



# Sub-Education Policy Review Report: Inclusive Education



Brunei Darussalam



Indonesia



Malaysia



Philippines



Timor-Leste

## Table of Contents

<b>Acknowledgements</b>	<b>iii</b>
<b>Executive Summary</b>	<b>iv</b>
<b>List of Abbreviations</b>	<b>v</b>
<b>List of Tables</b>	<b>vi</b>
<b>List of Figures</b>	<b>vi</b>
<b>1.0 Introduction: SDG4 and Inclusive Education</b>	<b>1</b>
<b>2.0 Methodology</b>	<b>3</b>
<b>3.0 Distribution by Country</b>	<b>5</b>
<b>4.0 Inclusion Education Policies across Countries</b>	<b>8</b>
4.1 Brunei Darussalam	9
4.2 Indonesia	10
4.3 Malaysia	11
4.4 Philippines	12
4.5 Timor Leste	13
<b>5.0 Discussion</b>	<b>14</b>
5.1 Facility	15
5.1.1 Indonesia	15
5.1.2 Malaysia	16
5.1.3 Philippines	16
5.1.3 Timur-Leste	17
5.2 Teachers	18
5.2.1 Brunei	18
5.2.2 Indonesia	20
5.2.3 Malaysia	21
5.2.4 Philippines	21
5.3 Parents	24
5.3.1 Indonesia	24
5.3.2 Malaysia	24
5.3.3 Philippines	24
<b>6.0 Empirical Findings</b>	<b>25</b>
6.1 Online Survey across Countries	25
6.1.1. Inclusivity across Thematic Areas	26
6.2 Open Ended Online Survey across Countries	30

<b>7.0</b>	<b>Challenges in Inclusion Implementation and Post COVID-19 Challenges</b>	<b>31</b>
<b>8.0</b>	<b>Recommendations</b>	<b>32</b>
<b>9.0</b>	<b>Conclusion</b>	<b>34</b>
	<b>References</b>	<b>34</b>
	<b>Appendices</b>	<b>38</b>
	Appendix 1: Questionnaire on Alignment of National Policy with SDG 4 (Inclusive Education)	38
	Appendix 2: Interview questions	44
	Appendix 3: Open-Ended Responses Related to Inclusive.	45

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## Executive Summary

Inclusion highlights opportunities for an equal involvement of individuals with disabilities (physical, social, and emotional) when possible into typical education, but leaves accessible the probability of individual selections and possibilities for special aid and accommodations for persons who need it. This review was initiated by UNESCO to inform the ongoing discourse about inclusive education within Malaysia, Indonesia, Brunei, Philippine and Timur-Leste. Sustainable Development Goal 4 (SDG 4) reinforces the importance of inclusive education which adheres nations to adopt the framework of action in providing inclusion and equity through education of children with perceived differences. The review contributes to the body of literature on inclusive education by synthesizing policy recommendations and evaluations and identifying contradictions and overlaps in those policies. This review draws upon UNESCO reports pertaining to inclusive education policies and initiatives. In addition, a systematic review of empirical studies on inclusive education policy (2010-2020) identified from related and major databases (Eric) is conducted. Both the UNSECO reports and empirical studies are analyzed based on the SDG4 and its targets pertaining to inclusion policy.

As UNESCO is working towards the 2030 agenda for sustainable development, it may be opportune to reflect on some of the issues that emerge from this review, including an appropriate mix of short-term and long-term interventions to address inclusion without compromising quality. Perhaps the greatest challenge would be the introduction of a comprehensive evaluation and feedback system that would continuously monitor the efficacy of the inclusion-based training programmes and respond adequately to the emergent yet unmet needs of all teachers.

The findings of this analysis identify the key themes important for policy implementation in Inclusion education are facilities, teacher's competency, and parents' attitude. Nevertheless, as indicated by the empirical findings, all five cluster countries, experienced challenges in implementing the policies that might hinder the acceleration in meeting SDG4 in relation to quality. Common challenges revolve around mainly on the teachers' perspective, skills, techniques and infrastructures in teaching and accommodating students with special needs. However, parents as a relevant stakeholder should be able to socialize in advance about inclusive education before the system is implemented so parents understand the usefulness of inclusive education for the development of their children. Despite this, the role and policies regarding parents in inclusion education not getting much attention and created a gap in this review. That is why parental awareness was among one of the critical factors which could create wide opportunities for students with special needs to succeed not only at school level, but also at national and international levels.

As a conclusion, inclusion policies are put in place by all five countries, and it meets so some extent, the targets of SDG 4. Nevertheless, academic studies have highlighted aspects of the policies and its initiatives that could be continuously improved. As such, implementers of inclusive education need not only to execute programs that focus on children with special needs but also to give emphasis on promoting inclusive values in the school community through a partnership with the peers of children with special needs. To sum up, the inclusion of students with disability in education context is not a one-man work. It needs a collaborative effort among the policy makers, middle management and the teachers, not to mention the parents of the students should also disseminate the same concept of inclusion.

## List of Abbreviations

EAHCA	Education of All Handicapped Children Act
EHAA	Education of the Handicapped Act Amendments
DSSE	Directorate of Special School Education
IDEA	Individuals with Disabilities Education Act Amendments
IIC	Inclusive Indonesian Classrooms
IE	Inclusive Education
IEP	Inclusive Education Programme
KWS	Key Word Signing
MOE	Ministry of Education
MORA	Ministry of Religious Affairs
NED	National Education Department
NGOs	Nongovernment Organizations
OHCHR	Office of the United Nations High Commissions for Human Rights
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analyses
SBT	School Based Team
SDG4	Sustainable Development Goal 4.
SEIP	Special Education Integrated Program
SEN	Special Educational Needs
SENA	Special Educational Needs Assistance
SEU	Special Education Unit
SI	Social Inclusion
SLR	Systematic Literature Review
SPN21	<i>Sistem Pendidikan Negara Abad 21</i>
SHBIE	Sultan Hassanah Bolkuah Institute of Education
UIN	Universitas Islam Negeri
UN	United Nations
UNESCO	United Nations, Educational, Scientific and Cultural Organisation
ZRP	Zero Reject Policy

## List of Tables

Table 1	Indicators of Inclusive Education
Table 2	Overview of the Studies
Table 3	Summary of Studies across Countries
Table 4	Inclusivity in Primary and Secondary Education
Table 5	Inclusivity and Teacher Policy and Plan
Table 6	Inclusivity in Early Childhood Education
Table 7	TVET and Inclusivity

## List of Figures

Figure 1	International Declarations and Conventions towards Inclusive Education and Human Rights
Figure 2	Preferred Reporting Items for Systematic Reviews and Meta-Analyses Approach
Figure 3	Frequency of Studies by Country
Figure 4	Special Education in Philippines
Figure 5	Practical issues of Brunei school counsellors
Figure 6	Future of Inclusive Education Initiatives
Figure 7	Emerging Themes from the Open-Ended Responses

## 1.0 Introduction: SDG4 and Inclusive Education

*“Children who learn together, learn to live together”*

Inclusive education is a child’s right, not a privilege. Inclusion promotes quality and equitable education for all, without exclusion, including those who may be potentially marginalized by learning need or social position. An increasing awareness about the rights of children with disability to have access to the same educational services as children without a disability has led to the idea of inclusive education (UNESCO International Bureau of Education, 2009). Accordingly, the UNESCO (2005) stated that inclusive education is an approach that expresses how to change educational structures and other learning atmospheres to meet the needs of the variety of learners. Inclusion highlights opportunities for an equal involvement of individuals with disabilities (physical, social and emotional) when possible into typical education, but leaves accessible the probability of individual selections and possibilities for special aid and accommodations for persons who need it and want it (Rasmitadila & Tambunan, 2018).

The active call for inclusivity is boldly stipulated in the Salamanca Statement (UNESCO, 1994), which adheres nations to adopt the framework of action in providing inclusion and equity through education of children with perceived differences. The advocacy of the statement vigorously defends that inclusion and participation are inherent human rights (UNESCO, 2009a). Figure 1 illustrates major conventions and declarations which geared movement towards inclusive education that we are witnessing today.

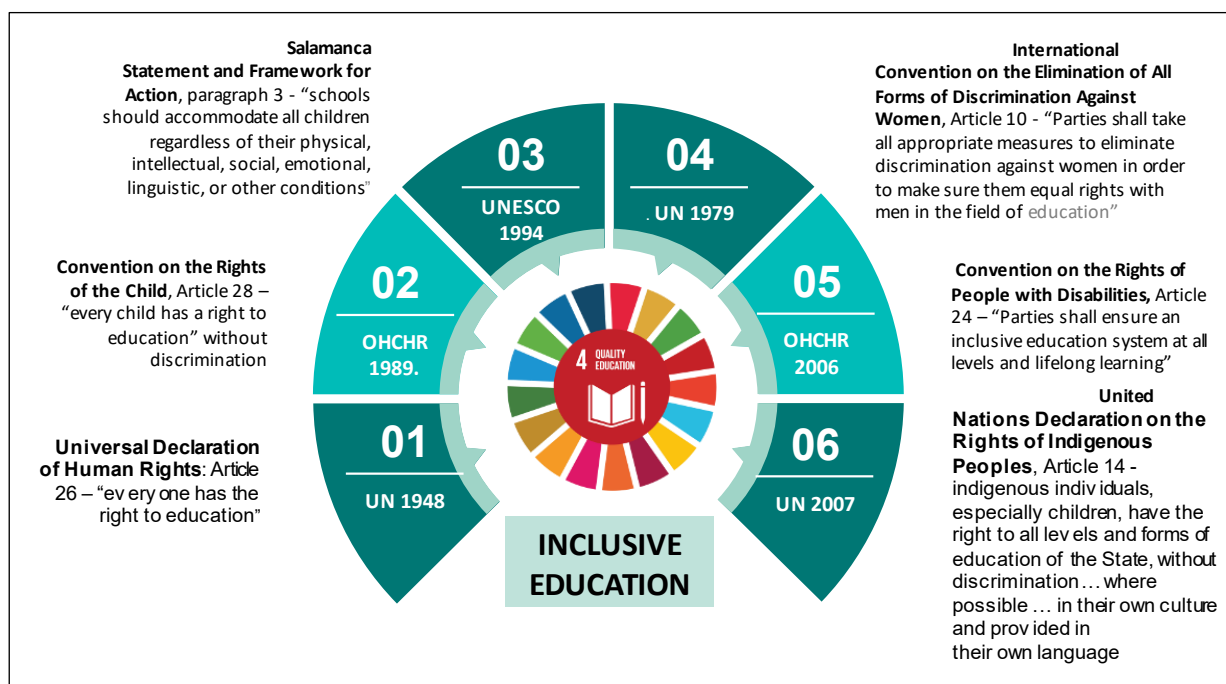


Figure 1. International Declarations and Conventions towards Inclusive Education and Human Rights

As agreed by many the original focus of inclusive education was on education for “special needs”; the needs of learners with disabilities. This focus was promoted particularly by a variety of disability interest groups which concerned with specific impairment (e.g. sight, hearing, and emotional and cognitive functioning). In realising its mission, these groups were supported by a number of development agencies, international nongovernment organizations (NGOs), which collaboratively tried to ensure that the needs of such learners were recognised and fairly responded to by the national education system of any countries. Despite numerous problems primarily in terms of financial as well



as supporting staffs, the terms ‘mainstreaming’ and “integration” continue to become important mantras in the rhetoric about special educational needs. Mainstreaming and integration at this stage provided opportunities to children with disabilities into regular schools sometimes with special assistance and/or separate classrooms for some subjects.

The conception of special needs has been redefined over time not only to cover disabilities and cognitive functioning *per se*, but has been expanded to include gender, health and nutrition status, language, geographic location, culture, religion, economic status – variables often associated to as barriers to achievement of Education for All (EFA) movement. Effort to broaden the scope of inclusion to covering all barriers to attainment of EFA was regarded by many as transformational phase of education and learning environment. It is indeed by welcoming and genuinely responding to differences and diversity associated to learning will collectively contribute towards the achievement of EFA mission. To date inclusion is conceptualized as “a process of addressing and responding to the diversity in the needs of all children, youth, and adults through increasing participation in learning, cultures, and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in terms of content, approaches, structures, and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children” (UNESCO, 2009).

To date, few attempts have been made to investigate the impact of integrating values and cultures of inclusion in the systems’ curricula and instructions - as a concrete action that can be done in response to this call. The definition of inclusive education is progressive and constantly changing. It is necessary to clarify the concepts contained therein since many consider inclusive education to be another version of special education. Inclusion education is understood as an education service system that involves disabled children and normal children to study together in schools closest to where they live. In particular, inclusive approach to education must encompass the following:

- 01 Getting all children and youth into regular public schools and mainstream systems and all illiterate adults into literacy programmes
- 02 Concerned with not only initial enrolment, regular participation and grade promotion, but also long term achievement through the quality of education provided
- 03 Require both an analysis of the cause and drivers of exclusion and the proactive searching for and targeted support to those excluded
- 04 The restructuring of school culture policies and practices to meet the diversity of students
- 05 Above all is not an outcome, ever perfectly achieved, but rather a process, always “in process”

## 2.0 Methodology

The Systematic Literature Review (SLR) used in this study is a systematic, deliberate and explicit method to identify, select, critically evaluate, collect and analyze data from relevant past research (Gillath & Karantzas 2019; Moher et al., 2009). This approach has been selected, because it aims to synthesize in detail all applicable scholarly literature. The systematic review was conducted in line with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA; see Figure 1). The method, which includes resources (ERIC & Google Scholar) to run the systematic review, eligibility and exclusion criteria, steps of the review process (identification, screening, eligibility) and data abstraction and analysis. Electronic databases were used to conduct literature searches with a variety of keywords to identify articles (see Figure 2).

