



Brunei Darussalam

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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The paper can be cited with the following reference: "Education for All 2015 National Review Report: Brunei Darussalam". For further information, please contact: efa2015reviews@unesco.org



Ministry of Education
Brunei Darussalam



United Nations
Educational, Scientific and
Cultural Organization



BRUNEI DARUSSALAM NATIONAL EDUCATION FOR ALL 2015 REPORT



Message by Minister of Education

For many countries, Education For All is a major consideration. For Brunei Darussalam, a relatively new member in UNESCO, it is most certainly a priority. The Ministry of Education is constantly examining and reviewing the country's education system in order to realise its vision of providing quality education towards a developed, peaceful and prosperous nation.

Brunei Darussalam is celebrating 100 years of formal education this year. The thoughtful introduction of various educational policies and legislations over the past century has enabled the nation as a whole to achieve excellent statistics on Universal Primary Education and other literacy indicators. The country's performance in terms of gender parity, life skills and quality education is also highly encouraging. Nevertheless, Brunei Darussalam remains steadfast in its commitment towards meeting all the EFA goals to the highest levels possible.

The nation's Education Strategy highlights key areas that are an essential part of EFA, including investing in early childhood education, promoting lifelong learning and widening sustained access to higher education. These strategies are in line with EFA's efforts and are steadily progressing.

With 2015 fast approaching, the Ministry of Education's Strategic Plan for 2012-2017 places strong emphasis on, among others, an effective ECCE framework; improving quality in infrastructure and curriculum; and improving Technical and Vocational Education. The Technical and Vocational Education Transformation White Paper will pave the way for exciting developments in this area. These initiatives will significantly boost our national progress in producing educated and highly skilled people, able to realise the country's Vision 2035 for a dynamic and sustainable economy.

Finally, I would like to convey my appreciation and thanks to everyone involved in the successful preparation and completion of this Brunei Darussalam National Education For All 2015 Report.

Foreword by Permanent Secretary (Core Education), Ministry of Education

In today's dynamic and ever changing world, education for all has never been more a priority than it is now. Since joining UNESCO in 2005, Brunei Darussalam has taken on board the six goals espoused in EFA within the unique socio-economic and cultural context of its people and governance.

Realising the importance of evidence-based reporting on the progress towards the EFA goals, concrete action plans towards compiling a national assessment report on EFA were devised at the end of 2008. To this end, a task force was established to see to the completion of the Brunei Darussalam Education For All 2015 Report consisting of the Brunei Darussalam National Commission for UNESCO Education Committee and representatives of related ministries and institutions. Members of the task force were assigned to the relevant EFA goals according to their area of specialization. They collected and compiled data, analysed and reported on the findings. The task force consisted of members of an editorial board as well as a review group.

The process of preparing this first EFA report has been a challenging yet fulfilling experience for the task force, especially as Brunei Darussalam has achieved many of the EFA goals with indicators for many of the goals being at excellent levels. There is still work to be done, particularly with improving the quality of education. Having a more systematic approach towards data collection, analysis and management in all ministries involved in the preparation of country reports would help further this aim considerably.

The Ministry of Education is also intent on putting Brunei Darussalam on a worldwide footing by raising student learning and achievement to internationally benchmarked standards. In addition, through its membership in various organisations such as SEAMEO, Brunei Darussalam enjoys warm regional ties with its neighbours and looks forward to collectively raising the education standards in the region through collaborative methods and sharing of best practices.

Finally, I would like to commend everyone involved in the completion of this report for their hard work and commitment. My appreciation also goes to the UNESCO Regional Office in Jakarta and Bangkok, who have continuously provided guidance and assistance that has enabled those involved to complete Brunei Darussalam's first ever EFA report to the required standard.

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Glossary of Terms

APTK	<i>Agensi Pekerjaan Tempatan dan Pembangunan Tenaga Kerja</i> (Local Employment Workforce Development Agency)
BDTVEC	Brunei Darussalam Technical and Vocational Educational Council
BDAC	Brunei Darussalam Aids Council
BPTV	<i>Skim Biasiswa Pendidikan Teknikal dan Vokasional</i>
CDC	Community Development Centre
DCD	Department of Community Development
DPDR	Department of Planning, Development and Research
DTE	Department of Technical Education
GER	Gross Enrolment Rate
ECCE	Early Childhood Care and Education
GPI	Gender Parity Index
JPKE	<i>Jabatan Perancangan dan Kemajuan Ekonomi</i> (Department of Economic Planning and Development)
ITB	<i>Institut Teknologi Brunei</i> (Brunei Institute of Technology)
IPA	<i>Institut Perkhidmatan Awam</i> (Civil Service Institute)
MDG	Millennium Development Goals
MIB	<i>Melayu Islam Beraja</i> (Malay Islamic Monarchy)
MIPR	Ministry of Industry and Primary Resources
MoCYS	Ministry of Culture, Youth and Sports
MoE	Ministry of Education
MoH	Ministry of Health
MoHA	Ministry of Home Affairs
MoRA	Ministry of Religious Affairs
MoD	Ministry of Defence
NER	Net Enrolment Rate
PMO	Prime Minister's Office
SBA	School Based Assessment
SEAMEO	Southeast Asian Ministers of Education Organisation
SPN21	<i>Sistem Pendidikan Negara Abad Ke-21</i> (The National Education System for the 21 st Century)
TVET	Technical and Vocational Education and Training
PMO	Prime Minister's Office
PROPAZ	<i>Program Pengupayaan Asnaf Zakat</i> (Tithe Programme)
UBD	<i>Universiti Brunei Darussalam</i>
UNISSA	<i>Universiti Islam Sultan Sharif Ali</i>
YDC	Youth Development Centre

Chapter 1: Introduction to Brunei Darussalam and Its Education System

1.1 Background

Brunei Darussalam, with a total land area of 5,765 square kilometres, has a total population of about 393,372 people (2011), of which 51.6% are male and 48.4% female, and an annual growth rate of 1.7%. The majority of the population are Malays (65.7%), followed by Chinese (10.3%) and other minorities (24%). 25.3% of the total population are of age 15 and below; 71.2% are between 15 and 64, and 3.5% are above 65. Brunei Darussalam has four districts, namely the Brunei-Muara, Belait, Temburong and Tutong districts. The official language of Brunei Darussalam is Malay but English is widely spoken. Its official religion is Islam following the *Ahli Sunnah Wal-Jemaah, Mazhab Shafie*. Other religions are also practised, including Christianity and Buddhism.

1.2 Introduction of Education Policies in the Evolution of Formal Education

Formal education in Brunei Darussalam began in 1914 with the establishment of the first Malay medium primary school for male students. Female students were included in government schools from 1930. The first non-government English medium primary school was established in 1931 followed by the introduction of Islamic religious education in 1932, the establishment of the first Arabic School in 1940 and the first English medium secondary school in 1953.

The earliest policy draft on education introduced in the First National Development Plan (1954-1959) laid down the foundation for Brunei Darussalam's education system. The education framework was 6-3-2 representing six years of primary education, three years of lower secondary and two years of upper secondary. An important provision was six years of free education in Malay schools for Brunei Malay children aged 6-14 years. The Report of the Brunei Education Commission 1972 provided the basis for initiating further changes and development of the educational structure. With the adoption of the report in 1979, preschool became compulsory for all children at the age of five years before they could enrol in Primary 1. The curriculum at this level focussed on the 3Rs, civics, basic Islamic religious knowledge, physical education, singing, and creativity.

