collection activities?
   d) Are you aware of the WHO ICF definition?
   e) What categories of disability do you include in your definitions of disability And in your schools?
Brunei

14. Disability statistics - general
   a) Does your country collect statistics on persons with disabilities of all ages?
   b) Is data disaggregated by disability category, age, gender, urban/rural?
      Please provide figures according to any disaggregation which is available.
   c) Do you have data on children with disabilities from birth?
   d) Do you have a disability birth registration process in hospitals under the Ministry of Health?
   e) Please provide samples of any available data collection instruments.
   f) Please identify institutions (GO or NGO) which may be undertaking, or have the capacity to undertake data collection on children with disabilities in the community and schools
   g) Please identify (and provide) all publications with any data on quantitative aspects of disabilities

The Ministry of Health through its Child Development Centre has data on children who are treated at the center, but this data is not regularly collated and analyzed. Files on each child exist and include a diagnosis.

The birth registration process does not directly include the disability on the birth registration, the diagnosis of the disability will be placed in medical records only.

Brunei also has statistics at the Ministry of Culture, Youth and Sports on people throughout the country with disabilities who receive government subsidies. The Pulaie Centre under the Ministry of Culture, Youth and Sports has collated some data very recently and hopes to continue the process to crosscheck the provision of services as of January 2005. The recent data shows a total of 1947 registered children with disabilities. There were 45 members registered at the Association of the Blind, 357 at KACA, 253 at PAPDA, 49 at SMARTER, and 363 students with high support needs at SEU, another 167 at another regional centre and 51 at Pusat Ehsan for a total of 1285 accounted for in these centers. They have not yet looked into the overlap of these lists of children.

The SEU also has a list of children with special needs who are in schools. The data collated has information on the diagnosis, name, age and school that the child is in.
Brunei

15. Disability statistics and data-base – Ministry of Education
   a) Does the Ministry of Education collect separate statistics on children with disabilities?
   b) If yes, what categories of disability are used for data collection of children with disabilities in schools?
   c) Do you have data on the total number of children with disabilities of school age? This refers to all disabled children – those in school and those not in school.
   d) If yes, what percentage of children with disabilities attend school?
   e) What percentage of children with disabilities does not attend school?
   f) What percentage of children with disabilities attends:
      i) special schools ii) regular school iii) non-formal education
   g) Do you have school registration forms? Do they identify children with disabilities?
   h) What categories are used on this form? Please provide examples of any forms used for registration.
   i) Is any other data collected for statistical purposes concerning children with disabilities?
   j) Are there any plans to improve data collection?

The Special Education Unit (SEU) lists the following categories of students with special needs: students with learning disabilities, gifted and talented students, mild and moderate to severe mental retardation, emotional/behavioral disorders, hearing impairment, visual impairment, speech and language impairment and multihandicap and physical disability including neurological impairment. SEU keeps statistics that include date of birth, geographic location, school attended, level attended and diagnosis.

No statistics on out-of-school children with disabilities are available. Several different kinds of forms are used by the different centers, the Ministry of Health and the Ministry of Education.
16. Monitoring procedures – national monitoring and monitoring for the EFA process

a) Are children with disabilities identified as a separate category in national and EFA monitoring?

b) If children with disabilities are not identified as a separate category how do you measure any increase or decrease in enrolments?

c) On what basis do you formulate policies to improve access and performance of children and youth with disabilities in the education system?
17. Multi-sectoral collaboration

a) Does your country have a national coordination mechanism or national coordination council on disability? (NCCD)

b) Does the national council have inter-sectoral representation – please specify

c) Does representation include organizations of persons with disabilities?

d) Is there any multi-sectoral collaboration in the provision of education to children with disabilities?

e) If so, please describe the ministries involved and the nature of the collaboration?

A national advisory committee did exist in the past in Brunei, however in recent years this group has not met. The national coordination council consisted of the Permanent Secretaries of the Ministry of Health, Ministry of Education and the Ministry of Culture, Youth and Sports. There were no other members.

A high degree of informal interaction between these ministries, especially MOE and MOH, does exist. The Ministry of Health runs the Child Development Centre, which later refers students to the Ministry of Education. The CDC and the SEU have school planning meetings that include parents. Meetings are also held once every six months for general information sharing.