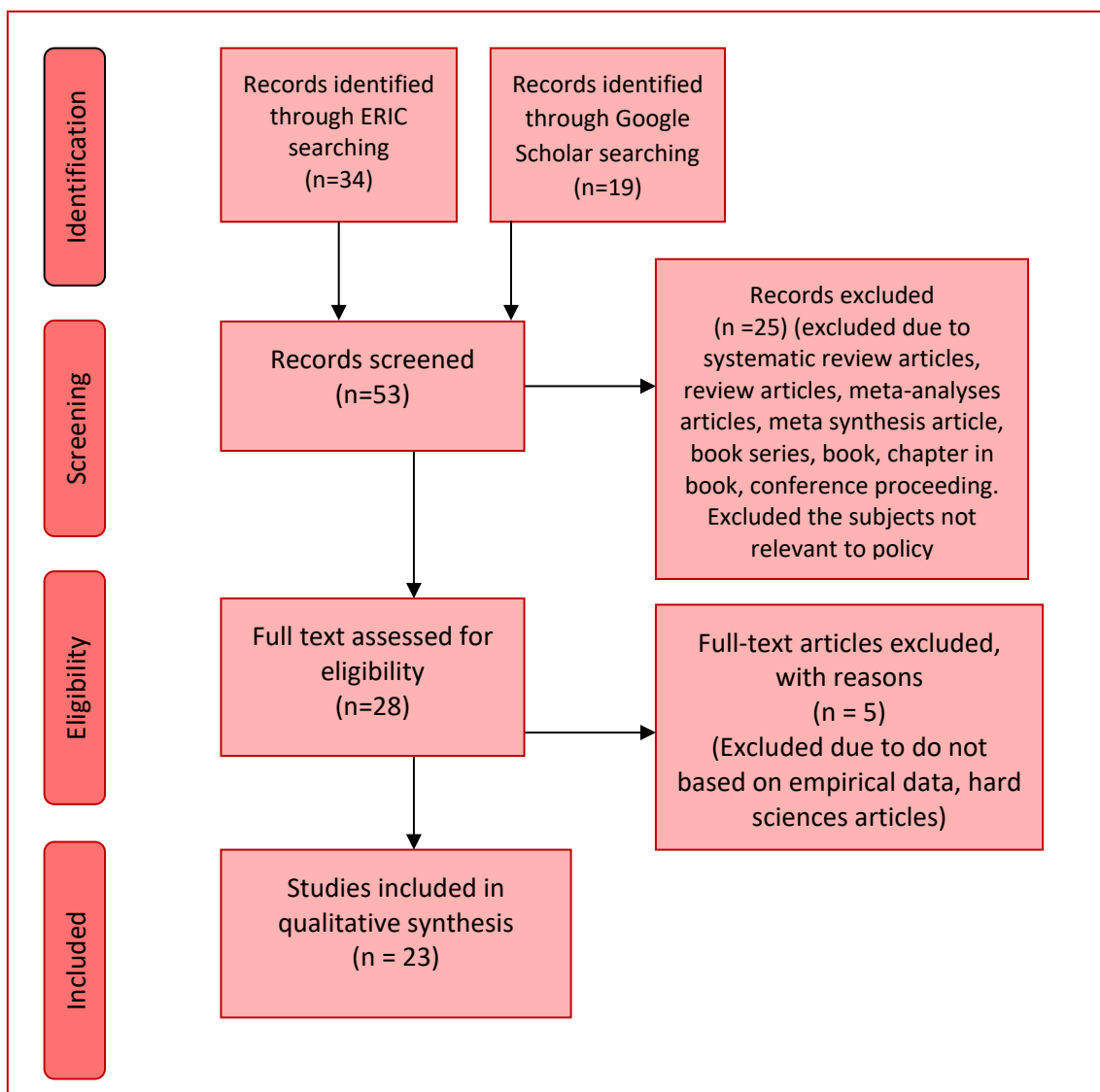


Figure 2. Preferred Reporting Items for Systematic Reviews and Meta-Analyses Approach

It should be noted that the review does not give particular attention to articles in Google scholar as its validity cannot be verified. It should be noted that reservations must be taken for possible errors and shortcomings caused by the nature of the approach. In analyzing national educational policies on how education can accelerate Sustainable Development Goal 4 (SDG 4):

Quality Education related to inclusive education; indicators as succinctly described in Table 1 were used. As indicated in Table 1, mainly aspects related to inclusive educations have been covered by Target 4.5 and Target 4a.

Table 1. Indicators of Inclusive Education

Target	Area	Indicators
<p><b>TARGET 4.5</b> By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	Inclusive Education	<p>All level of education and vocational training that:</p> <p>Eliminate disparities</p> <p>Equal access to:</p> <ul style="list-style-type: none"> <li>• Persons with disabilities</li> <li>• Indigenous peoples</li> <li>• Children in vulnerable situations</li> <li>• Uniqueness</li> </ul>
<p><b>TARGET 4a</b> Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	Inclusive Education	<p>Education facilities to all that are:</p> <p>Sensitive to:</p> <ul style="list-style-type: none"> <li>• Child</li> <li>• Disabilities</li> <li>• Gender</li> <li>• Safe</li> <li>• Non-violent</li> <li>• Inclusive</li> <li>• Effective</li> <li>• Uniqueness</li> </ul>

In addition to comprehensive literature review, online questionnaire was also used as means to collect empirical evidence in supporting findings that have been synthesised from systematic literature review. Since inclusive education is generic theme that cut across all thematic areas, question related to inclusive education were meaningfully integrated in the:

- Primary and secondary education (Sector Wide Policy and Plan);
- Teacher Policy and Plan;
- Early childhood education (Sector Wide Policy and Plan); and
- Technical Vocational Education and Training (TVET).

After completing their demographic profiles, respondents who are mainly educational key players and stakeholders need to respond to all items, ranging from strongly agree, agree, disagree, strongly disagree and undecided. In addition, there are three additional open-ended questions which seek respondents' opinions on: i) Challenges that they need to overcome in an effort to provide quality education in their countries, ii) recommendations and suggestions towards the betterment of education in their countries, and iii). How their country responds to the impact of COVID-19 pandemic in terms of enrolment, curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, and accreditation (See also Appendix 1).

In addition to online questionnaire to educational stakeholders, open ended questions were also given to higher educational officers (Directors, Deputy Directors), who are the main key players in developing and implementing educational policies in all five countries. Essentially the main questions are similar to the open-ended questions given to the educational stakeholders as earlier mentioned. There are few probing questions included in order to encourage sharing of information

among the key educational officers and hence enrich information garnered from the systematic literature review, online survey and open-ended questions (See also Appendix 2).

### 3.0 Distribution by Country

Figure 2 shows the frequency of previous studies related to the Inclusion Education that have been published over the last 10 years (2010 – 2020). A total of 19 studies from 4 countries of 5 selected countries were identified. The study was comprised of 4 (17%) study from Brunei, 7 (31%) from Indonesia, 3(13%) studies from Malaysia, 6 (26%) from Philippines and 3(13%) found from Timor-Leste.

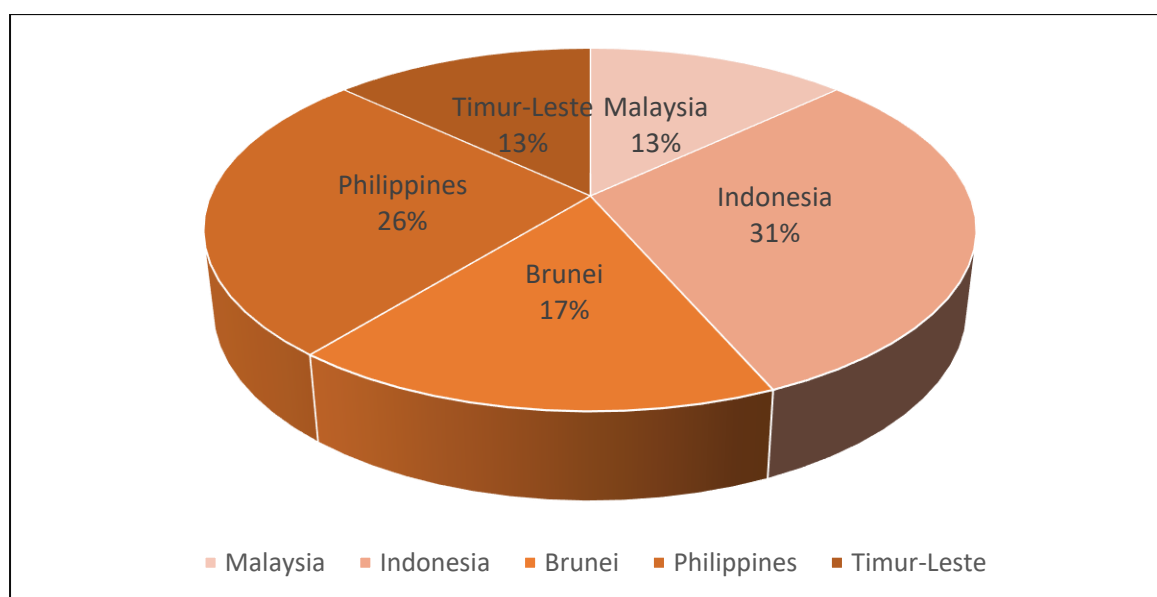


Figure 3. Frequency of Studies by Country

The final analysis is done by reading a full and depth reading of the remaining articles to take out the articles that are not relevant to the research needs. As a result of the search and filtering process, 18 articles were selected (Table 2).

Table 2. Overview of the Studies

Author	Country	Studies
Budiyanto et al (2020)	Indonesia	This study explores Sign along Indonesia (SI), which is a key word signing approach, created to support the development of Indonesian inclusive schools. The findings suggest recommendations about SI materials and training, and indicate a new research area regarding inclusive pedagogies within different cultures.
Raguindin et al (2020)	Philippine	This paper addresses the chasm by looking more profoundly into the teachers' skills and dispositions about inclusion. Through a cross-sectional survey, this paper examined and compared the Filipino and Thai in-service teachers' efficacy and attitudes about inclusion and its association with their intentions for inclusive practices. Data revealed that Filipino teachers have a generally higher level of positive attitudes, efficacy, and intentions for inclusive practices than their

Author	Country	Studies
		Thai counterparts. Also, there is a significant and positive correlation between the respondents' attitudes, efficacy, and intentions for inclusive practices.
Sagun et al (2020)	Philippine	This research engages the stakeholders from public schools of Filipino Children with Disability (CWD) to describe outcomes of Early Detection Intervention (EDI). Three focus group discussions participated in by 21 public school teachers and three key informant interviews of four school administrators from three cities in Metro Manila, namely Taguig, Paranaque, and Pateros, were conducted.
Dores & Daci (2019)	Timur-Leste	The objective of this research is to elaborate and analyses the work that gives people with disabilities. The theory which fortifies in in this research: Theory analysis, the quality of attendance, disability, and well-being. There are some positive recommendations and procedures obtained from this research that have found good quality of attendance from the technical skills people and therapists to the People with disabilities. And there are some recommendations from the research is to improve human resources such as scholarships for technicians and therapists, sound facilities to ensure people with disabilities are well equipped in the future.
Sagun-ongtangco et al (2019)	Philippine	This study aims to identify the outcomes of the programme and describe factors affecting its implementation. A total of three regular school teachers and 49 students, aged 9–12 years from three cities in Metro Manila participated in the programme for eight weeks.
Ecoben (2019)	Philippine	This study was to determine the level of awareness and attitudes of public-school teachers towards the implementation of inclusive education. In particular, it sought to identify the demographic profile of the public-school teachers, their level of readiness in handling inclusive education in terms of awareness, attitude, and skills and the significant difference in the level of readiness of teachers towards inclusive education when grouped according to profile.
Roxas et al., (2019)	Philippine	This study focused on the assessment of the Special Education programs in the Division of Aurora, Philippines particularly those offerings of special education classes in the Districts of Dipaculao, Maria Aurora and Baler. The most common problems encountered by the school heads and teachers were the parents in the in-denial stage and the availability of instructional materials.
Sales (2019)	Philippine	This study determined the perception of the teachers at Francisco Oringo Sr. Elementary School on the concepts and issues of inclusive education which served as the basis in formulating an intervention plan. It also revealed that there was no significant relationship in each of the six demographic profiles identified and the perception of the respondents on the concepts and issues on inclusive education in teaching. Finally, some challenges in inclusive education were revealed. It includes lack of special education teachers, facilities for special care, special education classes and appropriate resources
Rasmitadila & Tambunan (2018)	Indonesia	A preliminary study was conducted to find out the readiness of general elementary schools (GES) to become inclusive elementary schools (IES) based on the criteria for the implementation of the government-specified inclusive schools. The conclusion of this

Author	Country	Studies
		research is that GES is not yet ready to become an IES. The government has not maximized the implementation of inclusive schools and needs effective programs, such as, pioneering prospective schools through continuous assistance of inclusive elementary school candidates.
Adiputra et al (2018)	Indonesia	The purpose of this study is to be able to classify parents' perceptions about the application of inclusive education in schools. Researchers interviewed 177 respondents with parents' criteria from elementary school-age children (7-12 years) in six districts in Lampung.
Budiyanto et al (2017)	Indonesia	This research is the first to examine these issues in the context of the Indonesian government's intention to develop an inclusive education system. The implications of this research for how the development of inclusive education can be supported within Indonesia are discussed.
Yuwono et al (2017)	Indonesia	This study investigated the role and effect of a guidance and counseling program on the learning processes of visually impaired students in an inclusive educational setting. The study also investigated the implementation of the principles and services of the program for such students.
Sheehy et al (2017)	Indonesia	This research compared the responses from those working in inclusive, special and regular schools regarding their epistemological and pedagogical beliefs. The results showed that teachers in inclusive schools expressed stronger social constructivist beliefs than those in other schools.
Adams et al (2016)	Malaysia	This article outlines the findings from a contemporary study of teacher-parent collaboration in inclusive education in primary and secondary schools in Malaysia. Recent inclusive education policy developments within Malaysia have increased teachers' accountability to effectively meet the needs of all students.
Khairudin et al (2016)	Malaysia	This paper reports on the perceptions of special education teachers in Malaysia about their interactions with general education teachers. Concerns are raised about the content and approach of teacher training programs in Malaysia and the adequacy of current policy and legislation governing the provision of education for students with disability in inclusive educational settings.
Bari et al (2014)	Malaysia	This study investigates the readiness of special education trainees on inclusive education. Based on the data analysis, it is found that the percentage and the readiness of special education trainees are at a high level. However, innovation in teaching and practical training still need to be provided sufficiently in order to provide an opportunity for trainees to get hands on experience.
Pantea Beigi (2013)	Timor-Leste	This paper examines the effectiveness of participatory learning in post-conflict environments. It is a case study of post-conflict peace education in Timor-Leste. Using a set of qualitative methods, the study reveals the barriers as well as advantages in adopting participatory models of learning in peace education. It argues that the benefits of adopting participatory learning outweigh the risks. Thus providing an account of the effectiveness of participatory learning as post-conflict peace education in Timor-Leste.