At the same time, the provision of adult and continuing education has been in existence in Brunei Darussalam since 1958 when the Language and Literature Bureau initiated classes with the objective to eradicate illiteracy amongst adults. In the 1960s, adult education classes were operated under the Department of Education before being transferred to the Department of Technical Education in 1993. Whilst the primary objective remains the same, over the years the emphasis has shifted greatly towards the improvement of general education, the acquisition of technical and vocational knowledge and skills and the provision of enrichment programmes for adults to encourage lifelong learning.

With the achievement of full independence on 1st January 1984, there was strong impetus for the acceleration of reforms and development in all aspects of education in Brunei Darussalam.

The Bilingual Education Policy was introduced in 1984 and implemented a year later. Provision was made for higher education through the establishment of *Universiti Brunei Darussalam* (UBD) in 1985 and *Universiti Islam Sultan Sharif Ali* (UNISSA) in 2007, as well as the upgrading of *Institut Teknologi Brunei* (ITB) to university status in 2008, thus enabling local students to pursue tertiary courses in the sultanate. At the same time, the government and other private companies continued to award more scholarships to qualified citizens of Brunei Darussalam for their studies abroad.

In 1993, the 9-Year Education Policy introduced in 1972 was replaced by the 12-Year Education Policy, which stipulated that every student be provided with 12 years of education, 9 of which would be free. The new provision advocated 7 years in preschool and primary, 3 years in lower secondary and 2 years in upper secondary. Brunei Darussalam subsequently embraced the concept of inclusive education in 1994 and implemented the Special Education Policy in 1997. This policy made provision for the inclusion of students with special educational needs in mainstream schools. In 2003, the new Education Order was inaugurated with the aim of achieving an effective, efficient and equitable system of education that was both consonant with the national philosophy of a Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB)¹ and the needs of a modern, technological and ICT era. In 2007, the enactment of the Compulsory Education Order 2007 mandated that every Bruneian child and those residing in this country above the age of six years who have not yet attained the age of 15 years receive compulsory education for at least nine years.

Currently, there are 261 government and private education institutions nationwide. These comprise kindergarten, primary, secondary, pre-university, vocational, technical and university levels of education. These education institutions are administered and managed by the Ministry of Education.

1.3 Towards 2035

Today, Brunei Darussalam enjoys one of the highest standards of living in Asia; its per capita income is one of the highest in Asia; it has already achieved almost all of the targets of the Millennium Development Goals; and its standards of education and health are among the highest in the developing world. Nevertheless, education remains a top priority for Brunei Darussalam. Education continues to develop with the formulation of the country's long-term development framework for a 30-year period which began in 2007. The framework is aimed at realising the national vision known as *Wawasan Brunei 2035* (Brunei Vision 2035).

Wawasan Brunei 2035 aims to make Brunei Darussalam, by 2035, a nation which will be widely recognised for the accomplishment of its educated and highly skilled people as measured by the highest international standards; quality of life that is among the top 10 nations in the world; and a dynamic and sustainable economy with income per capita within the top 10 countries in the world. The implementation of an *Education Strategy* drawn up by the Ministry of Education (MoE) to realise this Vision will prepare Brunei Darussalam's youth for employment and

¹ MIB concept is a system that guides one's way of life. Under this concept, Brunei Darussalam lives, develops and progresses; and also under it people receive justice. MIB is the axis of national well-being and prosperity (His Majesty, the Sultan and Yang Di-Pertuan of Brunei Darussalam, Special Forum on the Malay Islamic Monarchy, in conjunction with Brunei Darussalam's National Day Silver Jubilee celebration, May 2009).

achievement in a world that is increasingly competitive and knowledge-based. Eight (8) policy directions have been formulated as key thrusts in the education strategy, namely:

- Investing in early childhood education;
- Adopting international best practices in teaching and learning;
- Having first class secondary and tertiary education including vocational schools, that produces experts, professionals and technicians required in commerce and industry;
- Strengthening competency in Information & Communications Technology (ICT) for students, teachers and educational administrators including the integration of ICT;
- Devising programmes that promote lifelong learning and widen access to higher education;
- Promoting research, development and innovation both in government-funded institutions and through public-private and international partnerships;
- Adopting cost-effective methods of educating the people through the use of technology; and,
- Improving the management of all educational institutions.

1.4 New Education System (SPN21)

Brunei Darussalam realises that there is a need to continue fine-tuning its education system to ensure that students are equipped with the relevant knowledge, skills, values and attitudes called for in the 21st century. Hence, the *National Education System for the 21st Century+* or *Sistem Pendidikan Negara Abad ke-21+* (SPN21) was introduced in January 2009 to bring about three main changes: the Education Structure; Curriculum and Assessment; and Technical Education. The system provides students with greater access to tertiary education via multiple pathways. A broad based curriculum offers a seamless pathway from schools to higher education and vocational institutions. The full-fledged implementation of SPN21 will be completed by 2015. The new system also hopes to meet the goals of Education for All and the Millennium Development Goals (MDG), as well as support Education for a Sustainable Future to enable successive generations of Bruneians to make choices that incorporate the essential principles and values of sustainability.

Since joining UNESCO, Brunei Darussalam has been working earnestly to improve on an almost 100% enrolment rate, over 90% literacy rate and very negligible dropout rate at the primary level. Several projects and programmes have been implemented to raise the quality of students' academic attainment in our primary and secondary schools, increase cohort rate to tertiary education from its current 13% to 30% within the next five years, expand significantly the number of places in the technical and vocational education system, and improve functional literacy rate through a better delivery system. School curricula has been continuously reviewed to ensure relevance to the learners so that they continue to update their skills and knowledge long after they leave school, thus practising lifelong learning. The improvement of teacher quality is also being emphasised through in-service development and retraining, to sustain their effectiveness in the classroom throughout their teaching career.

As reflected by its vision statement, *Quality Education towards a Developed, Peaceful and Prosperous Nation+*, and its mission statement *To Provide Holistic Education to achieve Fullest Potential for All+*, the MoE is committed to providing an education system that prepares the young generation for future roles as creative and thinking citizens capable of upholding the local social values inherent in the *Malay Islamic Monarchy* (MIB) philosophy and projecting their

Bruneian identity positively in the global arena. In support of the nation's drive to realise its *Wawasan Brunei 2035*, the Ministry's Strategic Plans for 2007-2011 and 2012-2017 envisage the need for change through the provision of a sound education system that is more meaningful and ultimately, more effective in preparing students for learning in this complex, globalised, digital society. To this end, the government of Brunei Darussalam has allocated almost 13% of the annual budget to the MoE this year.

1.5 Relevance of EFA within Brunei Darussalam

Although Brunei Darussalam had no specific EFA agenda prior to 2005 when it joined UNESCO, many of its previous and current policies and strategies reflect the priorities and goals of EFA. Nevertheless, EFA remains relevant and important to the socio-economic well-being of the country particularly in view of the hectic pace of globalisation. Since Brunei Darussalam has achieved a significant number of the EFA goals from a quantitative point of view, the next step will be to focus on the qualitative aspects of these goals which will complement the aspirations of *Wawasan Brunei 2035*.