One difficulty for developing services in Brunei is the continual promotion and displacement of individuals who have spent some time in various leadership positions. Since most personnel are directly employed by the Ministries, they could be moved towards administrative positions, disrupting the continuity of their service.
SECTION 3. IMPLICATIONS AT LEVELS OF PRIMARY SCHOOL, TEACHER, CHILD (DISABLED AND NON-DISABLED) FAMILY AND COMMUNITY

These questions should be addressed at school level at an inclusive regular Primary School

18. Interview a head teacher or principal of an inclusive regular school
   a) What steps are taken to prepare Head Teachers or Principles for the inclusion of CWD in regular schools?
   b) What specific actions are taken at school management level to implement directives from Educational administration? What directives are given to Head Teachers and then what action do they take?
   c) What steps are taken to prepare teachers to cater for students with a diverse range of abilities and disabilities?
   d) What steps are taken to prepare students for the inclusion of CWD in the regular school and classes?

There should be regular briefings for heads of schools. SENA teachers go to Gadong (an area in the Bandar Seri Begawan city, where the main SEU office is located) once a month for updates and continuing staff development and this serves as the main source of information and training. Very few primary schools have 500-600 pupils, but if they do, they will then have two or more SENA teachers. The monthly meetings for the SENA teachers are held by region and include different topics of instruction as well as some advice giving and discussions of problems. SEU’s mandate is to provide services to students with special needs in schools and to design appropriate special education programs to meet their educational needs. These specialists also conduct regular teacher training sessions to equip SENA teachers with the necessary skills to teach the students.
19. Interview a classroom teacher in a class with CWD in an inclusive regular school.

   a) What preparation have you had for including CWD in your classes?
   b) Have you had any special training?
   c) What teacher training have you had? Please describe your teacher-training programme?
   d) What qualifications did you have to become a teacher? How many years at school?
   e) What is your opinion of including CWD in regular classes?
   f) What are the advantages of including CWD in regular classes?
   g) What problems or challenges do you experience?
   h) Are there more boys than girls with disabilities in your classes?

The inclusive education system of Brunei is based on the resource teacher model, with at least one trained special needs teacher in 80% of primary schools at present. (It is possible in 2005 that 100% of schools could have a special needs teacher). These teachers, formerly called LATs are now called SENA teachers. They are given training of at least 1.5 years for a certificate in special education. Special education teachers can also now complete Bachelors and Masters degrees in special education. The resource teacher will then guide the other teachers in their work with the students with special needs who are in their classrooms.

Teachers in the inclusive classrooms therefore rely somewhat on the SENA teacher for guidance in their role of teaching the special needs child in the regular classroom. However, some classroom teachers did admit that they felt that their skills and achievement in teaching these children was limited by a lack of experience to date. They have not necessarily had any special education training, though it is offered as an optional course when pursuing special education courses. Teachers say that they cope with the special needs child often by giving them less work or easier work. Their first priority was that the child was safe and not too disruptive to other students. At times classes are too large (up to 35 in one primary school) to give sufficient added attention to the special needs child.

Children can advance in school even if they do not pass exams. In secondary school, if a child fails the exam for the next grade the first time he or she will repeat the year, however the child is passed into the higher grade even upon a second failure.

School administrators do receive training by the SEU, but this does not always seem to be the case. There is some variation in the receptiveness of heads to special education and inclusive education practices, though presumably the majority is in favor of this innovation. Parents in general seem accepting of having children with disabilities in mainstream classrooms. As one teacher mentioned, in Brunei, everyone knows everyone else, and so any resistance on the part of some parents would be hard to maintain since they could be neighbors or relatives of the parents of the disabled child.

One SENA teacher admitted some frustration at her lack of specialized skills in all areas of disability, so that children with Down's syndrome for example, could benefit less from their assistance than other children. In the Dato Marsal Primary School, there are a total of 1078 pupils and 71 special needs children, with 17 in the afternoon session (primary school levels 4,5,6) and the remaining 54 in the morning session. All children attend school only half a day, though in the 2005 school year this will change to offer religious teachings for three days a week in the afternoons. Under the new system, students will stay all day three days a week with general education in the morning and religious studies in the afternoon.
The greatest challenge for one of the other teachers was handling many different kinds of disabilities. For example, this teacher taught an autistic child who was often disruptive. She had been given no additional special skills in handling the 10-year old child, who would often move around the room during class time or fall asleep. Colleagues help her to manage the class in the Classroom Assistance Program.
20. **Interview a CWD in a class in an inclusive regular school**
   a) Did you want to go to the regular school?
   b) What is it like for you attending the regular school?
   c) What do you like best about attending the regular school?
   d) What problems or difficulties do you have attending the regular school?
   e) Did you go to school before you went to the regular school?
   f) What age did you start school and what school did you attend?
   g) Who made the decision for you to go to school?
   h) Did your parents want you to go to school?