Author	Country	Studies
Haq & Mundia (2012)	Brunei	The authors investigated and compared Brunei trainee teachers' attitudes to specific disabilities and students with high support needs. Overall, the participants supported inclusion but were not in favor of accommodating students with sensory, mental, challenging behaviors, and multiple disabilities.
Koay (2012)	Brunei	This paper begins by describing how teacher education has changed over the past decade to support and promote inclusive education in Brunei Darussalam. It describes the multi-pronged strategy adopted by the Sultan Hassanal Bolkiah Institute of Education (SHBIE) to include the component of inclusive education within its teacher education programmes. Relevant research conducted by the academic community at the SHBIE to evaluate the quality of inclusion efforts as well as to inform the further development and implementation of the inclusive educational policy is also shared.
Mundia (2010)	Brunei	The study analyses and reviews selected technical innovations to examinations that need to be undertaken concurrently with the ongoing curriculum reforms to support the new initiatives. The issues discussed include over-emphasis on examinations; assessment of affective skills; assessment of vocational and technical subjects; use of informal assessments in school-based evaluations; moderation of marks for borderline students; the relationship between formative and summative assessments; changes to teacher education courses that deal with school assessments; and nationalization of the senior secondary school examinations.
Grove et al (2009)	Timor-Leste	This paper presents findings from the first national survey of disability in Timor-Leste's primary schools, published in 2008. It will highlight the scale and type of disabilities reported in schools and will discuss what is required to meet the special learning needs of these children. This paper will also analyse the challenges and opportunities facing the Ministry of Education in providing a truly inclusive schooling system in Timor-Leste.
Mundia (2009)	Brunei	The paper looked at the provision of counseling services to students in government schools after the implementation of inclusive education in Brunei Darussalam. Thirteen identified and selected factors that may impact negatively on the work of school counselors under inclusion are discussed. In addition, it was observed that the Special Education Unit and the Division of Counseling and Career Guidance were not working closely as expected. There was also no information regarding the extent to which school counselors were working cooperatively with special education teachers (known as learning assistance teachers, LATs) and regular teachers in schools.

#### 4.0 Inclusion Education Policies across Countries

In the last few decades, commitment to the education of children with special educational needs (SEN) has strengthened globally. The Declaration on the rights of disabled persons (United Nations 1975) called on nations to support human rights, education, integration, employment and conditions for the

economic and social progress for persons with disabilities. The Convention on the rights of the child (United Nations 1989) reaffirmed the right of all children to equal education without discrimination within the mainstream education system. United Nations Educational Scientific and Cultural Organisation's (UNESCO's) World conference of education for all in 1990, held in Jomtien, Thailand, highlighted the basic learning needs of all children and drew attention to the unmet needs of students with special needs. UNESCO designated the year 1992 as the 'year of special needs in the classroom'. Many ministries of education around the world responded by increasing their assistance to children with special needs in schools.

Two years later, the 1994 Salamanca statement and framework for action on special needs education (UNESCO 1994) urged governments to adopt the principles and practices of inclusive education. The Convention on the rights of persons with disabilities (United Nations 2001) called for the engagement of people with disabilities in inclusive and accessible programmes (Koay, 2012). Therefore, the inclusive education policy is influenced by the UNESCO (1994) Salamanca Statement that urges schools to provide 'curricular opportunities to suit children with different abilities and interests' and 'the success of the inclusive school depends considerably on early identification, assessment and stimulation of the very young child with special educational needs' (Aida, 2019).

#### **4.1 Brunei Darussalam**

The philosophy of special education in Brunei Darussalam emphasizes that all children with special needs must be given educational opportunities to develop their full potential to become productive members of society. The Special Education Policy Guidelines (Ministry of Education, 1997) state that (a) all children are able to learn given an appropriate learning environment, (b) appropriate learning environments can be created within the inclusive school, and (c) the inclusive school is one that provides appropriate instruction for all children based on their capability.

In line with world trends towards inclusion, Brunei Darussalam embraced the concept of inclusion in 1994, as stated in its Special education policy guidelines: 'All children are able to learn given an appropriate learning environment. Appropriate learning environments can be created within the inclusive school. The inclusive school is one that provides appropriate instruction for all children based on their level' (Special Education Unit 1997, 1). Inclusive education was fostered further by the mounting of the First Special Education International Conference held in Brunei in 1996. The country then passed and adopted a National Education Policy the following year (Ministry of Education, 1997) which required that all children (including the disabled) be provided with 12 years of basic education (preschool, primary and secondary). This policy is Brunei's equivalent of education for all (EFA) but does not mandate compulsory provision of education (Special Education Unit, 1997). The policy emphasizes the development of human resources to meet the skill needs of the country in a diversified economy (Mundia, 2010). In his opening address at the first national conference on special education in 1996, the then Minister of Education of Brunei Darussalam stressed that 'the special education or special needs agenda in Brunei Darussalam is an essential element of the drive for education for all. The emphasis is on inclusive education where the aim is to respond to the needs of all children' (Abdul Aziz et al. 1996; Koay 2012).

In specific, the country has special schools and an inclusive education policy (Ministry of Education, 1997). In addition, the Ministry of Education also has a Special Education Unit (Wong, 2005) and a Division of Counselling and Career Guidance (Yahya, 2005). The government has, through the Ministry of Education and the University of Brunei Darussalam sponsored two international conferences on special education in 1997 and 2005 and one international conference on counselling in 1998. Recently the government launched a Counselling Unit on 14 April 2005 within the Institute for Public Administration for civil servants and also launched the Brunei Darussalam Journal of Special



Education on 6 June 2005 for researchers to publish the outcome of their investigations on various aspects of education including educational counselling (Mundia,2009).

Accordingly, implementation of inclusive education was outlined in separate handbooks for learning assistance teachers (LATs), regular teachers, and head teachers (Special Education Unit, 1998a, b, c). Formal legislation for the provision of inclusive education is contained in The Education Order dated 31 December 2003 which is printed in the Brunei Darussalam Government Gazette of 2003, p. 996. In view of the policy and legislation stated above the government is the main provider of education to CWDs. Inclusive schools are registered by the Ministry of Education while special schools and centers are registered either by the Ministry of Culture, Youth and Sports (MoCYS) or the Ministry of Health (MoH).

In the past twelve years (1997-2009), Brunei Darussalam has implemented three major educational policies: (1) inclusive education, in 1998; (2) the National Education System for the 21st Century known in Malay as Sistem Pendidikan Negara Abad 21 or SPN21, 2008; and (3) education for the gifted / talented students, 2009. These changes are partly designed to diversify and broaden the provision of education and the development of the country's human resources. However, the success of these reforms will depend on many factors such as the suitability of the teachers, availability of funds, quality of schools, and changes in examinations.

The implementation of the ongoing SPN21 curriculum reforms by the Ministry of Education (2007), introduction of the education program for gifted and talented students (Ministry of Education, 2008), and current changes in teacher education policy at the Sultan Hassanal Bolkhiah Institute of Education (SHBIE) at the University of Brunei Darussalam (2009) are altogether partly intended to introduce new ways of teaching, learning, and studying to help the students to achieve higher but this may not be enough. To be successful, the curriculum reforms might need to be supplemented or complemented with the reform of school assessments particularly the public or national examinations to force instructors in schools to teach the new contents and skills. Moreover, the new skills to be taught under SPN21 and the new teacher education programs at the University of Brunei Darussalam (UBD) should preferably include non-traditional qualitative assessment strategies, effective learning strategies, higher-order critical thinking skills, concept mapping, effective study strategies, and anxiety/stress reduction techniques to assist students to improve their understanding, mastery, internalization, and retention of the learned knowledge and skills (Mundia, 2010)

## **4.2 Indonesia**

After ratifying the Salamanca Statement in 1997, Indonesia began implementing an inclusive education program by conducting inclusive education trials from 1998-2001 in several areas of Yogyakarta province to date. To strengthen its implementation, the regulation issued by Regulation of The Minister of National Education of The Republic of Indonesia, Number 70 the Year 2009, about inclusive education for students with special needs has the potential of intelligence and or students with special talents.

However, the beginning of inclusive education in Indonesia can be seen in 2001, when the Directorate for Special Education supported the first inclusive pilot school in Yogyakarta. Following this the Minister of Education's 2003 directive (the Direction Letter of the Directorate General of Primary and Secondary Education No 380/C.66/MN/2003) was for each region to develop at least four inclusive schools. This occurred in parallel to the Education Law 2003, which mandated free basic education for all and devolved school management to a local level. By 2008, 925 inclusive "pioneer" schools had been created (Sunardi, Yusuf, Gunarhadi, Priyono, & Yeager, 2011). Subsequent policies have endeavoured to facilitate inclusive education at national and regional levels. For example, a 2009

decree (Decree of the Minister of Education No 70-2009) stated that every district should have an inclusive high school and that every sub-district should have one inclusive primary and one inclusive secondary school. Block grants were given to support these schools (Budiyanto et al., 2020)

In the final draft of Governmental Decree Bill, Chapter II Article 12 on Integrated and Inclusive Education, it is stated that: (1) integrated and inclusive education aims to provide opportunities for students with disabilities to receive integrated education through regular school system so that their educational needs are met, (2) integrated and inclusive education can be implemented in primary schools, secondary schools, and higher education institutions, (3) the implementation of integrated and inclusive education may involve one or several types of students with disabilities, depending on the capability of the schools, (4) schools that implement integrated and inclusive education must provide special structures and facilities to accommodate the needs of students with disabilities, (5) students enrolling in integrated and inclusive education have a right to receive special evaluation, based on their particular abilities and needs, (6) the government attempts to provide incentives for schools that implement integrated and inclusive education, and (7) the implementation of points (1) through (6) is under the regulation of Education Minister and/or Regional Government.

As the ratification of CRPD in 2011 through law no. 19 of 2011, access to education for people with disabilities sounds to be more obligatory. Inclusive Education for students with disabilities seems facing new light as a way to reduce the discrimination of people with disabilities in education. Access to higher education for students with disabilities is also wide open since their right is guaranteed by the regulation of Ministry of Research, Technology and Higher Education No. 46 of 2017 about Special Needs Education. This regulation impulses Universities in Indonesia to welcome and provide services for students with disabilities by forming Centre for Disability Services.

However, access to higher education for students with disabilities remains discriminated although Indonesia has enacted regulation on it through Law no. 20 of 2003 on National Education. Still, the implementation of inclusive education is challenged by the lack of understanding on policy, philosophy, practices, infrastructures and teacher capacity. Students with Disabilities who wants to access higher education do not receive any accommodation and only accepted in *Pendidikan Luar Biasa* (education for special needs department), thus, only universities that provide this department that can accept students with disabilities, unless they should fight alone. Moreover, Indonesia national higher education entrance examination excluded participants who are deaf and blind, consequently, only students with physical disabilities who can access the university (D. Afryanti,2015). This illustration put the discrimination against people with disabilities in accessing education more visible (Lintangsari & Emaliana ,2020).

### 4.3 Malaysia

Special and inclusive education in Malaysia Education for students with disability in Malaysia has evolved following a global movement towards inclusion. The evolution of special education programs in Malaysia is based on the government's policy and international declarations such as the United Nations' World Program of Action Concerning Disabled Persons and the World's Declaration on Education for All (Jelas & Mohd Ali, 2012). The education system is centralized to only one ministry with the Ministry of Education responsible for all special education programs. There are three types of special education programs which include 'Special Schools', 'the Special Education Integrated Program' (SEIP) and 'the Inclusive Program'. A Special School means students with a disability are placed in a school exclusively catering for students with a disability and are segregated from other general students. The SEIP is comprised of special education classrooms located within a general school. In the SEIP students with disabilities are placed in a separate classroom but share the school's

facilities with general education students. The Inclusive Program in Malaysia means students with disabilities are placed in a mainstream classroom (Ministry of Education, 2004). Most students with disabilities in Malaysia who are being educated in an inclusive context are enrolled in the Special Education Integration Program (Malaysia Educational Statistic, 2013).

To date, there are no set rules governing the inclusion of students with disability in mainstream classrooms imposed by the government (Malaysia Education Blueprint 2013-2025, 2013). The placement of students in the Inclusive Program depends on a decision made by the special education teachers, general education teachers, school administrators and parents. Usually the students considered for the Inclusive Program are recruited from the SEIP integration program. Students are selected after several assessments by special education teachers through paper-based examinations (Ministry of Education, 2004) which aim to determine the students' learning capacity and potential to be included in the general education classroom. Although there are students with disability in the general education classrooms, the general and special education teachers tend to keep discrete role boundaries and have minimal or no collaboration (Jelas, 2000). Responsibility in ensuring successful teaching practices for students with disability in the general classrooms are mostly by the general education teachers (Ali et al, 2006). Given the fact that students' inclusion is recruited from the SEIP program, it is crucial to understand how the general and special teachers are working at this stage.

Accordingly, in 2012, the "Malaysia Education Blueprint 2013–2025" was introduced to generate major transformation and improvement in Malaysia's education system. Among the 11 Key Shifts for transformation and change, within the Blueprint, inclusive education was advocated for students with SEN, based on current national policy and international best practices. The Ministry of Education, Malaysia (2013) in its Malaysia Education Blueprint states it is committed to an inclusive education model and moving more students with SEN toward inclusion and that by 2021 to 2025, 75% of students with SEN will be enrolled in inclusive programs, all teachers will be equipped with basic understanding and knowledge of SEN, and high quality education will be provided to every child with special needs (Adams et al., 2016).

#### **4.4 Philippines**

A developing country, the Philippines is still in its advent in terms of implementing IE (Muega, 2016). However, as a signatory of the EFA framework of action (UNESCO, 1990) and the Salamanca Statement (UNESCO, 1994), it takes considerable efforts to provide a rich school experience and optimal learning to diverse learners. The Department of Education mandated DO No. 26, s. 1997, which is the Institutionalization of SPED Programs in all Schools to support the implementation of the Republic Act 7277 (Magna Carta for Disabled Persons) and to achieve the target set for the Asian and Pacific Decade of Disabled Persons (1993-2002) that 75 percent of the four million children with disabilities should be provided equal educational opportunities (Roxas et al., 2019). In the memorandum (DO No. 26, s. 1997), it was stated that all divisions shall organize at least one SPED Center which will cater children with special needs. Programs organized shall adopt the inclusive education concept or the different types of SPED programs suited to the needs of the learners. In addition, the curriculum on special education was implemented in support of Republic Act 7277 known as the Magna Carta for Disabled Persons and Department of Education issued the DO 26, s. 1997 in support to the act.

In the Philippine context, the Department of Education issued Department Order No 72, s.2009 which states three kinds of programme placement options in line with its implementation of IE; namely: full inclusion, partial inclusion, and self-contained in Special Education (Sagun-ongtangco et al., 2019). Notably, it lacks clear provisions and a definite process on how to include Children with

Disability (CWD) in the general education setting. Currently, very little is known about the practice of IE in the Philippines (Muega 2016). Moreover, there have been efforts for shared governance where policies exist to support EDI. An example is the Early Childhood Care and Development (ECCD) Act of 2000, reinforced through the formation of the ECCD Council by virtue of Executive Order No. 778 of 2009 (Sagun et al., 2020). However, challenges like weak enforcement, lack of political commitment, inadequate financing, and fragmentation of service delivery hindered its full implementation locally (Manuel & Gregorio, 2011)

Recently, the practice of inclusive education in the country is primarily enshrined in Section 8 of the Department of Education Order No. 43 or the Enhanced Basic Education Act (Department of Education, 2013). The policy provides a clear framework to achieve inclusiveness in designing and implementing the country's educational agenda. Lastly, being a signatory of the Salamanca statement, the country has put into policy few legislations to promote inclusion, and very recently enacted an active call towards inclusion through the "Enhanced Basic Education Act of 2013" which unequivocally requires all Filipino teachers to provide inclusion to the learners (Department of Education, 2013; Raguindin et al., 2020).