Chapter 2: Progress in Achieving EFA Goals

2.1 Goal 1: Early Childhood Care and Education (ECCE) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Brunei Darussalam recognises the benefits derived from providing care and education in early childhood and its subsequent impact on school achievement and the future development of children. Early Childhood Care and Education (ECCE) consists of medical, developmental and educational services extended to children at their most crucial stage of growth and development, i.e. from birth to below 6 years of age. In Brunei Darussalam, ECCE consists of services and programmes provided by the Ministry of Health (MoH), the Ministry of Culture, Youth and Sports (MoCYS); the Ministry of Education (MoE); and private non-government institutions. This multi-sectoral approach has led to the provision of coordinated and holistic care and education for all young children. The main services provided are child health services, private child care centres, government preschool and private preschool.

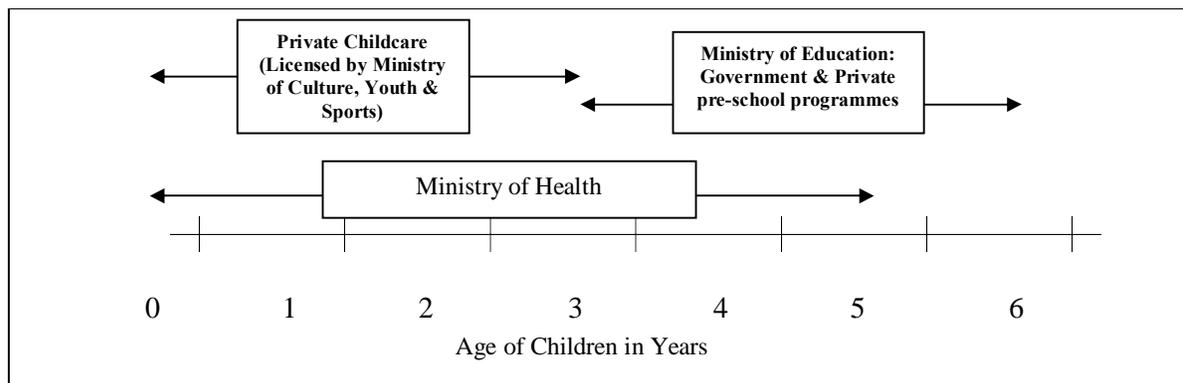
In the effort to reach all children, both health services and government preschool education programmes have been established in urban and rural schools. Equitable ECCE access for all young children has been made possible through the substantial development in legislative and regulatory frameworks and guidelines which uphold the standard and quality of services provided by the schools and centres. Amongst them are; Report to the Convention on the Rights of the Child 2003 (see Figure 2.1 below), Education (Non-Government School Act) 1984, Women and Girls Protection (Place of Safety) Rules, 2001, Education Order 2003, Education Regulation 2004, Child Care Centre Order 2006, Child Care Centre Regulation 2006, Children Order 2000, and the Children and Young Person's Order 2006.

Figure 2.1: Brunei Darussalam Acceding to the Convention on the Rights of the Child

Brunei Darussalam acceded to the Convention on The Rights of the Child (CRC) on 23rd December 1995. Even prior to acceding the CRC, Brunei Darussalam had started drafting laws to enhance the position of children in wide ranging areas. After acceding to the CRC, Brunei Darussalam passed the Children Order 2000 to protect the welfare of children particularly the abused and neglected children. This order also provides that the best interest of the child shall always be the paramount consideration when any question arises with respect to the welfare of the child. The 2000 order has since been replaced with the Children and Young Personø Order 2006.

Each of the agencies shown in Figure 2.2 is mandated with specific responsibilities for ECCE to serve the needs of young children in Brunei Darussalam. Government preschools cater for 5-6 year old children while private preschool provision caters for 3-6 year old children.

Figure 2.2: A Multi-Sectoral Approach to ECCE in Brunei Darussalam



2.1.1 Child Health Services (Ministry of Health)

i) Maternal and Child Health

The government provides free medical care through a network of hospitals, community health centres and clinics. The health aspect of ECCE in Brunei Darussalam is achieved through the provision of efficient and effective maternal and child health service. This service provides overall health promotion for mothers and children below 5 years of age, communicable disease prevention and national child health surveillance measures.

A community-based primary health care service provides free health services to children under 12 years of age. This service includes mother and child services, provided free to all mothers and children below the age of 5 years. Mothers are provided with high quality care during the ante-natal, childbirth and post-natal stages. Infant health and developmental surveillance are also carried out at the maternal and child health clinics. Childrenø development is closely monitored during each clinic visit (an average of 10 visits over the first 2 years of life). Children also have access to comprehensive assessments provided by pediatricians at birth, 2 months, 6 months and 5 years. All infants are placed in a comprehensive child immunisation programme, receiving free vaccinations in their local health clinic for Tuberculosis (BCG), Hepatitis B, Diphtheria/Tetanus/ Whooping Cough (Tetract-HIB), Poliomyelitis (OPV), Mumps, Measles and Rubella 1 (MMR1). Vaccination coverage was at a high level of 95.6% in 2007².

²Vital statistics from the Ministry of Health (2007), Health Information Booklet.

The comprehensive care provided to mothers and children has contributed to Brunei Darussalam's good health indicators (See Table 2.1). Infant and under-five mortality rate was low at 9.3 and 10.3 per 1000 live births respectively³ in 2012, which is comparable to that of developed countries and below the world average. Brunei Darussalam has already achieved the MDG 4 targets for child health, which is reducing (by two thirds) the under-5 mortality rate between 1990 and 2015.

Table 2.1: Table of Health Indicators

	2008	2009	2010	2011	2012
Crude Birth Rate (per 1,000 population)	17.1	17.4	16.6	17.1	17.3
Infant mortality rate (per 1,000 live births)	7.0	7.4	6.1	8.3	9.3
Under 5 mortality rate (per 1,000 live births)	9.5	8.2	7.3	10.0	10.3

Source: Health Information Booklet, MoH (2012)

ii) School Health Services

Brunei Darussalam regards improving overall child health status as a priority. As part of its widespread child health surveillance measures, school health services are provided to children in all schools (government and private). The school health services visit schools yearly to monitor the development of children from preschool to secondary levels on their general health status (health and hygiene), visual acuity, and overall physical growth (weight and height) and recommend referrals to clinics where necessary. Dental services are also available to schools through school dental clinics or mobile clinics.

iii) Child Therapeutic Interventions

Through the child health surveillance measures, children with physical or health concerns are referred to clinical pediatricians for further examination and/or treatment. Children with developmental or learning concerns are referred to a community rehabilitation centre, the Child Development Centre (CDC). Services provided by the CDC are based on a holistic, multi-disciplinary team approach to investigation, assessment and therapy. Medical social workers are involved in the case of children with difficult socio-economic backgrounds. Other professionals such as psychiatrists, orthopedic surgeons, dieticians and dentists are available on demand.

The therapeutic interventions and support programmes available at the CDC include physiotherapy; occupational therapy; speech and language therapy and basic sign language classes. There is a combined early education therapy-based Early Development Programme (EDP) for preschool children with special needs. Programmes are tailored according to individual children's functional abilities and needs; with the aim of enhancing children with skills such as early learning, social and self-care skills. Currently however, there is no specialised programme available for visually impaired children.

³ Health Information Booklet 2012, Department of Policy and Planning, Ministry of Health. http://www.moh.gov.bn/statisticshealthguidelines/download/HIB_2012.pdf

2.1.2 Private Child Care Centres

Private child care centres are fee-charging institutions licensed and regulated by the Department of Community Development (DCD) to provide care for children between 0-3 years. At present, private child care centres are the only child care option available. The establishment of any child care centre is governed by the requirements of the Brunei Darussalam Child Care Centre Order, 2006 and the Child Care Centre Regulations, 2006. These include the requirements for a holistic and enriching curriculum, well-resourced centres, trained staff and a safe and secure environment.