21. **Interview a non-disabled peer in the same class as a CWD**
   a) What do you think about having CWD in your class and school?
   b) Tell me the things you like?
   c) Tell me the things you don’t like?

22. **Interview a family member of a CWD attending a regular inclusive school**
   a) Did you want your child to go to the regular school? What were your reasons?
   b) Did you have a choice between a regular and an inclusive school?
   c) Is your child happy at the regular school?
   d) Are you happy with the way your child is treated at the regular school?
   e) What do you like best about having your child attend the regular school?
   f) Have there been any difficulties or problems?
   g) Was your child at school before she/he went to the regular school? Where?
   h) Why did you decide to send your child to the regular school?
   i) Would you send your girl with disabilities to school, as well as your boy with disabilities? What are your reasons?

23. **Interview a community member or local official**
   a) What do you think about having CWD attend the regular schools?
   b) Do members of the community support the inclusive schools?
   c) Do you see any problems in having CWD in regular schools?
   d) Are any meetings held in the community to raise awareness about the rights of persons with disabilities, and the need for children with disabilities to attend school?
SECTION 4. IMPLICATIONS AT LEVELS OF SPECIAL SCHOOL, PRE-SCHOOL, EARLY INTERVENTION CENTRE OR SERVICE, AND INCLUSIVE SECONDARY SCHOOL, AND TEACHER, CHILD (DISABLED AND NON-DISABLED) FAMILY AND COMMUNITY

If the opportunity arises address these questions to teachers, students and parents of children with disabilities at:

- Special school
- Pre-school
- Early intervention centre or service
- Inclusive Secondary schools

Where it is not possible to obtain information from all sectors please observe the order of PRIORITY as listed above.

24. Interview a Head Teacher or a classroom teacher in a Special School.
   a) What is your view of inclusive schools – placing children with disabilities in regular schools and classes?
   b) What do you think are the advantages and disadvantages of special schools?
   c) Would you like to teach in a regular school?
   d) What training have you had for your position at a Special School?

Regular schools are still seen as appropriate for some, but not all, children with special needs by those working at special schools. The inclusive schools still have a higher proportion of pupils to teachers than the special schools so at times the centers can offer better care and see the children with high-support needs improve. In the Pusat Ehsan, they still place a high importance on placing children with special needs into inclusive schools when and if possible. At the Pusai centre, children with special needs who come here may not continue formal schooling. They have more friends in the special school and may feel more accepted here. Some of the children in inclusive schools may not have had enough specialized attention in their years of formal schooling, and the enforced promotion may not address their lack of skills, allowing some to continue through the years of primary schooling without gaining basic educational skills. The teachers pointed out that the children with special needs cannot drop out of their school and feel therefore that they are among their peers. Teachers feel that the inclusive education system is still very new and cannot yet offer support for all children with high support needs. The teachers may not be able to manage a classroom with one hyper-active child and therefore can only just handle the child's safety and care but not have enough time or capacity to also coach the child along. The SENA teachers may or may not have enough time or skill to address the needs of the high-support child as well.

Teachers in special school have visited some other schools in Malaysia, Thailand, Korea and Vietnam to see other examples. They cannot access formal SEU courses for the Special Education certificate as many do not have their teacher certificates. This is under discussion to see how the MOE courses could address the training needs of the special school teachers. The SEU still has very "theory-based" courses according to one teacher and therefore the courses may not be as helpful as they could be.
Brunei

25. Interview a parent of a disabled child attending a Special School
   a) Are you happy with the education your child is getting at the Special School?
   b) Did you have a choice between the Special School and a regular inclusive school?
   c) Would you like your child to attend a regular inclusive school? Please give your reasons.
26. **Interview a child at a Special School**
   a) Tell me what you like about your school
   b) Would you like to go to a regular school instead of a special school? Why?