#### 4.5 Timor Leste

Like many developing countries, Timor-Leste is weighing the benefits of inclusive education with the apparent practical difficulties of teaching children with special learning needs in mainstream classes. The right to education for children with disability is clearly enshrined in the Constitution of Timor-Leste 2008. Section 16 (Articles 1 and 2) states that everyone has the same rights and no one shall be discriminated against, including on the grounds of 'physical or mental condition'. Children are afforded special protection against all types of discrimination (Section 18, Article 1) and the State is given responsibility for ensuring all people (including those with disability) have access to the highest level of education, in accordance with their abilities (Section 59, Articles 1, 2 and 4). Timor-Leste is also a signatory to a number of international conventions that prohibit discrimination on the grounds of disability and protect the right to education for children with disability. By 2015, the Ministry of Education wants every child to attend and complete six years of primary education. This is an ambitious and commendable goal for a country that saw 90 per cent of its schools seriously damaged or destroyed in the post-referendum violence of 1999 (Thomas & Legge, 2009).

To date, under article 115, paragraph 1st l. o) and article 115a VI a) and c) of the Constitution of the Republic, the Government decided to make the National Policy for inclusion and promotion of the rights of persons in difisiensia which has been approved by the Conselho of the Council of Ministers on April 18, 2012. However, reports published by the National Directorate of the Ministry of finance Estatistika in Timor-Leste reveal that the number of people with difisiensia does not have the opportunity to attend school. Thus, the national rehabilitation center (CNR) established under Decree-Law 37/2012, 1 August, which give assistance on physical Rehabilitation and mobility for persons with physical disabilities in Timor-Leste, for the provision of foot and hands plastic support, physiotherapy, occupational therapy, speak Therapy, wheelchairs, and Community Based Rehabilitation (Dores & Daci, 2019).

Through the adoption of the Sustainable Development Goals in 2015 and the approval of the new National Youth Policy in 2016 by the VI Government, Timor-Leste has committed to leave no youth behind. Timor-Leste is committed to ensuring the equal rights of persons with disabilities. The Constitution prohibits discrimination based on physical or mental condition. A National Policy on the Inclusion and Promotion of the Rights of Persons with Disabilities was adopted in 2012. A National Action Plan (NAP) on the Rights of Persons with Disabilities (2014-2018) exists to implement the

aforementioned policy, and in 2017, the Council of Ministers adopted an Inclusive Education Policy. The 2016 National Youth Policy specifically identifies young people with disabilities as a priority target group for support. Despite these commitments, gaps remain. As of March 2018, Timor-Leste had not yet ratified the UN Convention of the Rights of Persons with Disabilities (CRPD). Implementation of the NAP - according to a mid-term evaluation by Organizations of Persons with Disabilities (DPOs) - was limited. The establishment of a national disability council by Government, planned for several years, remained pending by March 2018.

## 5.0 Discussion

The findings of this analysis identify three key themes important for policy implementation in Inclusion education are: Facility, teacher's competency and parents' attitude as shown in Table 3. The author refers to goal SDG 4 as the basis for the description and identification of the required attributes. Table 3 shows the distribution of the 4 identified themes in selected countries.

Table 3. Summary of Studies across Countries

Num	Author	Country	Inclusive Education		
			Facility	Teachers	Parents
1	Budiyanto et al (2020)	Indonesia	x		
2	Lintangsari & Emaliana (2020)	Indonesia	x		
3	Raguindin et al (2020)	Philippine	x	x	
4	Sagun et al (2020)	Philippine	x	x	
5	Dores & Daci (2019)	Timur-Leste	x		
6	Sagun-ongtangco et al (2019)	Philippine	x	x	
7	Ecoben(2019)	Philippine		x	
8	A. Roxas et al (2019)	Philippine	x	x	x
9	Kenneth & Sales (2019)	Philippine	x	x	
10	Rasmitadila & Tambunan (2018)	Indonesia	x	x	
11	Adiputra et al (2018)	Indonesia		x	x
12	Budiyanto et al (2017)	Indonesia	x	x	
13	Yuwono et al (2017)	Indonesia	x	x	
14	Sheehy et al (2017)	Indonesia		x	
15	Adams et al (2016)	Malaysia		x	x
16	Khairudin et al (2016)	Malaysia		x	
17	Bari et al (2014)	Malaysia		x	
18	Pantea Beigi (2013)	Timur-Leste	x	x	
19	Haq & Mundia(2012)	Brunei	x		
20	Koay (2012)	Brunei		x	
21	Mundia (2010)	Brunei	x	x	
22	Mundia (2009)	Brunei	x	x	
23	Thomas & Legge (2009)	Timur-Leste	x	x	x

## 5.1 Facility

Referring to SDG 4 the key point of Target 4.7(4a) is to build and upgrade education facilities that are child disability, gender sensitive and provide safe, non-violent, inclusive and affective learning environments for all.

### 5.1.1 Indonesia

In Indonesia, schools can be categorized as regular, inclusive or special, and all three have continued to exist (Aprilia, 2017). Regular schools typically do not admit pupils with disabilities or special educational needs. These children might be taught in 'Sekolah Luar Biasa' (special schools), which traditionally have been orientated towards specific disability categories such as deafness (Purbani, 2013). The devolvement of school management to local levels has created a wide variation in school admission practices across special and regular schools (Aprilia, 2017) and this is seen as having a negative effect on school access rates, particularly in rural areas (Kristiansen, 2006). This local government at district (kota) level applies to state education. However, all special schools are governed at the broader provincial level. In addition, there is a religious school system, governed by Ministry of Religious Affairs (MORA) (Suwaryani, 2008). Whilst national laws may apply to religious schools, as with state schools, access by disabled children can be problematic (Afrianty & Soldatic, 2016) (Budiyanto et al., 2020).

Indonesia's National Education Department, through Directorate of Special School Education (under Directorate General of Primary and Secondary Education) develops policies and programs of Special Education which accommodate inclusive education as follow: Inclusive education is an education that involves students with special needs (disabilities) to learn together with their peers in public school, which will lead to them being part of the school society, to create conducive learning atmosphere. Inclusive education needs to be realized in Indonesia, based on the belief that everyone has the same rights and obligations. The implementation of inclusive education concepts is also promoted by the convention that children with special needs have the same rights and dignity to achieve their potentials within society.

Years earlier, two Universities, UIN (Islamic State University) in Yogyakarta and Universitas Brawijaya in Malang have pioneered centers for disability services. UIN has formed a center for disability services since 2007 while Universitas Brawijaya has formed a center for disability services in 2012. Both of universities provide almost the similar services for students with disabilities such as sign language interpreter, volunteer for book digitalization, accompanier for the blind and wheel-chair user and conducting research and project related to inclusive encouragement in Indonesia. One that makes difference between two institutions that Universitas Brawijaya provides affirmative action through an annual selection program called SPKPD, an annual selection designed specifically to grant students with disability access to enroll higher education apart from the National University Selection. This special selection is designed recalling twofold, (i) the national university selection has not been providing accessible test for applicants with disabilities and (ii) the previous level education of students with disabilities, specifically those graduated from Sekolah Luar Biasa (Segregated schools for students with disabilities), had not prepared them for higher education. This affirmative program is considered as a way to speed up equality for students with disabilities to get access to higher education. This affirmative program places Universitas Brawijaya as favourite university for students with disabilities. From 2012 until 2018, there have been 124 SWD with various disabilities studying in Universitas Brawijaya. The center provides services for SWD in terms of the academic activities but less attention given to the teaching practices. Consequently, most of lecturers who teach students with disabilities in their class are less equipped in providing access and curriculum adjustment to facilitate students with disabilities. Encouraging inclusive education for students with disabilities in

higher education has been well enforced by the Indonesian government through various laws and regulations. Nonetheless, the practices of welcoming and accommodating student with disabilities in higher education still need a lot of supports and enforcement (Lintangsari & Emaliana ,2020).

Despite this, the Inclusive Indonesian Classrooms project is a joint endeavour between the State University of Surabaya, Indonesia, and the Open University, United Kingdom. It aims to develop pedagogical strategies and teaching approaches to facilitate inclusive teaching (Sheehy & Budiyanto, 2014). Examination of effective inclusive practice highlights the importance of using social interactions as an educational tool (Littleton & Mercer, 2013; Rix et al., 2006). However, this way of teaching can only benefit children if they can access the social interactions that mediate the classroom’s curricular activities and resources. This is a profound issue for children with autism who experience difficulties with language and communication (UNESCO, 2009). This issue of autism has therefore become one focus for the Inclusive Classrooms project. A starting point for exploring this issue was a need to gain insights into Indonesian teachers’ awareness of autism and different teaching approaches that are associated with autism, and their beliefs about where children with autism are best educated (Budiyanto et al, 2020). This is the first Indonesian research to show that many regular schoolteachers are teaching children with autism and challenges the suggestion that this group of children are necessarily unlikely to access even special education within Indonesia (Tucker et al., 2013).

### **5.1.2 Malaysia**

The Ministry of Education of Malaysia in view of making such social unity possible, decided to integrate students with SEN into the national schools as part of a reform initiative to educate the community, increase awareness on the educational rights of children and youth with SEN (Ali et al., 2006; Jelas & Ali, 2012). Many educators, parents and individuals with special needs welcome the fact that regardless of their special needs, pupils can attend school together with their peers (Beacham & Rouse, 2012; Krahe & Altwasser, 2006) (Adams et al., 2016). Thus, it could be concluded that inclusive education is widely encouraged in Malaysia.

### **5.1.3 Philippines**

In the Philippines, the Department of Education is the implementing arm of all programs related to special education. “In line with the Department’s thrust in providing quality and inclusive basic education for all, the Department of Education (DepEd) continues to provide the necessary educational interventions for learners with certain exceptionalities through its Special Education (SpEd) program. To date, DepEd has recognized a total of 648 SpEd Centres and regular schools offering the program,471 of which are catering to elementary students and 177 are catering to High School students (Kenneth & Sales, 2019).

According to Department of Education (2017), the instructional programs that the SpEd teachers shall implement are as described in the following Figure 4. In addition, to address the needs of the diverse learners, it includes programs but is not limited to: (a) Program for the gifted, (b) Program for the learners with a disability, (c) Madrassah Program, (d) Indigenous Peoples’ Education Program, (e) Program for learners under challenging circumstances (Bustos et al., 2014). The policy is in response to the call of quality and equity of education for Filipino learners. The Philippines has an established policy on the implementation of IE; however, it still grapples with the issue of quality and durability of its implementation (Muega, 2016).

Self-contained/Special Class	<ul style="list-style-type: none"> <li>•A separate class for only one type of exceptionality which serves moderate to severe types of disabilities</li> </ul>
Itinerant Teaching	<ul style="list-style-type: none"> <li>•A traveling teacher reaches out to children with special needs in other schools or at home to provide direct and consultative services</li> </ul>
Resource Room	<ul style="list-style-type: none"> <li>•A designated place where the child with special needs enrolled in the regular school program goes to in order to make use of the specialized equipment</li> </ul>
Pull-out	<ul style="list-style-type: none"> <li>•Child enrolled in the regular class reports to the resource room for a period of time for special instructions by the SPED teacher</li> </ul>
Integration/Mainstreaming	<ul style="list-style-type: none"> <li>•Refers to the enrolment of a child with special needs in a regular class with support services.</li> </ul>
Inclusion	<ul style="list-style-type: none"> <li>•All children with disabilities, regardless of the nature and severity of their disability and need for related services, receive their total education within the regular education classroom</li> </ul>

Figure 4. Special Education in Philippines

Source: Roxas et al., (2019)

In the local context, one of the programmes spearheaded by Save the Children in the Philippines is KASALI or Kabataang – Aralin Sa Lahat Ay Ibahagi (Education for All Children). This programme aims to provide CWD, ages 12 years old and below, with access to inclusive basic education programmes and services. The project aims to be of benefit mainly for CWD through general interventions designed to improve Early Childhood Care and Development (ECCD) centres in the community and elementary schools for a broader goal of providing a wholistic support for children with and without disabilities in 50 barangays and at least 89 learning sites in the three key cities of Paranaque, Taguig, and Pateros. Together with the children, adults are also stakeholders of the project, from local government community partners at the city and barangay levels, regional partners from national government agencies such as the Department of Education (DepEd), Department of Social Welfare and Development (DSWD), National Council for Disability Affairs (NCDA), and the Department of Interior and Local Government (DILG), to partners from the civil society and private institutions (Sagun-ongtangco et al., 2019).

### 5.1.3 Timur-Leste

Notwithstanding progress, many services are not yet accessible for persons with disabilities. Despite the positive step by Government to adopt the Inclusive Education Policy in 2017, many youths with disabilities continue to be out-of-school. Despite the positive step by Government to adopt the Inclusive Education Policy in 2017, many youths with disabilities continue to be out-of-school. Less than half (44%) of youth aged 15-24 years with disabilities have ever attended school, which is half the rate (87%) of their peers without disabilities. The recent Education Monograph shows that the percentage of disabled youth aged 5-24 years who have never attended schools is more or less the same between boys and girls (54% and 55%, respectively). Youth with disabilities who entered school have a higher dropout rate than their peers: two thirds (66%) did not make it to secondary school; while only half (51%) of youth with disabilities who not have a disability drop out that early (Thomas & Legge, 2009).



In addition, the Association for Disability in Timor-Leste (ADTL) reported that there are no materials in braille available in schools, and no sign language interpretation. This leads to exclusion of those who have significant visual and sensory disabilities. There are some adult learning opportunities for older youth, made available by NGOs with some support from Government. This includes adult education so that persons with a visual disability can obtain a primary school diploma under the so-called Special Class for Re-entry Education established by the Ministry of Education and the ADTL, and youth and young adults being taught braille by DPOs. However, the opportunities are largely offered in Dili only. While recognizing the steps taken by the Government to promote equality of persons with disabilities, FGD participants were concerned that Government itself is still using stigmatizing language when addressing people with disabilities. For example, the pension for people with disability is called “subsidiu ba invalidu”, or the “subsidy for invalids”, which has a negative connotation. In Timor-Leste, the Nabilan program on Ending Violence Against Women’s 2016 baseline survey found that women who reported a disability were 2.5 times more likely to have experienced domestic violence. While the Nabilan study could not differentiate whether domestic violence led to disability or women with disabilities were more likely to experience violence, both cases are probable (United Nations & Belun, 2018).