Child care services vary according to the parents requirements, i.e. part-time, full-time, extended hours, or occasional and casual care for children. There is also a minimum requirement of child to trained care giver ratio according to age, as shown in Table 2.2.

Table 2.2: Recommended Care Giver to Child Ratio

Recommended no. of trained care giver	No. of children	Age
1	5	Below 18 months
1	8	Between 18 - 30 months
1	12	Between 30 months . 3 years
1	4	Child with special educational needs below 3 years old

Source: DCD, MoCYS (2007)

Table 2.3 shows the number of children attending child care centres in Brunei Darussalam. Despite the increase in the number of private child care centres, the number of children attending private child care is low. The extended family system is a common feature in Brunei Darussalam, and most families can afford their own domestic helper and/or involve the help of other family members. The cultural norm to keep children at home until the start of preschool has meant that the demand for child care services for young children remains relatively low.

Table 2.3: Estimated Number of Children Attending Child Care Centres (2008-2012)

Year	No. of children attending child care centres	No. of child care centres	Estimated population (age group 0-3yrs)	Estimated percentage population in child care centres (%)
2008	150	8	26,400	0.57
2009	138	5	21,975	0.62
2010	140	5	22,350	0.63
2011	148	7	22,748	0.65
2012	285	12	Data not available	Data not available

Source: DCD, MoCYS & Jabatan Perancangan dan Kemajuan Ekonomi (JPKE)

2.1.3 Preschool Provision

Preschool education in the government schools began formally in 1979 for all children at the age of 5 years⁴. The ECCE Unit was set up in June 2010 to support the MoE's national agenda in investing in early childhood education as its top Education Strategy in the Outline of Strategies and Policies for Development 2007. 2017.

⁴ Ministry of Education (2008). The National Education System for the 21st Century SPN21.

The statistics from JPKE on the 3-6 years age group showed Brunei Darussalam had approximately 29,215 children in 2006, decreasing to 24,962 in 2012. The estimated GER within this age group was 43.41 in 2006 and this increased to 52.32 in 2012. To extend the benefits of ECCE, the MoE is currently planning innovative strategies to ensure that ECCE will be able to reach current and projected population of children within the age of 3-6 years.

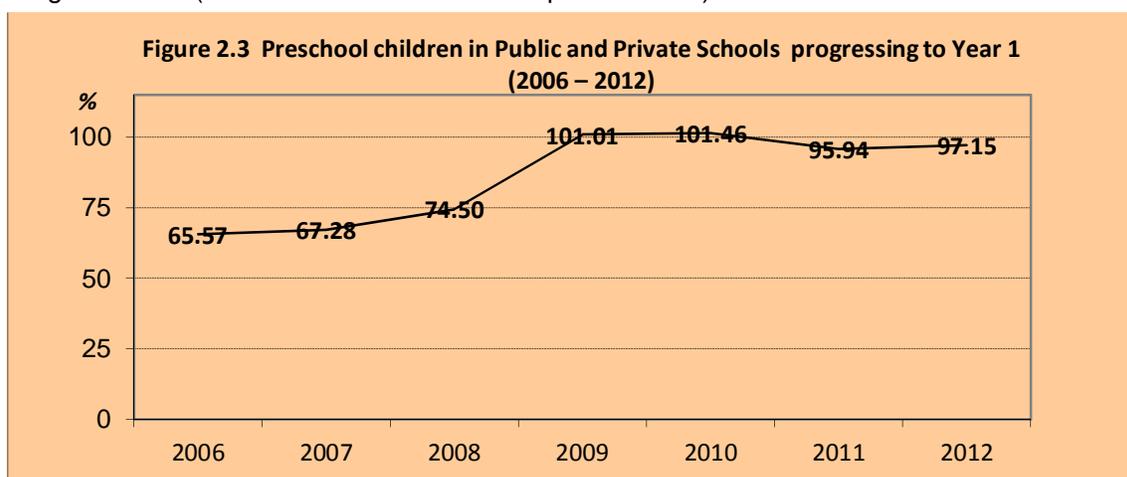
Table 2.4: Gross Enrolment Ratio (GER) in Preschool Education (2006 – 2012)

No. of Children	2006	2007	2008	2009	2010	2011	2012
Government Preschool	3979	3964	3809	3701	3658	3434	3285
Private Preschool	8704	8982	8968	9308	9420	9619	9810
Total	12683	12946	12777	13009	13078	13053	13095
Estimated population in age group (3-6 years)	29215	28897	28456	27537	26668	25941	24962
GER	43.41	44.80	44.90	47.24	49.04	50.32	52.32

Source: 1. JPKE (2011c)
2. DPDR, MoE (2006-2012)

i) Transition to Year 1

Government preschool provision begins at the age of 5 years while private preschool provision covers ages 3-6 years. The percentage of children in both government and private preschool increased from 2006 to 2009 and has now stabilised between 95% to 100%. Almost all children who attended preschool programmes progressed to Year 1. Reduction in numbers is often due to factors such as migration or transition to alternative provisions provided by non-government organisations (in the case of children with special needs).



Source: 1. JPKE (2011c) 2. DPDR, MoE (2006-2012)

ii) Student-Teacher Ratio (STR) at Preschool

As in Table 2.5, the STR for both government and private preschools was 1:19 in 2006. The ratio increased to 1:22 in 2009 before dropping to 1:14 in 2012. This indicates that children in this age group are receiving more individualised care and education from the centres.

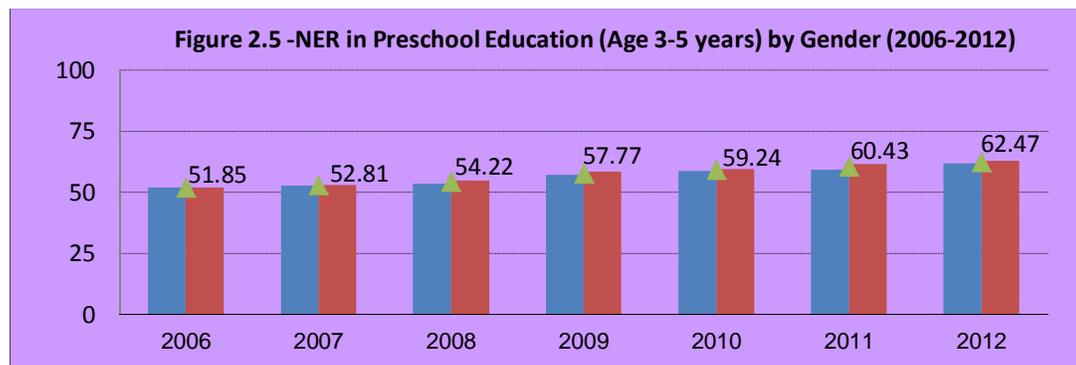
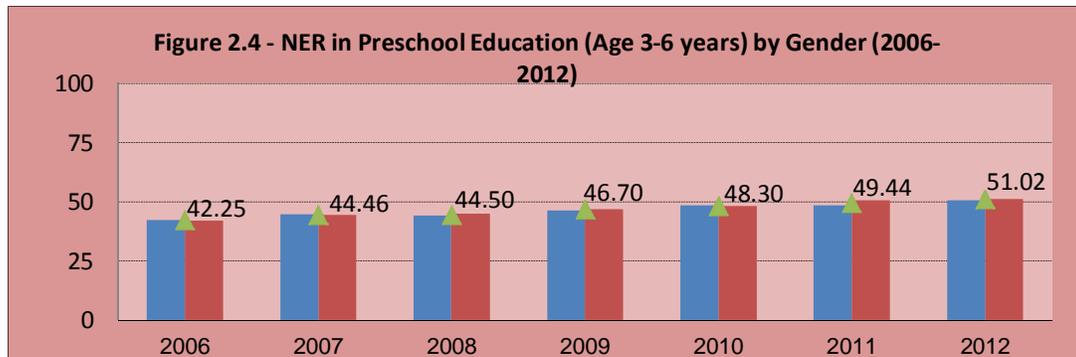
Table 2.5: Preschool Student-Teacher Ratio (STR) at Government and Private Preschools by Year