27. **Interview a teacher at a Pre-school**
   a) Do you have any children with disabilities at your Pre-school?
   b) Do you think children with disabilities should be able to attend pre-school
28. Interview a parent of a young disabled child attending an Early Intervention Centre or service

a) What age was your child when you found out he/she had a disability?
b) Who referred you to the Early Intervention Centre or service?
c) How does the Early Intervention Centre help you with your child?
d) What sort of school would you like your child to attend when she-he is older?
   Special School or regular inclusive school?

One woman's child was referred to the clinic at the age of 2 with a speech delay. The maternal and child health clinic referred the mother to the CDC. The activities include coloring, singing, and speech therapy. Her son has been visiting the center regularly for a bit less than a year. She hopes he will attend a regular school. Her child is the 5th of six children and they live just a few minutes away by car.

Another mother also had a young son with a speech delay, also referred to the CDC by the maternal and child health clinic for work with the teachers on color recognition. He is the youngest of five children and has been coming for just a few months. He was three years old when his disability was discovered.

Other children from Kampong Ayer (a village of about 30,000 inhabitants built on the river) may not be able to access the clinic as easily as these mothers and, if so, teachers and nurses in the neighborhood schools and clinics are known to provide help to the children.
29. Interview a teacher at an inclusive secondary school
   a) What preparation have you had for including CWD in your classes?
   b) What teacher training have you had? Please describe your teacher training programme?
   c) What is your opinion of including CWD in regular classes?
   d) What are the advantages of including CWD in regular classes?
   e) What problems or challenges do you experience?
   f) Are there more boys than girls with disabilities in your classes?

30. Interview a parent of a youth with disabilities attending an inclusive secondary school
   a) Did you experience any difficulties getting your child enrolled in secondary school?
   b) Are you happy with the education your child is getting at the Secondary School?
   c) What do you expect your child to do when he/she finishes secondary school?

31. Interview a student attending an inclusive secondary school
   a) Did you want to go to the regular secondary school?
   b) What is it like for you attending the regular secondary school?
   c) What do you like best about attending the regular secondary school?
   d) What problems or difficulties do you have attending the regular secondary school?
   e) Who made the decision for you to go to the regular secondary school?
   f) Did your parents want you to go to the regular secondary school?
   g) What do you want to do when you finish secondary school?
SECTION 5. TEACHER TRAINING INCLUDING TRAINING FOR TEACHERS TO TEACH STUDENTS WITH DIVERSE ABILITIES IN REGULAR SCHOOLS

32. Interview Ministry of Education officials and visit Colleges or University departments responsible for teacher training for special education teachers and regular teachers who will teach in inclusive schools

a) Please describe your teacher education programme?
b) How long is the training to become a primary school teacher?
c) Does teacher training take place in a College or at University?
d) How do your select students for teacher training?
e) What educational qualifications must they have?
f) Do you have special training courses for teacher trainees who will teach CWD?
g) Do these teacher trainees teach in regular schools or special schools?
h) Do you provide comprehensive in-service training, with methodology and techniques for teaching children with diverse abilities, for all teacher trainees, including those who will teach in regular schools?
i) Do you provide in-service training for regular school teachers to enable them to teach children with diverse abilities?
j) Do you employ any untrained teachers?

The Teacher Training Education Program at the Sultan Hassanal Bolkiah Institute of Education of the Universiti of Brunei Darussalam offers pre-service training, in-service upgrading and post-graduate specializations.

The first special education courses to be offered were the in-service, upgrading certificate courses that were begun at UBD in January 1995; the first graduates completed the three-semester course in May 1996. According to the 2004/2005 Handbook of UBD, this programme will equip teachers with "knowledge, skills and strategies to recognize and assist students with high incidence handicaps and [students who] experience learning difficulties in their respective schools." The course is part-time, two afternoons per week for teachers with three years of teaching experience who already have their 3-year teaching certificates (A teacher’s certificate is 3 years training for primary and secondary level). Special education teachers are sent for training by the Ministry of Education and will then become SENA teachers. Most continue teaching while completing this training. Teachers from the capital city area (Brunei-Muara) were the first to be taught. The second cohort, beginning in August 1995, was from two other districts, Belait and Tutong. The third cohort again had more teachers from Brunei Muara, in January 1997 the fourth cohort completed this first round of training for all districts when teachers from Temburong were included (as well as more teachers again from the most populous district of the capital). SENA teachers can later continue their training with the B.Ed. in Special Education which is four years of part-time training (90 total credits), first offered in 1999/2000 and is generally only for teachers to upgrade their skills. There are a total of sixteen different courses offered for this degree including "Classroom Organization and Structure", "Diagnosing Learning Problems", "Individualized Education Plans", "Changing Behavior at Home and in the Classroom", "Meeting Diverse Needs", "Curriculum and Instruction for Special Needs Students", "The Inclusion Process", and "Counseling Learners with Special Needs8." Some teachers can be exempted some courses and they complete the Program in eight semesters.