Moreover, the education of children with disability has not been prioritized. Few services exist to support families or schools (especially outside the capital Dili) and the vast majority of children with disability do not receive any education. Timor-Leste has one special school, in Dili, a legacy from Indonesian times. But enrolment rates are low—in 2008 the school had 13 students. Attendance is sporadic due to problems with transport and many of the students are older than 18 years and would be better served by supported, vocational training options. It is clear to most that a single, under-resourced, special school in the capital cannot meet the varying needs of children with disability. Nonetheless the school has been invaluable for some students and has unique resources in the form of teachers trained in Braille and sign language. But as changes to the national schooling system are being planned, professionals in both disability and education are beginning to consider how the needs of students with disability will be met (Thomas & Legge, 2009).

## **5.2 Teachers**

### **5.2.1 Brunei**

The University of Brunei Darussalam (UBD) offers a certificate course, a BEd and an MEd in special education (SHBIE Handbook, 2007). Students on other 6 Electronic Journal for Inclusive Education, degree, and diploma programs with a focus on education such as the BA, BSc and Diploma in primary education also take courses in special education (Koay & Sim, 2004). According to the policy of the Ministry of Education all trainee teachers at the university have to take courses in inclusive education. One noticeable concern is that the amount of collaboration between the Special Education Unit and the Division of Counselling and Career Guidance is not known just as there is no information on or about consultations between special education teachers and school counsellors (Mundia, 2009).

Furthermore, the Special Education Unit of the Ministry of Education provides special education services such as educational assessment, learning support, induction courses, and workshops. Special educators in Brunei are trained at the University of Brunei Darussalam at the undergraduate and postgraduate levels. Preservice student teachers take courses in educational psychology, special and inclusive education, and guidance and counseling. Although special education in Brunei Darussalam is developing rapidly, there exist challenges to the implementation of inclusive education. The importance of collaboration between general and special education teachers is stressed as pertinent to the success of inclusive programs in primary and secondary schools (Faridah

2014). Despite this, the Special Education Unit in collaboration with the Curriculum Development Department, produced a curriculum guide for students with high support needs (Special Education Unit, 2005). The guide, which is in form of intervention lesson plans, focuses on the following topics: communication; gross and fine motor skills; social skills; self-care; health and safety; Islamic religious education; self-direction; functional academics; leisure skills; work skills; information communication technology (ICT) skills; assessment; and individualized education plans IEP). The curriculum guide was officially launched and explained to teachers at a conference organized by the Ministry of Education (Special Education Unit, 2007; Lim, 2007a, b; Yeo, 2007).

Because of inclusion, school counsellors in Brunei might be required to work more cooperatively than before with special needs teachers, regular teachers, and school administrators in designing and implementing the reformed curriculum. They may also be required to work closely and collaboratively with these peers and parents of disabled and gifted students during the provision of academic, personal, and career counselling services to needy students. Depending on the nature of the student's problem(s) some counselling interventions and consultations may need to be dyadic or triadic. The need for school counsellors to receive in-service training in curriculum adaptation for inclusive education seems to be implied (Mundia, 2009). The importance of schoolteachers and counsellors in Brunei to have the relevant skills for intervening with severely disabled students was recently the subject of the "Curriculum Guide for Students with High Support Needs" conference organized by the Special Education Unit in the Ministry of Education from 3 to 4 September 2007. At this conference Lim (2007a, b) and Yeo (2007) presented papers that were deemed useful to both teachers and counsellors in inclusive educational settings. The Special Education Unit (2007) emphasized the use of ICT as a basic intervention tool that could be employed by schoolteachers and counsellors (Mundia, 2009).

One of the first steps that Brunei Darussalam took after embracing inclusive education was the establishment of the Special Education Unit (SEU) in 1994. The SEU was directed by the Ministry to organise services for students with SEN with assistance from Special Educational Needs Assistance (SENA) teachers, the school-based team (SBT) and regular classroom teachers. The initial focus of the SEU after its establishment was the training of the SENA teachers. Since 1995, the SEU and the University of Brunei Darussalam (UBD) have jointly conducted a 1-year in-service certificate in special education programme to prepare regular teachers to become SENA teachers. The certificate in special education programme equips teachers with basic knowledge and skills to identify and assist learners with SEN (Sheehy et al., 2017). Three of the practical issues of Brunei school counsellors may need to advocate for are listed and briefly highlighted as in Figure 5.

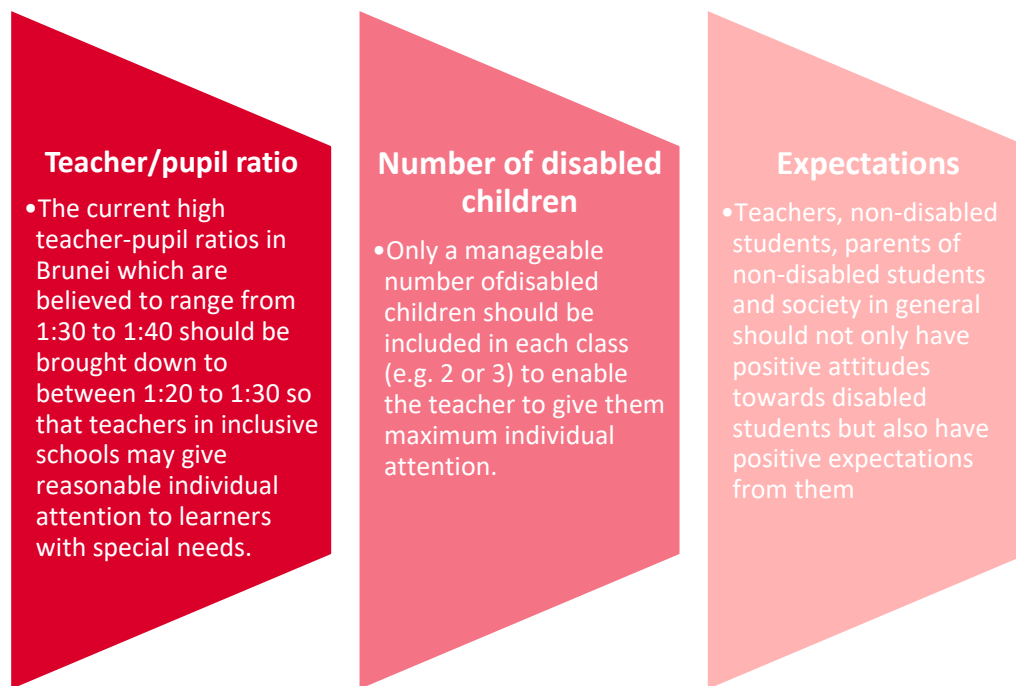


Figure 5. Practical issues of Brunei school counsellors  
Source: Mundia (2009)

### 5.2.2 Indonesia

A joint project between the State University of Surabaya, Indonesia and The Open University, United Kingdom, explored the development of Key Word Signing (KWS) for inclusive classrooms. The findings suggest that a new model of teacher training is needed, along with revised classroom materials, if the approach is to support inclusive practices within schools rather than developing isolated 'signing teachers'. The current research suggests that the issue of stigmatization may be significant even within inclusive schools, and that the selection of research methods is particularly important in accessing teachers' beliefs about, and experiences of, this issue. This research highlights, for the first time, that the pedagogy within inclusive Indonesian schools may have a different underpinning conceptualization to that noted in Western research (Budyanto et al., 2017).

Another study from Rasmitadila and Tambunan (2018) highlighted that graduates of special-needs teachers are more specialized in special schools, with a more promising career of being a permanent schoolteacher or as a civil servant teacher. This is contradictory if teachers with special education graduates who teach in inclusive schools or regular schools with special needs students have status only as honorary teachers. This condition causes the reluctance of special teachers to teach in inclusive schools. The government has not maximally facilitated public schools as an example of inclusive schools in various regions of Indonesia. The implementation of inclusive education is an obligation of every sub-district in all provinces as a form of educational service for all children without exception. Problems are arising when evaluated from the requirements of the establishment of inclusive schools based on the results of surveys conducted relating to the criteria for establishment of inclusive school candidates themselves (Rasmitadila & Tambunan, 2018).

However, teacher training and the teachers' responses clearly indicated that they would like training in teaching children with autism, specifically training which is practical in nature and allows skill development explicitly relevant to their classroom practice (Budyanto et al., 2020). A joint project

between the State University of Surabaya, Indonesia and The Open University, United Kingdom, explored the development of Key Word Signing (KWS) for inclusive classrooms. The findings suggest that a new model of teacher training is needed, along with revised classroom materials, if the approach is to support inclusive practices within schools rather than developing isolated 'signing teachers. The current research suggests that the issue of stigmatization may be significant even within inclusive schools, and that the selection of research methods is particularly important in accessing teachers' beliefs about, and experiences of, this issue. This research highlights, for the first time, that the pedagogy within inclusive Indonesian schools may have a different underpinning conceptualization to that noted in Western research. (Budiyanto et al., 2017)

### 5.2.3 Malaysia

This study has explored how far collaboration as a creative partnership can be used by teachers and parents to achieve inclusion within a regular classroom. It also examined teachers and parents: (i) understanding about special educational needs; (ii) willingness to communicate in matters pertaining to special educational needs; (iii) their perceived roles in implementing special educational needs; (iv) expectations of each other's role in implementing special educational needs. The study further highlights what is required for this goal to be practically achieved (Adams et al 2016).

The empirical analysis data showed that teachers believed that SEN activities needed to be custom made to meet the objectives determined for each student. This finding from this study is consistent with Huefner (2000) showing that as IEP is a program for individualized learning, this means it should also be developed based on students' individual needs. Teachers needed to establish measurable goals that allow them to recognize students' performance achievement (Bateman & Herr, 2006). In this study, teachers showed their willingness to learn from parents on the best practices and strategies to guide the SEN students.

Besides that, another research suggested that teacher-training programs should also include the preparation of general education teachers to address the needs of students with disability to promote successful inclusive education with effective collaboration between general and special education teachers (Burstein et al., 2004). Without effective interaction between the Education Department and special education teacher training programs, there will be a gap between what the government expects and the quality of the special education teachers that education providers produce. Adequate preparation and ongoing support for novice teachers will help to ensure that special education teachers remain in this challenging field. This kind of investment in the early years of a teachers' career will entice teachers to continue in their chosen profession and consolidate their skills, thus increasing their own feelings of self-efficacy and bringing long-term educational benefits to the lives of students with disabilities. (Khairudin et al., 2016)

### 5.2.4 Philippines

Muega (2016) reported that one factor that needs to be discovered is the teachers' appreciation and value of inclusion. The same author also emphasized that general education teachers are not equipped to carry inclusion in their classrooms and that it is vital to challenge school communities to develop appreciation and value of promoting the presence of diverse learners. The direct appeal for teachers to respect diversity is valued, which stems from a positive attitude, self-efficacy, and right behaviours toward inclusive practices (Raguindin et al., 2020). Accordingly, teachers continue to struggle, and they can challenge themselves, go beyond their limit, and can produce coping strategies. Second, Del-Corro-Tiangco (2014) claimed that Filipino teachers have high regard for their profession manifested

in their willingness to provide a productive learning environment for maximum learning of their diverse class. However, a series of workshops and professional development activities are being done in various school divisions to support the teachers in this transition (Raguindin et al., 2020).

Referring to Kenneth and Sales (2019) analysis, challenges faced by the teachers in inclusive education are lack of special education teachers, lack of facilities for special care, lack of special education classes, lack of appropriate resources and inappropriate allocation of learning materials. Besides that, in a research by Muega and Echavia (2011), they found out that many schools do not have enough teachers to handle inclusive education. In the 87 in-service teachers who said they are willing to handle and work with professionals for the inclusion of Children with Special Needs in general education classrooms, but their overall response indicates they are not prepared to take on the challenge of handling students with disorders or disabilities (Ecoben, 2019).

### 5.2.5 Timor-Leste

By 2015, the Ministry of Education wants every child to attend and complete six years of primary education. This is an ambitious and commendable goal for a country that saw 90 per cent of its schools seriously damaged or destroyed in the post-referendum violence of 1999. The challenges are not confined to infrastructure. Timor-Leste has inherited an education system with few qualified teachers, overcrowded classrooms, high rates of repetition and low instruction hours (World Bank 2004).

In April 2008, Plan Timor-Leste and fellow NGO, Asosiaun Hi'it Ema Ra'es Timor (Association for the equality of the disabled people of Timor (ASSERT)), completed the first national survey of disability in primary schools. A quantitative study of schools (rather than of children with disability), the survey was designed to provide information to the Ministry of Education on how many children with disability currently attend regular schools across the country. The aim was to develop baseline data to help monitor the impact of future inclusive education initiatives. The recommendations from the study are summarized as in Figure 6.

Based on the findings, there are major difficulties in accessing basic information about children in schools and an absolute lack of reliable data on numbers of 'out-of-school children' (including drop-out rates). The collection of this information is critically important to the education sector as a whole and should be prioritized. It is also important that inclusive education issues are integrated into any future plan to strengthen and reform EMIS. At a minimum, a disability indicator should be added to the routine enrolment data collected by EMIS to assist with monitoring and planning support services. This study suggests that training of school directors will be required to develop a common understanding of disability terms to ensure the data collected is reliable (Thomas & Legge, 2009).

Timor-Leste is currently rebuilding and restructuring its education sector. It is in a unique position to develop a truly inclusive approach to schooling that will ensure all children receive an education. There is much work to be done at a policy level as well as within schools and communities to ensure students with disability are enrolled in primary school and teachers can provide a quality education to all their students. In April 2008, a sub-working group on inclusive education was established, largely led by disability advocates, demonstrating a commitment to finding ways of improving the quality of education in schools. But this is not just a disability issue (Thomas & Legge, 2009).