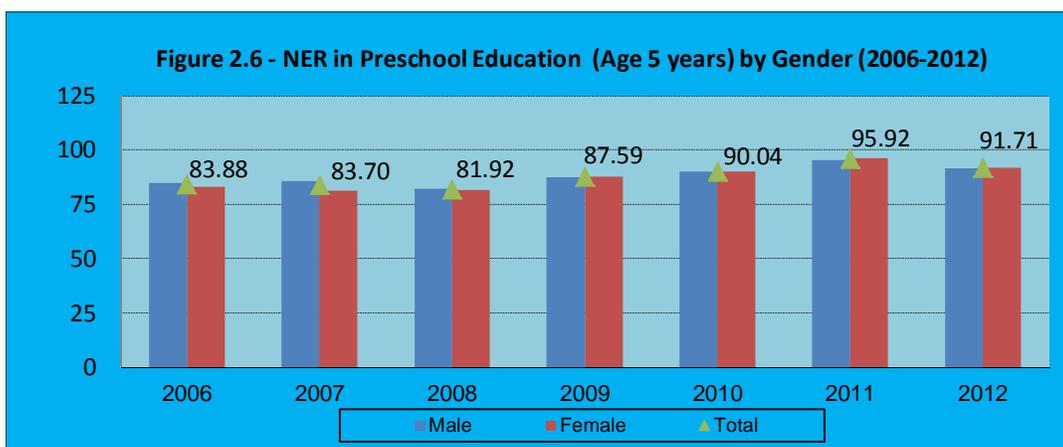
STR in	2006	2007	2008	2009	2010	2011	2012
Government preschool	19	20	16	14	14	13	13
Private preschool	19	22	20	27	23	12	14
Government and private preschool	19	21	19	22	20	12	14

Source: DPDR, MoE (2006-2012)

iii) Net Enrolment Rates (NER) in Preschool

The NER in preschool indicated in Figures 2.4 and 2.5 show a steady increase from 42.25% in 2006 to 51.02% in 2012 (children aged 3-6 years) and 51.85% in 2006 to 62.47% in 2012 (children aged 3-5 years). Figure 2.6 shows the NER of children aged 5 years enrolled according to the official preschool age requirement which is 5 years old. It is less than 100% indicating that there were also children who were not enrolled at the official entry age.





iv) Preschool Education in Government Schools

Preschool classes are established in all government primary schools for children aged 5-6 years. Besides introducing early language skills in both Malay and English, the one year preschool programme focuses on the holistic development of children in four domains: basic skills; socio-emotional development; self-confidence; and preparation for primary schools. See Figure 2.7 for key areas and examples of activities.

Figure 2.7: The Preschool Curriculum in Government Schools

Key Areas	
1.	Self & Social Development
2.	Physical Development
3.	Cognitive Development
4.	Aesthetic Awareness & Development of Creativity
5.	Development of ICT skills
Examples of Activities:	
•	Pre-science skills: Let's explore plants, flowers and seeds ó growing a plant from a seed
•	Pre-numeracy skills: Matching, comparing and sorting using everyday items such as beads, pencils and etc.
•	Creative skills: Origami, painting, making shapes with plasticine.

All teachers in government preschools have qualifications ranging from Certificate to Master degree level. Table 2.6 shows the number of government preschool teachers trained in ECCE, between 2008 and 2012. Since then, the total number of teachers has decreased due to teachers retiring or furthering their studies.

Table 2.6: Number of Government Preschool Teachers Trained in ECCE (2008 – 2012)

	2008	2009	2010	2011	2012
Total number of preschool teachers	236	256	264	256	247
% Trained in ECCE	24.2	25.3	28.6	22.1	36.3

As indicated in Table 2.7, the enrolment into government preschools exceeded 3200 children each year from 2008 to 2012. Almost half of the children were girls. The average class size

ranged from 16-19 children. Schools in rural areas had much smaller classes (See Annex A and Annex B). The number of children enrolled and the corresponding number of classes within districts vary. This variation reflects the demography within the different districts, with Brunei-Muara consistently the most populated district.

Table 2.7: Preschool Classes at Government Schools

Year	2008	2009	2010	2011	2012
Number of students at preschool level	3809	3701	3658	3434	3285
Total number of girls at preschool level [% of enrolment]	48.46%	48.50%	48.11%	47.93%	47.15%
Average number of students per class	19	18	16	17	17

Source: DPDR, MoE (2008-2012)

v) Preschool Classes in Private Schools

Private education institutions are registered with Private Education Section, MoE under the Education Act (Cap 210) and its subsidiary regulations. They provide kindergarten classes (Kindergarten 1, 2 and 3) for children aged 3 to 5 years. Presently, the curriculum offered at private kindergartens is not standardised by MoE.

Table 2.8: Total Number of Children Enrolled in Private Pre-primary Education as a Percentage of Total Enrolment in Pre-primary Education by Year

Number of Children in	2006	2007	2008	2009	2010	2011	2012
Government	3979	3964	3809	3701	3658	3434	3285
Private	8704	8982	8968	9308	9420	9619	9810
Total	12683	12946	12777	13009	13078	13053	13095
% of Private Preschool	68.63	69.38	70.19	71.55	72.03	73.69	74.91

Source: DPDR, MoE (2006-2012)

Table 2.8 shows that the trend towards 2012 is a small but continuous increase in the total preschool enrolment. The fast development of the private education industry has been made possible partly due to the government's provision of a school education allowance to children of government sector officials. The MoE ensures the quality of teachers particularly for Malay language and Islamic Religious Knowledge by seconding specialist teachers to private schools. Private school teachers are also included in the ministry's training programmes to improve their capacity and competency. To that end, the Private Education Section responsible for the registration and monitoring of private education institutions, has organised teacher training workshops with the help of International School Brunei (ECCE programme), Jolly Language School (Jolly Phonics) and Sultan Haji Hassanal Bolkhiah Institute of Education (SHBIE), UBD (ECCE programme).

The Private Education Section has implemented other initiatives such as **PSBIq** (improving Private School Building and Infrastructure, and building of permanent schools on leased land at low premium) and **MK2GSq** (improving the Capacity and Competency of Private School Teachers).

2.1.4 Services for Children with Special Needs

Significant progress has been made in the provision of services for children with special needs and special educational needs. The 1997 Special Education Policy has been instrumental in ensuring these children access to educational opportunities in the mainstream education system by including them in the regular classroom. The classrooms are equipped with suitable resources, provisions and services. The Special Education Unit, MoE, acts as the main agency supporting the needs of these children. Close collaboration is maintained with other main ministries such as the MoH and MoCYS and with non-government organisations such as **Pusat Ehsanq SMARTER** and Learning Ladders who run their own ECCE early intervention programmes. Table 2.9 shows a general increase in the enrolment of children with special needs into government preschool classes between 2006 to 2012.