A Special education course named “Inclusive Education” is now a compulsory course in the primary education curriculum for the teacher certification. This course includes an overview of

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the Brunei Darussalam system; consultation models; assessment, screening and diagnosis; characteristics of learning disabled, gifted and talented and students with emotional/behavioral disorders and adaptation methods in inclusive classrooms for each group; data collection and graphing; individualized education plans (IEPs), record keeping and group and individual contingencies⁹. Another course called "Strategies in Educating Children with Special Needs" includes information on learning difficulties for children and parents; adaptive teaching strategies for cognitive domain; adaptive teaching strategies for the affective domain; identification and screening of special needs students; task analysis for school subjects, social skills and independent learning; challenging the gifted in the inclusive classroom; using adaptive testing and continuous assessment systems; parents and siblings as helping sources and co-teachers and integrating community and government resources for special needs studentsⁱ⁰.

Special education was first offered as a core course to students in the revised primary teacher education programs in the 1999/2000 intake in the 3-year Diploma of Primary Education and the BA in Primary Education (4 years, 124 credits). The BA in Primary Education also includes courses Methods for teaching children with learning difficulties were also presented in other curriculum studies courses. For secondary teachers in the BA Education course, the BSc Education course and the PGCE course an elective on special education was also added called Children with Special Learning Needs. Requirements for entry to the Bachelor's of Education include having three years of teaching experience.

A Masters of Education (full-time for one-year or part-time for at least two years) in special education, begun in 1999/2000 aims to further equip local teachers to assist the special education needs of children with special needs in the Brunei system. The first graduates of this system were in 2001.

While the in-service courses, as mentioned above are for teachers teaching for the Ministry of Education and in the private school system, the Special Education Unit has offered some short courses (one afternoon a week for 12 weeks) for teachers and interested professionals.

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SECTION 6. ACCESS TO TERTIARY EDUCATION FOR STUDENTS WITH DISABILITIES

33. Interview University officials where people with disabilities are enrolled as students
   a) Is there a policy determining the right to tertiary education for people with disabilities?
   b) How many students with disabilities enroll each year?
   c) Is there a support system and special accommodations made for students with disabilities?

34. Interview a student with a disability attending University or tertiary training
   a) Did you have any difficulties being accepted for tertiary education?
   b) What is it like for you attending University or College?
   c) What problems or difficulties do you have attending University or College?
   d) Does the University or College provide any additional assistance to you?

Norali is the first student with a disability to enroll in the Universiti Brunei Darussalam. He is blind, and lost his sight after completing high school. He spent three years out of school before returning to take a preparatory “A” Level course for university that lasted two years. He is now studying social policy at the university in a four-year course. His greatest difficulty early on was to access assistive technologies and books. The university has hired someone to scan books for his use, that is read by JAWS, however he thinks this is likely to be a temporary solution as it could be too expensive to have this person as a permanent employee.

Since he was the first blind student at the university, initially there were no supports available for him. However, the university has since established a University Based Team which meets to plan for his needs. The UBT organized peer support for him to help him navigate the campus as there remain some areas where he could step in drainage pipes or other unavoidable obstacles. He is also given 50% more time to complete exams than other students and uses a scribe to write the exams. He has a computer at home installed with JAWS software that was given to him by the royal family. He records his lectures and then takes notes at home while listening to the lecture the second time. Although time consuming, this is the best practice for him. His courses include social policy, politics and government, public organizations, English for business (a requirement) and foundations of Information systems.
SECTION 7. ORGANIZATIONS OF AND INDIVIDUALS WITH DISABILITIES