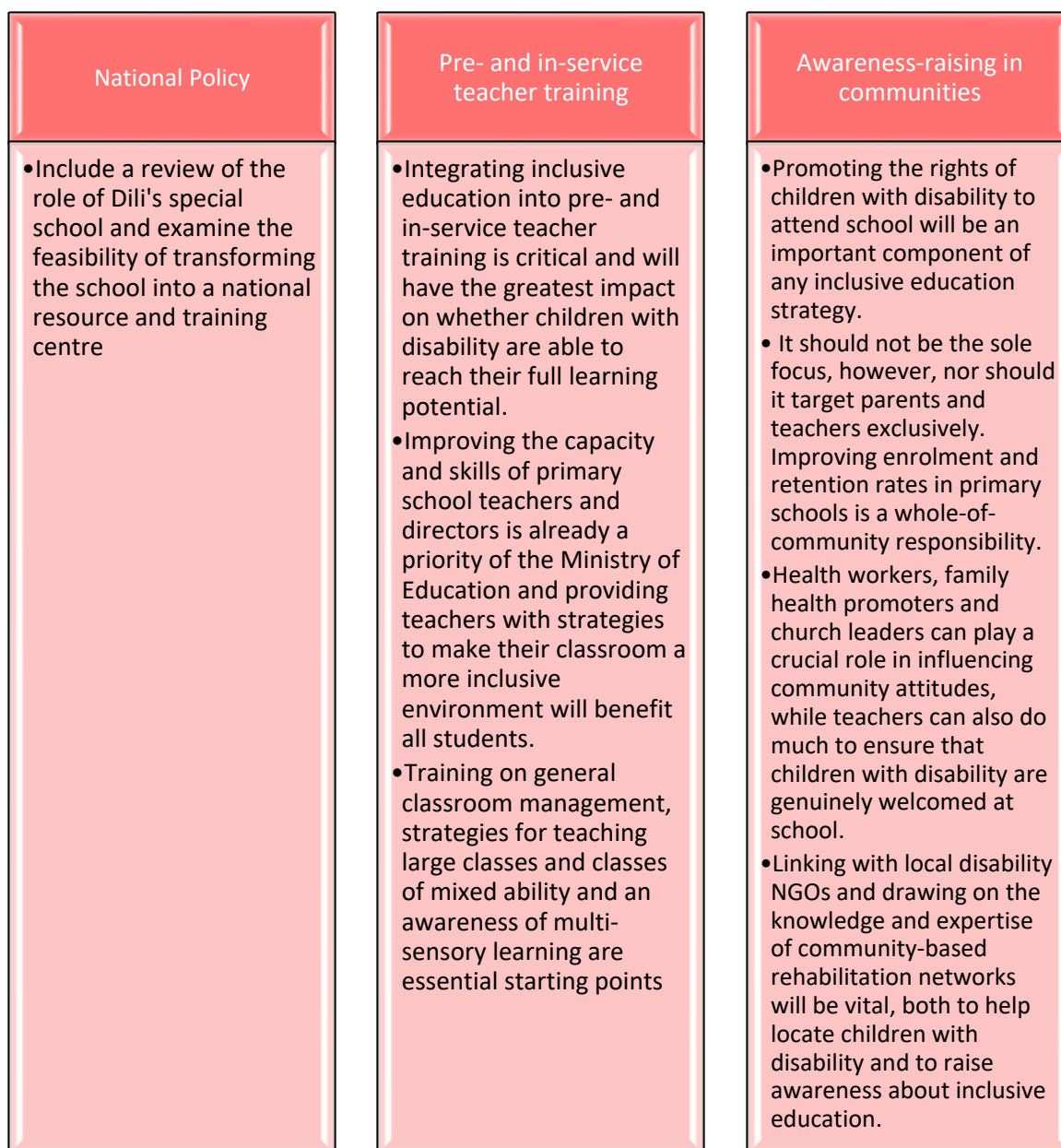


Figure 6. Future of Inclusive Education Initiatives

In November 2011, with the sponsorship of the then Timorese President Jose Ramos-Horta, over 35 Timorese male and female members of the Rotaract Club of Dili completed a two-day teacher training course in Dili. They were trained to teach a peace and conflict resolution curriculum, which had been written by the Peace Jam Foundation, to two different age groups: 11 to 14 years and 14 to 24 years. The adopted model of participatory peace education culminated in a youth peace and leadership conference in May 2013. Up to 21 Australian Interact and Rotary Youth Exchange students and 40 Timorese male and female students participated. The conference adopted Peace Jam's model, which comprised workshop sessions, team building exercises, keynote addresses and a community service project concerning global issues such as ending violence against women, alleviating poverty, controlling spread of disease and access to education (Beigi, 2013)

### 5.3 Parents

Inclusive education requires the support of parents of children with disabilities and parents of normal children so that can be carried out well. This theme discusses the perception and attitude of parents of children with disabilities.

#### 5.3.1 Indonesia

Referring to Adiputra et al (2018), there are two groups of parents' perception responses, namely, a group of parents who support and a group of parents who reject inclusive education, which is then classified based on cognitive, behavioural, facility and social aspects. These results illustrate that there are differences of opinion among parents regarding inclusive education. It is considered that parents do not understand the purpose of implementing inclusive education so that some people think that it is dangerous. The implications of this study expected that the relevant stakeholders should be able to socialize in advance about inclusive education before the system is implemented so parents understand the usefulness of inclusive education for the development of their children. This problem also occurs in various countries as implementing inclusive education.

If parents have a good perception of inclusive education, it will help the successful implementation of inclusive education at schools. This is because the perception of parents will affect the perception of the child, especially in primary school children. Parents who have disabled children are very enthusiastic about inclusion education compared to parents who have normal children, so it is necessary to provide understanding to parents who have normal children about the goals in inclusive education. Positive parental perception will cause any program to inclusive education to be able to run well because there will be parent involvement to give understanding to their child to petrify children with disabilities (Adiputra et al., 2018).

#### 5.3.2 Malaysia

The Education for All Handicapped Children Act (EAHCA, 1975); the Education of the Handicapped Act Amendments (EHAA, 1986), and the Individuals with Disabilities Education Act Amendments (IDEA, 1997), recognize teacher-parent collaboration as an essential component in effective special educational practices. The underlying assumption of such partnerships is that teachers and parents should work together to provide the child with the best education possible (Adams et al., 2016). Parents in this study expressed that teachers had explained all the necessary information they needed to know on their child. Parents appreciated teachers' efforts and thus would be more considerate in their expectations toward teachers. Parents seemed to be rather contented with the service teachers gave in SEN implementation. Parents in the study also acknowledged teachers' effort in guiding and educating their children by their confidence in allowing teachers to prepare their child's IEP learning objectives (Adams et al., 2016).

#### 5.3.3 Philippines

Roxas et al. (2019) in his study mentioned that the most common problems encountered by the school heads and teachers were the parents in the in-denial stage and the availability of instructional materials. The researcher also recommended orientation should be conducted to the parents and tapping the Local Government Units for the financial assistance to support the program were strategies in addressing the problems encountered in the SPED programs.

#### 5.3.4 Timor-Leste

The results of the first national survey of disability in Timor-Leste's estimate that most children with disability in Timor-Leste are not in school. The survey data estimates that there may be up to 18,000 children with disability who should be attending primary school and are not. What is more, the data suggests that girls with disability may be less likely to be enrolled in school and/or more likely to drop out than boys with disability. Further research is required to understand these gender differences and to determine the specific barriers to education for girls and boys with disability. The findings on over-age enrolment are of particular concern. Timor-Leste has high rates of over-age enrolment in general, due to late entry to school, interrupted schooling, and high rates of grade repetition. These trends present a considerable challenge to the efficiency of the primary education system. Nationally it is estimated that 16-20 per cent of all students in grades 1 and 2 are repeating the school year. By grade 6, however, the over-age enrolments are much lower (around three to five per cent). Over-age enrolment for students with disability is high across all grades and highest in the older grades. Children with disability, especially a milder disability, are as likely to start school on time as other children.

The high rates of over-age enrolment indicate a failure of the education system to progress students with disability through the primary grades and indicate a bottleneck at the end of primary school, suggesting a lack of appropriate secondary school and vocational options. This reveals that the parents in Timor-Leste are playing an important role in upholding the inclusion education and yet their awareness level is beyond satisfactory level. While the study reveals some major challenges that need addressing, it is important to highlight some positive indicators. Although a national policy on the education of children with disability does not yet exist, some children with disability are managing to go to school. When children with disability do go to school, they are going to their local primary school with friends and siblings. The findings also indicate that children with disability can and do go to regular schools and that many families recognize the value of education for all their children. This is a stark reminder that the realization of these rights will require a major commitment from the Government of Timor-Leste and its development partners in the coming years (Thomas & Legge, 2009).

It is also apparent that Timor-Leste is undertaking wide-ranging reforms of the education sector as it strives to meet its constitutional obligations and ensure quality education for all. In doing so, it must address the many barriers to full participation in the education system, namely, poverty, distance to school, gender, language of instruction and, of course, disability. The goal of education for all will only be met if special attention and resources are given to marginalized children, especially those with disability.

### 6.0 Empirical Findings

Presentation of empirical findings is sub-divided into two; i) Descriptive Analysis of the Online Survey, and ii) Thematic analysis of the open-ended questions related to inclusivity.

#### 6.1 Online Survey across Countries

Online survey has been conducted to respondents in all four countries. As earlier mentioned, inclusivity questions were integrated in questionnaire which seek respondents' opinions on primary and secondary education (Sector Wide Policy and Plan), Teacher Policy and Plan, early childhood education (Sector Wide Policy and Plan) and TVET. The following sections will discuss descriptive findings from the online survey.



### 6.1.1. Inclusivity across Thematic Areas

#### i. Inclusivity in Primary and Secondary Education

Table 4 summarises data related to inclusive education in primary and secondary education across four countries that responded to the online questionnaire.

Table 4. Inclusivity in Primary and Secondary Education

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
<b>Brunei</b>					
Intervention executed for children at risk (immigrant/refugee/out-of-school/CLHIV/disabilities)	11.0	33.0	9.0	6.0	41.0
Education facilities is sensitive to children with disabilities	13.0	32.0	23.0	9.0	23.0
Education facilities is sensitive to gender	18.0	46.0	13.0	2.0	21.0
Education facilities is safe	32.0	59.0	4.0	1.0	4.0
Education environment is non-violent	36.0	57.0	3.0	1.0	3.0
Education environment is inclusive.	23.0	51.0	13.0	2.0	11.0
<b>Indonesia</b>					
Intervention executed for children at risk (immigrant/refugee/out-of-school/CLHIV/disabilities)		50.0			50.0
Education facilities is sensitive to children with disabilities	50.0	50.0			
Education facilities is sensitive to gender		100.0			
Education facilities is safe		100.0			
Education environment is non-violent	50.0	50.0			
Education environment is inclusive.		100.0			
<b>Malaysia</b>					
Intervention executed for children at risk (immigrant/refugee/out-of-school/CLHIV/disabilities)	16.7	38.3	25.0	10.0	10.0
Education facilities is sensitive to children with disabilities	16.7	43.3	20.0	13.3	6.7
Education facilities is sensitive to gender	21.7	40.0	20.0	11.7	6.7
Education facilities is safe	31.7	43.3	10.0	10.0	5.0
Education environment is non-violent	26.7	43.3	15.0	8.3	6.7
Education environment is inclusive.	25.0	48.3	16.7	6.7	3.3
<b>Philippines</b>					
Intervention executed for children at risk (immigrant/refugee/out-of-school/CLHIV/disabilities)	50.0	25.0		25.0	
Education facilities is sensitive to children with disabilities	25.0	75.0			
Education facilities is sensitive to gender	25.0	75.0			
Education facilities is safe	25.0	75.0			
Education environment is non-violent	25.0	75.0			
Education environment is inclusive.	25.0	75.0			

Based on Table 4, it could be inferred that overall respondents from Brunei and Malaysia demonstrated similar pattern of agreement in their perception of inclusivity at primary and secondary schools. Looking through every item, it was shown that in almost every item, almost half of them tend to agree, whereas the remaining half either disagree or undecided with most of the statements. Interestingly, respondents from Indonesia and Philippines mostly either strongly agree or agree to almost all items which was used to measure to what extent inclusivity has been featured in their primary and secondary education.

Output in Table 4 also reveals that for item Intervention executed for children at risk (immigrants, out-of-schools etc.), Brunei and Indonesia demonstrated similar perception on their country intervention to this aspect. Although almost half of them (Brunei 41.0%), Indonesia (50.0%) were undecided of their country commitment to children at risk. Whereas in Malaysia and Philippines most of them satisfied with their country intervention on this group of children.

## ii. Inclusivity in Teacher Policy and Plan

Table 5 summarizes Inclusive elements in teacher policy and plan as indicated from respondents in Brunei, Indonesia, Malaysia, and Philippines.

Table 5. Inclusivity and Teacher Policy and Plan

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
<b>Brunei</b>					
Selection of teachers is diverse and include person with disabilities	17.2	37.6	18.3	7.5	19.4
Selection of teachers is diverse in terms of country's ethnic composition	26.9	26.8	8.6	1.1	23.7
<b>Indonesia</b>					
Selection of teachers is diverse and include person with disabilities	11.1	66.7			22.2
Selection of teachers is diverse in terms of country's ethnic composition	22.2	55.6			22.2
<b>Malaysia</b>					
Selection of teachers is diverse and include person with disabilities	26.2	46.4	19.0	1.2	7.1
Selection of teachers is diverse in terms of country's ethnic composition	25.0	51.2	13.1	3.6	7.1
<b>Philippines</b>					
Selection of teachers is diverse and include person with disabilities	22.2	33.3	22.2	22.2	
Selection of teachers is diverse in terms of country's ethnic composition	22.2	22.2	44.4	11.1	

Based on Table 5, inclusivity is also emphasized in teacher recruitment. Almost all countries showed percentage of agreement of more than 50% on items which emphasizes selection of teachers is diverse and include person with disabilities. Similar pattern of agreement was also shown when it comes to diversity in terms of ethnicity. More than 50% of the respondents from each country agreed that candidates from various ethnic backgrounds were given equal opportunities to be chosen to join teacher training and hence be offered as teachers upon once they have successfully completed their training.

iii. Inclusivity and Early Childhood Education

Early childhood education is an important educational component that warrant equal attention to make sure cognitive and affective readiness before children could start their formal primary education. Table 6 summarizes feedback received from the stakeholder's issues related to inclusive initiative in early childhood learning experience.