Table 2.9: Number of Students Referred to the Special Education Unit for School Placement in Government Schools at Preschool Level (2006 – 2012)

No. of Children	2006		2007		2008		2009		2010		2011		2012	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	38	13	24	19	51	23	71	28	66	32	72	38	101	46
Total	51		43		74		99		98		110		147	

Source: Special Education Unit Statistics (2005-2012). Unpublished.

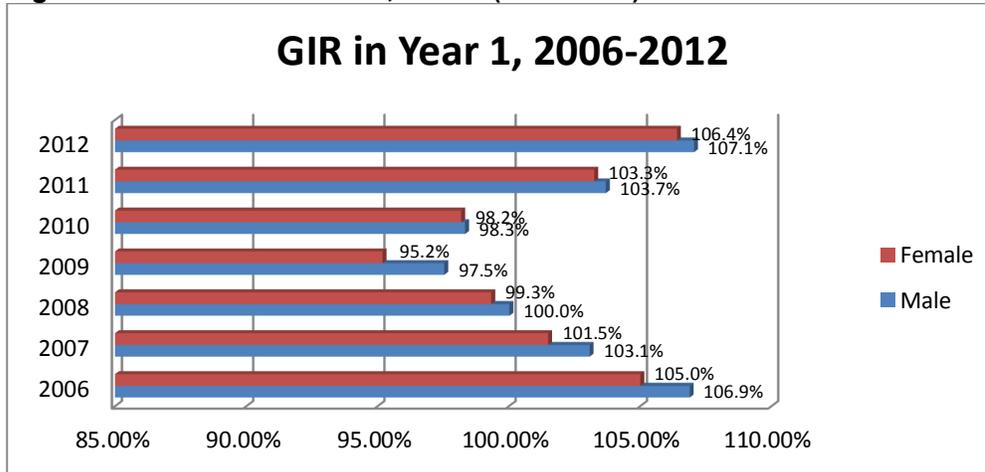
2.2 Goal 2: Universal Primary Education

Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Brunei Darussalam has charted significant progress in the provision of access to quality basic education. The government is fully committed to providing quality education through the National Education Order 2007. As described in the previous section, this is supported by infrastructure development and capacity building as well as the strong foundation made possible through the ECCE provisions.

Figure 2.8 shows that GIR for male was consistently higher than GIR for female from 2006-2012 and the highest in year 2012 with 107.1%. The GIR for both genders declined quite significantly from 2006 to 2009 but increased from 2010 onwards. The GIR with more than 100% implies the presence of under-aged and over-aged students enrolled in Year 1.

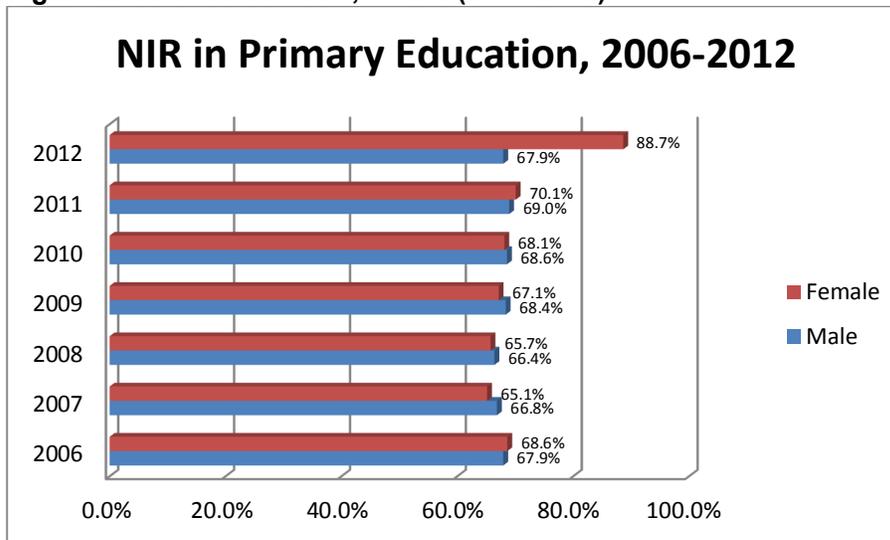
Figure 2.8: Gross Intake Rate, Year 1 (2006-2012)



Source: DPDR, MoE (2006-2012)

The Compulsory Education Act 2007 stipulates the official primary level entrance age at Year 1 for all children residing in Brunei Darussalam is 6 years old. Figure 2.9 indicates the existence of students enrolled in Year 1 who were not at the official age. The graph shows that the Net Intake Rate (NIR) for both sexes was above 65% throughout the years with slight changes in the NIR for male students from year to year. As for females, the NIR increased drastically in 2012 to 88.7% indicating that more females enrolling to Year 1 were at the official age. The NIR to Year 1 is fairly constant which indicates improvement in timely access to primary education with Brunei Darussalam universalising the enrolment age into primary level.

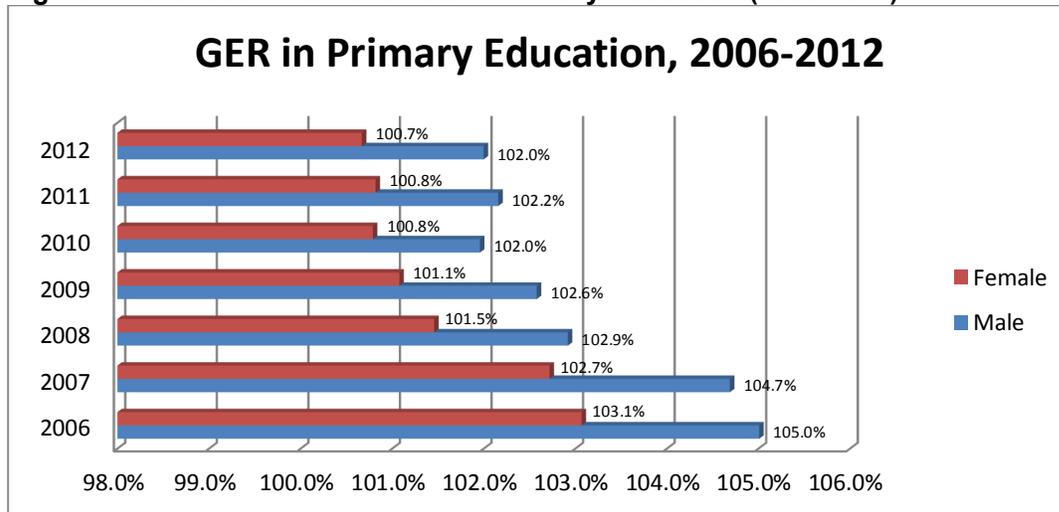
Figure 2.9: Net Intake Rate, Year 1 (2006-2012)



Source: DPDR, MoE (2006-2012)

Figure 2.10 shows the GER for male students is higher compared to female. Gross Enrolment Rate (GER) is just above 100%, which indicates a high degree of enrolment at primary levels with a small percentage of children enrolled at the primary level regardless of age. Brunei Darussalam has the capacity to accommodate all children into primary education.