Interview: Representatives of organizations of persons with disabilities and/or individuals with disabilities

35. Consultation with organizations of persons with disabilities

   a) Has the Government or the Ministry of Education consulted with your organization in the formulation of policy to include children with disabilities in the educational system?
   b) Has the Government established an advisory council of persons with disabilities to inform it on all policy decisions concerning persons with disabilities, including children?
   c) Are members of organizations of persons with disabilities represented on any national Coordination Council on Disabilities?
   d) Are members of parents associations of persons with disabilities represented on any national Coordination Council on Disabilities?
   e) What were your personal experiences of education?
   f) What do you think was the most important factor that encouraged you to attend school? (Such as family support, local government, disability organization support, etc.)

Organizations of or for people with disabilities in Brunei are just beginning to be formed. SMARTER is a parent's group for those with autistic children. A parent's group for Down's syndrome will also be formed. Norali, the blind student mentioned above who is now attending university, was also one of the six founders of the Brunei national blind association, which is part of the East-Asia Pacific Blind Union and the World Blind Union.
SECTION 8. QUESTIONS TO BE ADDRESSED TO ALL RESPONDENTS

The following questions are to be addressed to all informants or interviewees, with the exception of children, where inappropriate because of age or other factors.

36. Respondents views on current situation, changes perceived as necessary and means of achieving change

   a) What is your opinion of the current provisions for the education of children with disabilities in your country?
   b) What further changes would you like to see in the education legislation, policy and implementation at school system level?
   c) What action will be necessary to achieve these changes?

Respondents mentioned needs for further education for the special education teachers, including the teachers themselves who still felt unable to meet all the children's needs. Other professionals mentioned that services are still insufficiently developed especially for intellectually disabled children and severely disabled children. The geographic coverage of services is still primarily in the city center of Bandar Seri Begawan, though there are clinics in all districts. Parents could still slip through the cracks if they are not aware of the support systems that exist.

Teachers would like to see some further guidance for curricular development and continue to have training. Others recommended more parent groups to provide input on their needs to the government.

Means of achieving change mentioned included the advocacy of non-governmental organizations and parents groups, increased international expertise and continued enhancement of Brunei's services over time. Most respondents mentioned the young age of this system in Brunei and hope that the coming years will see further enhancements of services and more professional staff both in the centers as well as throughout the country.

Other recommendations from respondents include the need for a more structured approach to home schooling and admission into government schools is needed to ensure that all children with special needs have access to services and education. A SEN statement is apparently much needed so that schools with students with special needs have specific budget provision to provide the necessary resources. Legislation is much needed to mandate the MoCYS to provide a subsistence allowance for all children diagnosed with special needs at birth and throughout the rest of his lifespan. It would also be an appropriate time for the government to look into the establishment of a sheltered workshop facility to provide supervised work so that the more able of these young adults with special needs can be gainfully employed. Inducements need to be built into the work sector so that opportunities for employment are made available for young adults with special needs who have completed their secondary education.
37. Recommendations for input to the Guidelines for action to include children and youth with disabilities in school systems
   a) What particular points would you like to see included in the Guidelines For Action to include children and youth with disabilities in the school system?

39. Please specify and provide all the documents relating to your education system concerning the education of children and youth with disabilities, including documents on data, monitoring and review. Alternatively please advise where these can be obtained.

This would include documents on policy and legislation, regulations and directives and school level registration and assessment procedures, as well as statistical data, census questions, household or disability survey questions.
Annex One Schedule of meetings

Saturday, December 4, 2004

Tuan Haji Ishaaq bin Haji Abdullah
Deputy Permanent Secretary
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Dr. Haji Kassim bin Haji Daud
Acting Head
Special Education Unit
Ministry of Education
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Monday, December 6, 2004

Special Education Unit, Ministry of Education
Jennie Wong (mrs_j_wong@yahoo.com)
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Lina Mak Yun Fung (linmyf@hotmail.com)
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Hjh. Norbayah Hj. Shahminan
Adanan Musim
Hj. Rosnan Hj. Zulkefli
Bukit Bin Hidup (bukitjr@yahoo.com)
Hajah Norbayah Haji Shahminan (enovNR@hotmail.com) Coordinator for Hearing Impaired Children