Table 6. Inclusivity in Early Childhood Education

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
<b>Brunei</b>					
Intervention executed for children at risk (eg. immigrant/refugee/out-of-school/CLHIV/disabilities) for early childhood education	17.1	31.4	5.7	11.4	34.3
Preschool facilities are sensitive to children's needs	31.4	34.3	11.4	2.9	20.0
Preschool facilities are sensitive to children with disabilities.	20.0	25.7	22.9	11.4	20.0
Preschool facilities are sensitive to gender	17.1	40.0	17.1	2.9	22.9
Preschool environment is non-violent.	54.3	46.7			
Preschool environment is inclusive.	28.6	54.3	11.4	2.9	2.9
<b>Indonesia</b>					
Intervention executed for children at risk (e.g., immigrant/refugee/out-of-school/CLHIV/disabilities) for early childhood education	14.3	57.1	28.6		
Preschool facilities are sensitive to children's needs	28.6	71.4			
Preschool facilities are sensitive to children with disabilities.	28.6	71.4			
Preschool facilities are sensitive to gender	14.3	85.7			
Preschool environment is non-violent.	14.3	71.4	14.3		
Preschool environment is inclusive.	14.3	57.1	28.6		
<b>Malaysia</b>					
Intervention executed for children at risk (eg. immigrant/refugee/out-of-school/CLHIV/disabilities) for early childhood education	50.0	25.0	25.0		
Preschool facilities are sensitive to children's needs	50.0	25.0		25.0	
Preschool facilities are sensitive to children with disabilities.	25.0	50.0		25.0	
Preschool facilities are sensitive to gender	50.0	25.0		25.0	
Preschool environment is non-violent.	50.0	25.0		2.0	
Preschool environment is inclusive.	50.0	25.0	25.0		
<b>Philippines</b>					
Intervention executed for children at risk (e.g., immigrant/refugee/out-of-	29.4	35.3	17.6	17.6	

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
school/CLHIV/disabilities) for early childhood education					
Preschool facilities are sensitive to children's needs	23.5	53.9	11.8	11.8	
Preschool facilities are sensitive to children with disabilities.	29.4	35.3	23.5	11.8	
Preschool facilities are sensitive to gender	41.2	35.3	5.9	17.6	
Preschool environment is non-violent.	47.1	35.3		17.6	
Preschool environment is inclusive.	47.1	35.3		117.6	

Based on Table 6, it could be inferred that early childhood learning experiences in every country as perceived by the respondents committed in making sure that learning environment is conducive and safe for children with learning disabilities as well as free from gender bias. 82.9% of respondents from Brunei agreed that pre-school environment is inclusive, whereas Malaysians, Indonesians, and Philippines demonstrated 75%, 71.4% and 82.4%, respectively. More than 50% of respondents from each country has concurred that facilities in early childhood learning centers not only sensitive to the needs of children with learning disabilities, but also free from bias in terms of gender. It was evidenced as indicated in all the items, whereby respondents from each country demonstrated percentage of agreement of more than 50%.

iv. Inclusivity and Technical Vocational Education and Training (TVET)

Table 7 summarizes feedback from TVET educators whether TVET learning experiences at their countries also accessible to those with disabilities and other aspects which are related to inclusivity. Based on Table 7, it was apparent that TVET education is offered to persons with disabilities in Malaysia and Philippines whereby 87.2% of the respondents agreed that TVET is offered for person with disabilities in Malaysia and 66.6% of respondents from Philippines agreed to the same statement. However, in Brunei only 32.0% of the respondents agreed that TVET is widely open to students with disabilities. From the overall responses, it could therefore be concluded that in Malaysia and Philippines, most of the respondents agreed that not only TVET facilities are sensitive to person with disabilities, but also to gender by providing learning environment that is safe and inclusive. The respondents from Brunei, even though demonstrated lower percentage of agreement, also demonstrated similar pattern of agreement.

Table 7. TVET and Inclusivity

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
<b>Brunei</b>					
TVET is offered for persons with disabilities	8.0	24.0	36.0	12.0	20.0
TVET is offered for children in a vulnerable situation	16.0	32.0	8.0		44.0
TVET facilities are sensitive to participants with disabilities	4.0	24.0	48.0	8.0	16.0
TVET facilities are sensitive to gender	32.0	16.0	44.0		8.0
TVET facilities are safe	16.0	60.0	20.0	4.0	
TVET environment is inclusive	12.0	48.0	28.0		12.0

<b>Malaysia</b>					
TVET is offered for persons with disabilities	23.1	64.1	7.7		5.1
TVET is offered for children in a vulnerable situation	15.4	56.4	17.9	2.6	7.7
TVET facilities are sensitive to participants with disabilities	15.4	53.8	25.6		5.1
TVET facilities are sensitive to gender	20.5	51.3	23.1		5.1
TVET facilities are safe	26.2	66.7	5.1		
TVET environment is inclusive	23.1	74.4			2.5
<b>Philippines</b>					
TVET is offered for persons with disabilities	33.3	33.3	33.3		
TVET is offered for children in a vulnerable situation	33.3	33.3	33.3		
TVET facilities are sensitive to participants with disabilities	33.3	33.3	33.3		
TVET facilities are sensitive to gender	33.3	33.3	33.3		
TVET facilities are safe	33.3	33.3	33.3		
TVET environment is inclusive	33.3	33.3	33.3		

## 6.2 Open Ended Online Survey across Countries

There are four concerns illustrated by the countries based on the open-ended questionnaire (See also Appendix 3). First and foremost, facilities for teachers and special needs students are recommended by Brunei, the Philippines and Malaysia. Faced with the current scenario, teachers find it challenging to teach using an online platform and insufficient teaching materials. In addition, Brunei, the Philippines, and Malaysia have also highlighted teaching assistants, as is the high student ratio in these countries. Trained teachers in the management of inclusive education are a significant matter of fact. Brunei and the Philippines strongly urged the importance of combating the shortage of teachers and recommended that the Ministry of Education take effective steps to promote the quality of inclusive education.

At the same time, awareness among all stakeholders to promote the advancement of inclusive education has also been suggested. Finally, Brunei proposes to the appropriate authority to establish opportunities for students with special needs to succeed not only at school level, but also at national and international level. This will also be a motivational factor for students, teachers, and the school. The diagram below summarizes the concern and suggestion from the countries. Figure 7 succinctly demonstrates key themes which systematically synthesized and hence emerged from the open-ended questions.

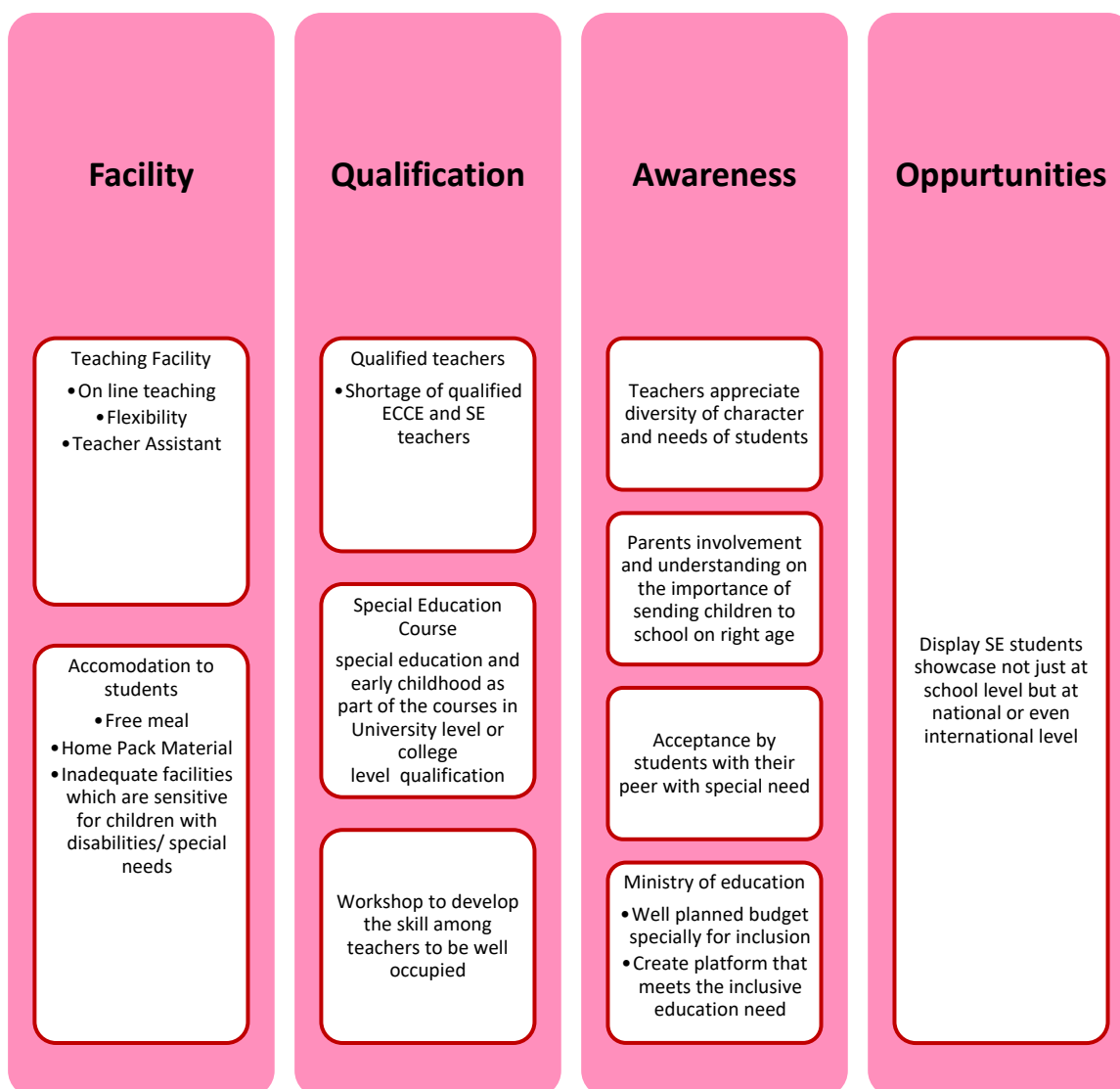


Figure 7. Emerging Themes from the Open-Ended Responses

## 7.0 Challenges in Inclusion Implementation and Post COVID-19 Challenges

Based on the analysis, it could therefore be argued that there are often many barriers (other than attitudes) to inclusion.

- Challenges not only comes from teacher believe on the practices of inclusive education whether it may work or not, it lays on the teachers' perspective, skills, and experience on the technique in teaching and accommodating students with disability in mainstream context of learning institution.
- Inclusive practices of language teaching for blind students not only rely on teacher's performance, but also institution support in terms of policy and infrastructure supports. The institution should be able to cultivate the inclusive culture through their policy and practices.
- Practically, the institution should provide the series of training for all teachers on inclusive education philosophy and practices weather they teach students with disabilities or not.

Equipping teachers with the basic philosophy of inclusive education by disseminating the concept of Universal Design Learning and Differentiated Instructional Strategies should begin momentarily regarding to the growing numbers of students' diversity and students with disability.

- In the effort of inclusive education implementation, the role of the ministry of education as the focal point should enforce the implementation of inclusive education by enacting regulations that supports teachers' capacity building in terms of inclusive education in a practical level such as suggesting all teachers to attend inclusive education training as a requirement of their career path.
- Less studies are made to analyze teachers' belief and experience in teaching the special in need children through inclusive education, especially in classroom context, because many implementations are based on western context which might not align with the local environment classroom culture (e.g., Indonesia). It may have a different underpinning conceptualization to that noted in Western research.
- The view and perception of parent on implementing inclusive studies. Some parents who do not support and understand the need of inclusive studies, begin to create bad perceptions towards inclusive education.

## **8.0 Recommendations**

### **Recommendation 1: Ensure the promising career for special education graduate**

- Teachers are the main asset to deliver the content knowledge for the students, thereby promising career of the teacher should be declared by the ministry of education under inclusive education policy.
- Teachers who are special education graduates that teach inclusive education, or posted in regular school, should be recognized as other normal teachers in regular school.
- More courses need to be offered in teaching profession, and to include special education and early childhood as part of the courses at University level or college level.

### **Recommendation 2: Workshop in classroom practices**

- Teachers should be providing a practical in nature and allows skill development explicitly relevant to their classroom practice.
- Teachers should be well prepared with module, supporting materials and proper infrastructure to help and guide the teacher to conduct the inclusive classroom.
- Special training is needed for teachers who deal with the autism children. This would help teachers to improve proper methods in communicating and develop skills to deliver knowledge to the special need children.

### **Recommendation 3: Facilities upgraded**

- Teachers should be provided with adequate facilities which are sensitive for children with disabilities/special needs.
- Teachers should be provided with assistants to overcome the students per teacher's ratio issues.

- It is necessary to provide basic facilities that are needed for children with disabilities/ special needs.
- Free meal and home pack material for those vulnerable students are encouraged.

**Recommendation 4: Change parents’ perception of inclusive education**

- It is necessary to provide understanding to parents who have normal children, about the goals in inclusive education. Positive parental perception would contribute to the success of programs that are related to inclusive education, which involve parents’ role in giving understanding to their children on matters that are related to children with disabilities.
- Parents should be given proper knowledge and information on raising special need children, and the important of inclusive education. This will create awareness to the parents and ensure the children to get continuous learning knowledge especially during the COVID-19 outbreak.

**Recommendation 5: Role of Higher Education Institution**

- Higher education institutions should be able to cultivate the inclusive culture through their policy and practices. In practical, the institutions should provide series of training for all lecturers on inclusive education philosophy and practices, no matter whether they teach students with disabilities or not.
- Equipping lecturers with the basic philosophy of inclusive education by disseminating the concept of Universal Design Learning and Differentiated Instructional Strategies should begin momentarily due to the growing numbers of students’ diversity, and students with disability in the higher education institutions.
- The role of the ministry of research, technology, and higher education as the vocal point, should enforce the implementation of inclusive education by enacting regulations that supports lecturer’s capacity building in relation to inclusive education, such as driving the universities to design training towards inclusive education practices, and oblige the lecturers to attend the training as a requirement of their career pathways.

**Recommendation 6: Encourage extensive research on inclusive education**

- The government should assist and encourage research institutes, universities, and NGOs to conduct extensive research that focuses on Inclusive Education, to identify the strengths, weaknesses, and challenges in implementing inclusive education from every specific factor that includes teachers, students, parents, education policy, and other important factors.
- Encourage researchers to investigate attitudes of teachers in teaching students in the classrooms. Behaviors may be affected by past experiences, prior knowledge and newly acquired. Attitudes play an important role in deciding behavior; thus, it is important to determine the factors that form the attitudes of traditional teachers when they seek to include disabled students.

**Recommendation 7: Building opportunities for Special Need Students**

- Ministry of education should create and giving for more opportunities to special need students to exhibit their showcase not just at school level, but at national or even international levels which helps in character building.



**Recommendation 8: Systematic approach to meeting the full learning needs of children with disability in the Education Policy**

- Adequate budgets and incentives to promote inclusive education, and to fulfill learning needs of children with disabilities
- Allocation of adequate supporting teaching staffs and budget for more conducive inclusive classrooms
- Both management and teaching staffs require initial orientation on the principles of inclusive education and opportunities for continuing professional development.
- Emphasis on promoting inclusive values in the school community through a partnership with the peers of children with special needs.