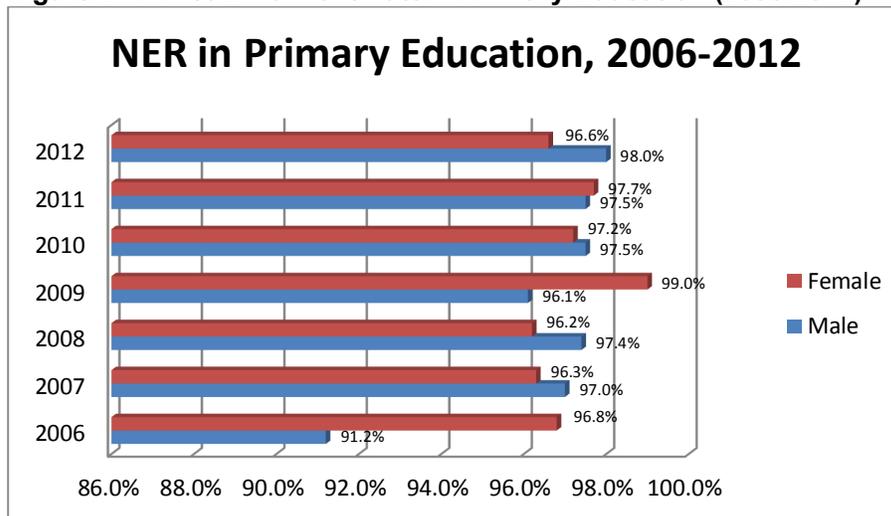
Figure 2.10: Gross Enrolment Rate in Primary Education (2006-2012)



Source: DPDR, MoE (2006-2012)

The official age group for primary education in Brunei is 6 to 11 years old. The Net Enrolment Rate (NER) in Figure 2.11 shows that more than 90% were at the official age of 6 to 11 years at primary school. In 2009, female students enrolled into primary education was at 99.0% which indicates that only 1% were not at the official age for primary education.

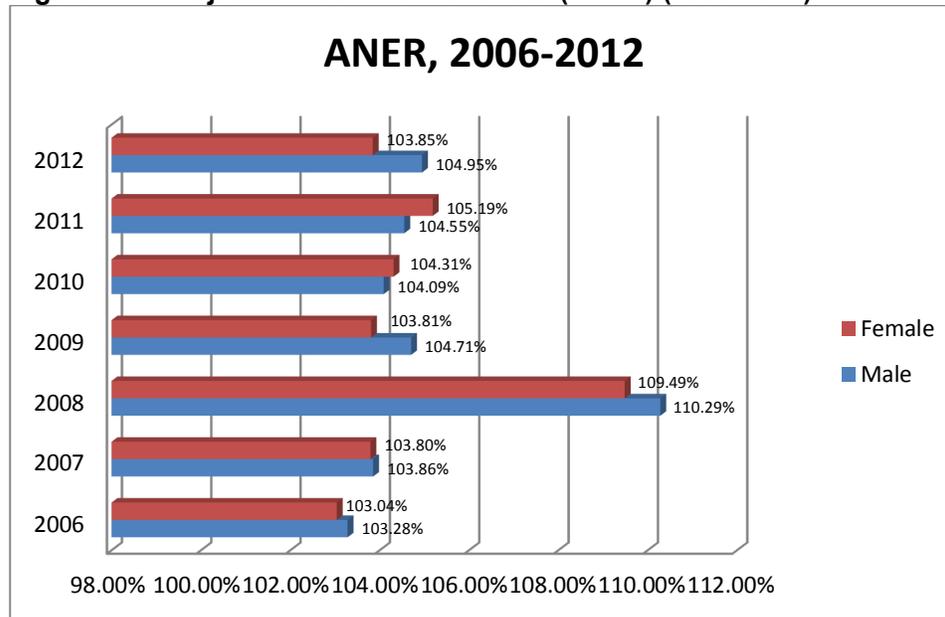
Figure 2.11: Net Enrolment Rate in Primary Education (2006-2012)



Source: DPDR, MoE (2006-2012)

Figure 2.12 shows that the Adjusted Net Enrolment Rate (ANER) varies from year to year with a percentage of more than 100%. ANER was outstandingly high in 2008 for both male and female students indicating most of them were already in the secondary level during their official primary age.

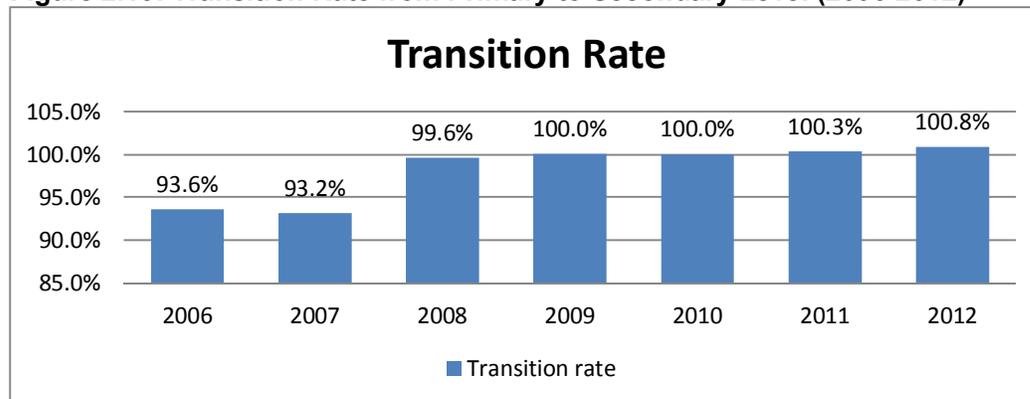
Figure 2.12: Adjusted Net Enrolment Rate (ANER) (2006-2012)



Source: DPDR, MoE (2006-2012)

Figure 2.13 shows high transition of primary students to secondary level. The transition rate has increased to 100% ever since the introduction of the non-retention system in 2008.

Figure 2.13: Transition Rate from Primary to Secondary Level (2006-2012)



Source: DPDR, MoE (2006-2012)

Overall, the statistics for basic education provision show that Brunei Darussalam has attained the EFA goal 2 target of universalising primary education, a testimony to its sound existing policies and orders. The issue of under-aged or over-aged students in primary school is being resolved through regulatory measures.

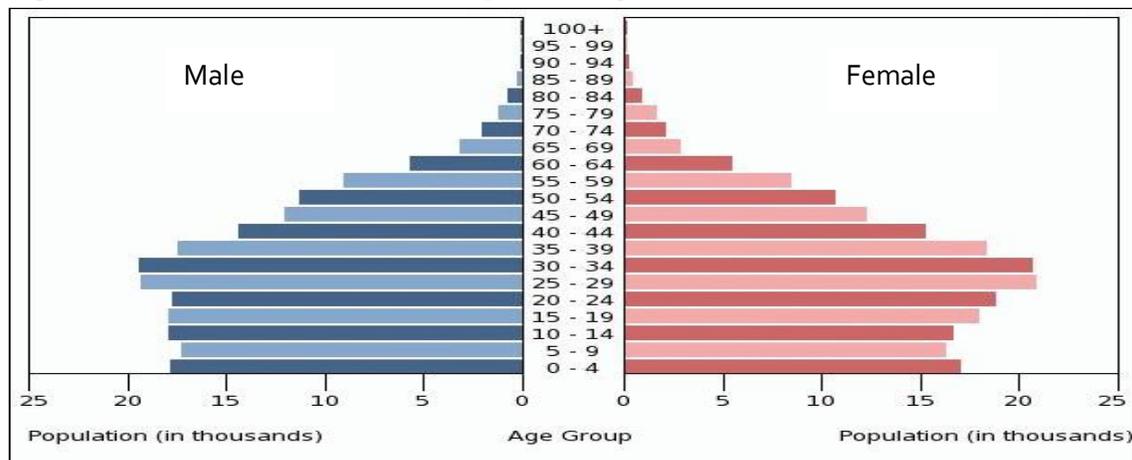
2.3 Goal 3: Promoting Learning Skills for Young People and Adults

This section presents the data on the formal and non-formal education indicators related to the promotion of learning skills for young people and adults, the various providers involved and the opportunities for lifelong learning and continuing education that are available to Bruneians.