Dato Marsal Primary School (Sekolah Rendah Dato Marsal)
Hjh Mariam Hj Makhbar, Special Education Teacher
Rasimah Hj. Abang, Academic Section
Azizah Hj., Abd. Rahman, Regular teacher

Tuesday, December 7, 2004

Perdana Wazir Secondary School
Kuala Belait
Hong Geok Cheng, Principal
Asmah Bte Awg Tengah
Suhali bin Mohammad Yusoff, SEU representative for Kuala Belait secondary schools
Hassan bin Md Yusof, Home Room Teacher
Sunny bin Md. Tahir, Home Room Teacher
Liow Mee Siong, Home Economics Teacher
Peter Dawson, Design and Technology Teacher

Ministry of Health
Child Development Centre
Bungaw 11, Simpang 253-79
Kiarong, BE 1318 Brunei
qlin71@netkad
Dr. Ganesh, Community Pediatrician
Dr. Sylven, Community Pediatrician
Dr. Saquie, Community Pediatrician
Hjh. Neza Ariyanty Abdul Rahman, Occupational Therapist, nezarahman@hotmail.com
Zarinah Hj. Zahari, Physiotherapist
Wati Hj. Bujans, Speech Therapist, wati 285@hotmail.com
Alinah Hj. Tamin, Clinical Psychologist

Wednesday, December 8, 2004
Sultan Hassan Bolkiah Institute of Education
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Pg. Hj. Tajuddin Pg. Md. Yassin, Manager

Thursday, December 9, 2004
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Ratmah Mohamad, Senior Instructor
Winnieyanti Hj. Sunny, Deaf Instructor
Ramlan bin Hj. Burnt, Instructor Mentally Retarded/Deaf

Friday, December 10, 2004

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Umar Al-Khatab Secondary School, Lumapas

Kiarong Primary School, Gadong
Annex Two
Bibliography


Special Education Unit (1998a). *Special education handbook for LATs*. Bandar Seri Begawan: Ministry of Education.


Special Education Unit (1998c). *Special education handbook for headmasters*. Bandar Seri Begawan: Ministry of Education.

Annex Three
List of Acronyms :

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFA</td>
<td>(Education for All)</td>
</tr>
<tr>
<td>NGO</td>
<td>(Non Governmental Organization)</td>
</tr>
<tr>
<td>CWD</td>
<td>(Children With Disabilities)</td>
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<tr>
<td>UN</td>
<td>(United Nations)</td>
</tr>
<tr>
<td>SCUK</td>
<td>(Save the Children UK)</td>
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<tr>
<td>DPO</td>
<td>(Disabled Peoples Organizations)</td>
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<tr>
<td>UPK</td>
<td>(Unit Pendidikan Khas)</td>
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<tr>
<td>SEU</td>
<td>(Special Education Unit)</td>
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<tr>
<td>SENA</td>
<td>(Special Educational Needs Assistance Teacher)</td>
</tr>
<tr>
<td>UNESCO</td>
<td>(United Nations Educational, Scientific and Cultural Organization)</td>
</tr>
<tr>
<td>SMARTER</td>
<td>(The Society for the Management of Autism Related in Training Education and Resources)</td>
</tr>
<tr>
<td>KACA</td>
<td>(Persatuan Kanak-Kanak Cacat or Handicapped Children Association of Brunei Darussalam)</td>
</tr>
<tr>
<td>PAPDA</td>
<td>(Paraplegic and Physically Disabled Association)</td>
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<tr>
<td>CDC</td>
<td>(Child Development Centre)</td>
</tr>
<tr>
<td>EDP</td>
<td>(Early Development Therapist)</td>
</tr>
<tr>
<td>WHO ICF</td>
<td>(World Health Organization – International Classification of Functioning)</td>
</tr>
<tr>
<td>MOE</td>
<td>(Ministry of Education)</td>
</tr>
<tr>
<td>UBD</td>
<td>(Universiti Brunei Darussalam)</td>
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<td>MOH</td>
<td>(Ministry Of Health)</td>
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<td>NCCD</td>
<td>(National Coordinating Committee on Disability)</td>
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<td>PGCE</td>
<td>(Postgraduate Certificate in Education)</td>
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<td>JAWS</td>
<td>(Job Access with Speech)</td>
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<tr>
<td>CBR</td>
<td>(Community Based Rehabilitation)</td>
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