## 9.0 Conclusion

Inclusion and equity have a central place in SDG 4: the goal formulation calls on countries to ensure ‘inclusive and equitable quality education for all’. As a result, it is apparent that countries around the world are making considerable efforts to apply the concept of *No Child Left Behind* in education by monitoring disparity and inequality and using the evidence to develop policies that promote equity and inclusion. Nevertheless, a common understanding of the concept of equity and, especially, inclusion is elusive. To conclude, the inclusion of students with disability in education context is not a one-man work. It needs a collaborative effort among the policy makers, middle management, and the teachers, not to mention the parents of the students should also disseminate the same concept of inclusion. As inclusive practices occupy a greater part of teachers’ work in regular schools, a more comprehensive body of research is needed to monitor, inform, and improve current inclusive education efforts in the existing school system. Perhaps the greatest challenge would be the introduction of a comprehensive evaluation and feedback system that would continuously monitor the efficacy of the training programmes and respond appropriately and adequately to the emergent and unmet needs of all teachers. It would then be obvious that nothing short of a total system approach would suffice in confronting the problems of inclusive education. It would be useful to consider the possible involvement or input of all stakeholders in the process of developing or re-developing the training programmes, viz. teacher educators and Ministry of Education officers, school administrators and teachers, specialists and regular classroom teachers, parents, and the community, as well as children, both with and without SEN.

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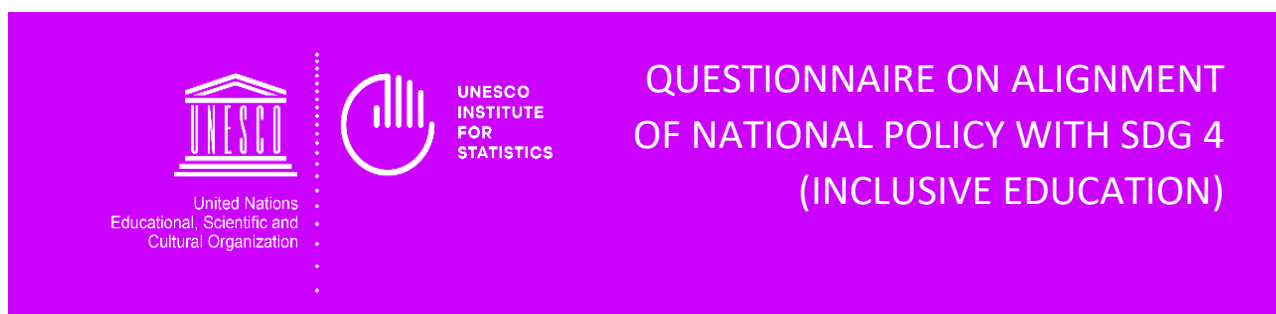
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## Appendices

### Appendix 1: Questionnaire on Alignment of National Policy with SDG 4 (Inclusive Education)



#### PURPOSE AND MAIN DEFINITIONS

The purpose of this questionnaire is to gather information about countries' existing and ongoing policies and its alignment with the United Nations' Sustainable Development Goal (SDG) 4. The information collected in this questionnaire will be used to develop a policy review on 5 cluster countries to observe commonalities and uniqueness between countries and recommendations for nations to keep track and learn from each other.

UNESCO, Jakarta office as the Cluster Office to Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste has been supporting the Member States to achieve Sustainable Development Goal 4 to promote Quality Education through 2020-2021 Regular Programs in five education areas:

- i) Sector-wide Policies and Plan
- ii) Technical Vocational and Education Training (TVET)
- iii) Teacher Policy and Plan
- iv) Education for Sustainable Development (ESD)
- v) Inclusive Education.

#### Sustainable Development Goal 4

**TARGET 4.1:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

**TARGET 4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

**TARGET 4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

**TARGET 4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

**TARGET 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

**TARGET 4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

**TARGET 4.7:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development.

**TARGET 4a:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

**TARGET 4b:** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small islands developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

**TARGET 4c:** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small islands developing States.

#### **INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE**

Please read these instructions carefully. If there are any uncertain definitions of key terms, the participant may refer to the glossary and description of the five areas. Please provide information about the participant that completed this questionnaire. Please answer ALL questions and provide comprehensive comments for the open ended questions as required. If you have any queries on how to answer this questionnaire, please do not hesitate to contact UNESCO, Jakarta Office.

#### **CONTACT information**

UNESCO Jakarta

## GENERAL INFORMATION

**Please provide information on the authoritative person to complete this questionnaire.**

*The person completing this questionnaire should be an official representative of the Ministry of Education or corresponding institution in the country. The person should be well-informed of the country's participation at least in ONE of the five areas.*

1. **Country**

Brunei Darussalam	[	]
Indonesia	[	]
Malaysia	[	]
Philippines	[	]
Timor-Leste	[	]
  
2. **Gender**

Male	[	]
Female	[	]
  
3. **Age** : .....(years)
  
4. **Education Level**

Diploma	[	]
Bachelor's Degree	[	]
Master's Degree	[	]
Ph.D	[	]
  
5. **Ministry / Department / Division / Institution / Schools:**  
.....
  
6. **Year of experience in the education field**

Less than 5 years	[	]
6 to 10 years	[	]
More the 10 years	[	]
  
7. **Expertise**

Technical, Vocational and Education Training (TVET)	[	]
Teacher Policy and Plan	[	]
Education for Sustainable Development (ESD)	[	]
Inclusive Education	[	]
Early Childhood Education	[	]
Primary Education	[	]
Secondary Education	[	]
Others: Please specify: _____		
  
7. **Email:** .....

### Instructions for completing the survey

This questionnaire covers the Sustainable Development Goal 4 Targets regarding the area of **Early Childhood Education** and its relation to your country. Please tick (✓) based on **your professional opinion** upon each statement referring to the level of the agreement indicates as below:

- 1 : Strongly Disagree
- 2 : Disagree
- 3 : Agree
- 4 : Strongly Agree
- 0 : Undecided / Unsure

*In my opinion:*

No.	Statement	Level of Agreement				
		1	2	3	4	0
1	Early childhood education is free.					
2	Education is equally accessible to boys and girls in early childhood education.					
3	Number of pre-schools is adequate.					
4	All children can afford early childhood education.					
6	Pre-schools are available at each district.					
7	Initiatives execute to promote girls to participate in early childhood education.					
8	Initiatives executed to promote early childhood education by scholarships/funding.					
9	The curriculum is suitable for early childhood education.					
10	The early childhood curriculum developed in preparing children for primary education.					
11	Activities at early childhood are align with primary education.					
12	Free meals provided for pre-school children.					
13	Initiatives executed to give awareness to parents about the importance of early childhood education.					
14	Intervention executed for children at risk ( <i>eg. immigrant/refugee/out-of-school/CLHIV/disabilities</i> ) for early childhood education.					
15	Number of teachers at pre-school level is enough.					



No.	Statement	Level of Agreement				
		1	2	3	4	0
16	Monitoring agencies/authorities play an effective role in ensuring the quality of care in early childhood education.					
17	Monitoring agencies/authorities play an effective role in ensuring the quality of curriculum in early childhood education.					
18	Children at pre-schools are equipped with relevant skills.					
19	At pre-school level, emphasis is given on character building.					
20	Government spend ample expenditure on early childhood education.					
21	Majority of children achieved a minimum requirement before enrolling in primary education.					
22	Education facilities is sensitive to children's needs.					
23	Education facilities is sensitive to children with disabilities.					
24	Education facilities is sensitive to gender.					
25	Education environment is non-violent.					
26	Education environment is inclusive.					
27	Education facilities promote effective learning.					
28	Education facilities is improved from time to time.					
29	Education facilities is relevant to current education needs.					
30	Allocation of fund on education facilities is sufficient.					

In addition to the above survey items, we also welcome other views regarding **Early Childhood Education** programs in your country. Please write down your views and suggestions to the following open-ended questions:

1. What are the challenges faced in Early Childhood Education in your country?

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2. What are your recommendations and suggestions towards the improvement of Early Childhood Education in your country?

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3. How does your country respond to the impact of COVID-19 pandemic on Early Childhood Education (e.g. enrollment, curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?

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❁❁❁❁❁THANK YOU VERY MUCH FOR YOUR COOPERATION❁❁❁❁❁

## Appendix 2: Interview questions

1. What are the challenges faced in five thematic areas in your country?
2. What are your recommendations and suggestions towards the improvement of five thematic areas in your country?
3. How does your country respond to the impact during and beyond of COVID-19 pandemic on the five thematic areas (e.g., enrollment, curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
4. Probing questions
  - marginalized students/rural/remote/refugee/CLHIV/out-of-school
  - equality/accessibility/quality/inclusivity
  - financial/budget (between ministry/ private/NGO)
  - resources/learning materials/food (between ministry/ private/NGO)
  - infrastructure/IT/internet/gadgets/electricity/water
  - policy guidelines for COVID (participation/attendance/monitoring of T&L/overcoming learning loss/promotion to grades/admission to higher education (selection)/practical learning)
  - technical, social & emotional support for school community

## Appendix 3: Open-Ended Responses Related to Inclusive.

### Teacher Policy and Plan

#### Brunei:

Facing the current situation, teachers faced difficulties in teaching using online platform, need to focus more on recruiting teacher with special education, and early childhood education, as this is very important to put emphasized on the early childhood.

Offering more teachers who want to do part-time courses which is relevant to his/her specialties. include more on special education on school syllabus and more professional development and sharing session from relevant authorities for teachers in dealing with students with special needs.

Teacher teaching online, giving home learning pack for students who could not afford to be online (no desktop, laptop, mobile, Wi-Fi etc.) time flexibility, and modification of curriculum, end of year assessment for students and giving ample time for teachers to finish up the syllabus especially those that had been miss or that need to be recap during the covid-19 situation.

The challenge is that there is insufficient number of qualified teachers for the inclusive education to be rightfully implemented in the country.

#### ECE:

#### Philippines

- i. Difficulties to monitor special needs students through online learning
- ii. Pupils-teacher ratio (there are large classes of more than 30 pre-school learners)
- iii. Some pre-school teachers are non-graduates
- iv. Need to have units in Early Childhood Education.
- v. There are no free meals provided for pre-school learners.
- vi. Inadequate facilities which are sensitive for children with disabilities/special needs
- vii. Integrate developmentally appropriate learning outcomes to children with special needs

#### Brunei:

Not enough ECCE Specialized teachers. Lack of Government initiative to address differences of diverse learners. Ratio of students per teachers for inclusion is very high.

Some are: online learning, Home learning pack - weekly, assessment based on weekly projects and videos sent by parents. Special needs students are very impacted due to the pandemic because they were believed to be more vulnerable to COVID-19.

Shortage of early childhood education (special education teachers). Students with special needs enroll at later age difficult to allocate them according to grades.

Special education courses offered at University level as compulsory course especially future educator, more awareness programme for all community, not just at school level, special education facilities up to date and relevant to current Industrial revolution 2.0, 21st century skills, more advert and

awareness programme for all community, including government sectors. Privileges and special consideration especially when special students dealing with government, non-government sectors.

Law to protect students with special needs because most people think special children are only those with down syndrome, but they did not aware of students with autism spectrum disorder, learning difficulties, speech delay and so on. Other responses:

- Lack of parents' involvement in their child studies
- Having special need students in the classroom makes teacher having difficulties to proceed the teaching smoothly
- Need teachers' assistants to help the teaching to be run smoothly
- Special needs students need to be care by other teacher, so teacher can focus on her teaching for the whole class.
- Parents lack of understanding in the important of early childhood education.
- Curriculums are more to formal learning rather character building and Montessori education.
- Parents not aware on the importance of special needs children education and inclusion."

### **Primary and Secondary Education related to Inclusive.**

#### **Brunei:**

Inclusive education that meets all learning style

Acceptance of normal students in for special students

Lack of proper facilities that allows inclusive learning.

Lack of sufficient facilities for preschool and does not promote inclusive learning. Facilities of school is not suitable to accommodate special needs student.

More special education teachers for both primary and secondary schools, syllabus which can develop more character building and syllabus which can appreciate diversity of character and needs of students. facilities provided especially for those students with physical impairment.

More courses offered in teaching profession and to include special education and early childhood as part of the courses in University level or college level. Giving more opportunities to special need students to display their showcase not just at school level but at national or even international level. More sharing session or professional development for educators or even to government/non-government sectors employees to deal with people with special needs. More awareness programme to be done to be carried out for all stakeholders, educators, parents, and community.

Unequal treatment in facilities provided, the influence of learners' background, rural area may have illiterate students. Lack of officer (ministry or department) to handle special needs students.

#### **Malaysia**

Too many students in a class in town area. The need teachers' assistants for inclusion.

Motivational and inclusive method and subject

## **Timor Leste Related to Inclusive Education**

### **Challenges related to Inclusive Education**

Not surprisingly, the biggest challenge to Inclusive Education in Timor-Leste is human-driven: a lack of understanding of its importance by policymakers, as well as a predilection for politicizing the steps needed to ensure inclusion at various levels. An example of the first is that although the Ministry states that Inclusive Education is a priority, it is difficult to get money allocated to that sector. When money is allocated, it is not spent in a way that achieves true policy goals, but rather gives lip service to the problem. And institutions that should be supported by the Ministry to continue and expand their good work with children with mental health conditions for example, are not given proper funding by the Ministry. The importance of Inclusive Education is often reduced to ‘socialization workshops’ - lip service instead of spending money and energy on real solutions and interventions that will directly help our students.

Some examples of the second problem are in the area of first language-based education and teen mothers. Although many studies throughout the years have consistently shown the clear advantages that our first-language based education pilot has had on school performance, the politicization of this has hindered it from achieving its full impact, and consequently has not yet undergone its final evaluation or been expanded. (It should be noted, however, that COVID ended up interrupting plans for an endline evaluation in 2020, which will be moved to 2021). The issue of teen mothers is related – although our Inclusive Education Policy clearly states that pregnant girls and teen mothers should continue in school, cultural and religious backlashes frequently occur.

It should be noted, however, that the Ministry has developed a very comprehensive and detailed Action Plan for Inclusive Education, based on our National Inclusive Education Policy that was approved in 2017. It is hoped that this plan will encourage more money spent in the sector, as the activities are concrete and already costed.

### **Recommendations for Inclusive**

The most effective way of ensuring advances in inclusive education is to adhere to the action plan that has been elaborated, and to take great care in allocating budget directly to the implementation of the specific activities. Also important is ensuring expertise in the implementation of said activities. Direct support to teachers of students with special educational needs, as well as directly to those students, is crucial. Also, the Ministry itself must internally continue to educate itself on the importance of progressive inclusive education strategies to the overall quality of education. When those in the Education Ministry agree, it will be easier to help sway public opinion.



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