In this EFA report, **young people** are defined as males and females of age 15 up to 24 years who are not enrolled in tertiary education+ whereas **adults** are those of age 25 and above. According to Brunei Darussalam Statistical Book 2011 (JPKE, 2011), young people made up 18.6% of the total population of about 393,000. The breakdown of the population in 2011 with respect to age and gender is shown in Figure 2.14.

Lifelong learning in Brunei Darussalam is defined similarly to UNESCO's definition as *an emphasis on enabling young people and adults to continue learning throughout life so as to improve their knowledge, skills and competencies within personal, civic, social or employment related perspectives. As such, this notion extends to all areas and phases of life and is particularly crucial in framing efforts among young people and adults to continuously extend and acquire new skills in a rapidly changing world+* In the context of Brunei Darussalam, this is underpinned by the national philosophy, *Melayu Islam Beraja (MIB)+*

Figure 2.14: Brunei Darussalam's Population Pyramid 2011



Source: JPKE (2011b)

From the total population of about 73,200 young people in 2011, 37,900 (52%) were male and 35,300 (48%) were female. Based on the 2011 census, the total population was 393,372 persons. Age-wise, 99,428 were below 15 years and 13,886 persons were 65 years and above. The working age non-institutionalised population was 280,058 persons with 145,044 males and 135,014 females. The labour force is between 15 to 64 years old. The estimates on labour force participation over the period of 2007 to 2011 are presented in Table 2.10. The total estimated number for 2011 was 185,900 persons with 109,800 males and 76,100 females. The labour force participation rate was 66.4%. The unemployment rate for the same year was 1.7%.

Table 2.10: Labour Force Estimates (2007-2011)

		2007	2008	2009	2010	2011
Total labour Force	Total	175,700	178,700	179,600	183,500	185,900
	Male	104,400	106,400	106,200	108,500	109,800
	Female	71,300	72,300	73,400	75,000	76,100
Employed	Total	169,400	171,700	175,000	178,200	182,700
	Male	101,700	103,200	104,200	106,100	108,400
	Female	67,700	68,500	70,800	72,100	74,300
Unemployed	Total	6,300	7,000	4,600	5,300	3,200
	Male	2,700	3,200	2,000	2,400	1,400

	Female	3,600	3,800	2,600	2,900	1,800
Labour Force	Total	66.7	66.9	66.4	66.6	66.4
Participation	Male	76.8	77.1	76.0	76.3	75.7
Rate	Female	55.9	56.0	56.2	56.3	56.4
Unemployment rate		3.6	3.9	2.6	2.9	1.7

Source: JPKE (2011b)

Brunei Darussalam has achieved positive results from various literacy programmes it initiated. The Literacy Rate⁵ for Bruneian youth is one of the highest in the region with youth literacy rate at more than 99% (Table 2.11) while for adults it was about 97% in 2011. The literacy rate among youth increased over a ten year period (98.9% in 2001 to 99.3% in 2011). There was no disparity in the literacy rate between males and females.

Table 2.11: Literacy Rate for Youth in Brunei Darussalam

		Gender	2001	2011
Youth (15-24)	Population	Male	29404	37870
		Female	31163	35247
	Literate	Male	29073	37559
		Female	30824	35082
	Literacy Rate (%)	Male	98.87	99.18
		Female	98.91	99.53

Source: DPDR, MoE (2013)

These figures testify to the fact that Brunei Darussalam has achieved equitable access to basic education. This has been made possible by the 9 year free compulsory education policy.

2.3.1 Technical and Vocational Education in Brunei Darussalam

When SPN21 was implemented in 2009, DTE introduced a 3-Tier TVET Qualification System to provide multiple pathways to higher education (see Annex C) by introducing technical and vocational programmes to suit the capabilities of the students after they had completed upper secondary school. This system provides students with a suitable learning timeframe to gain in depth knowledge and a high level of competency.

There are three skill levels available to students in the current system:

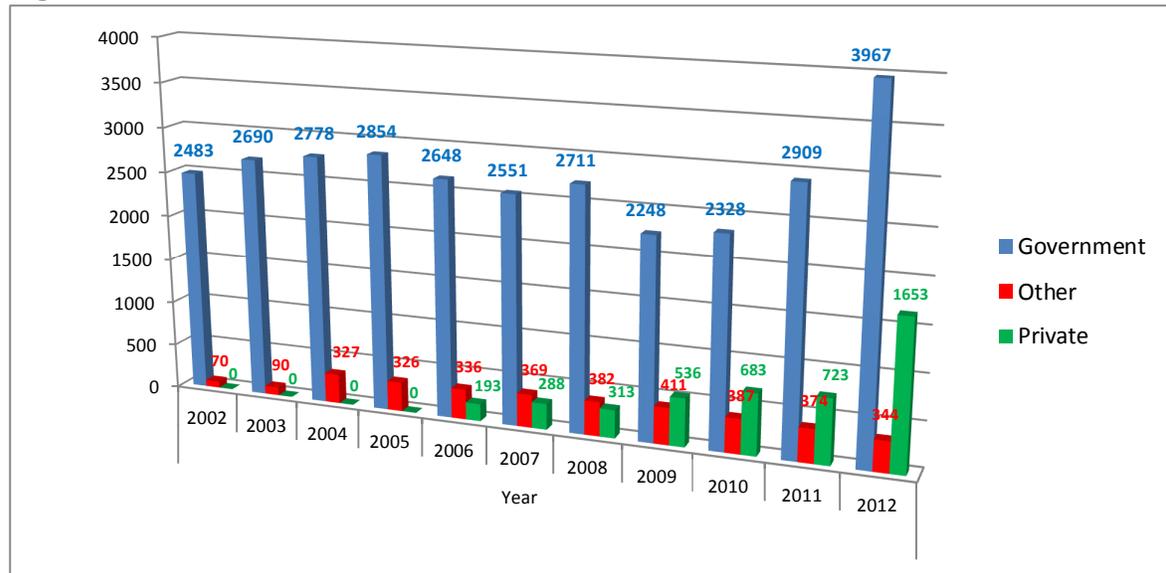
- Skilled Worker: Skill Certificate (SC)
- Technologist: Diploma (D)
- Professional: Degree

The total number of students enrolled in government and private TVET institutions from 2002 to 2012 is presented in Figure 2.15. There was significant increase in the number of students attending TVET in 2012 with the introduction of the new 3-Tier TVET Qualification System.

⁵ Literacy Rate defined as the percentage of the population who can read and write with understanding a short simple statement related to everyday life (UNESCO, 1978).

More programmes were developed to train students at technician and skill-workers levels based on industrial demands.

Figure 2.15: Enrolment of Students to TVET



Source: Data from DPDR, MoE (2012)

Note:

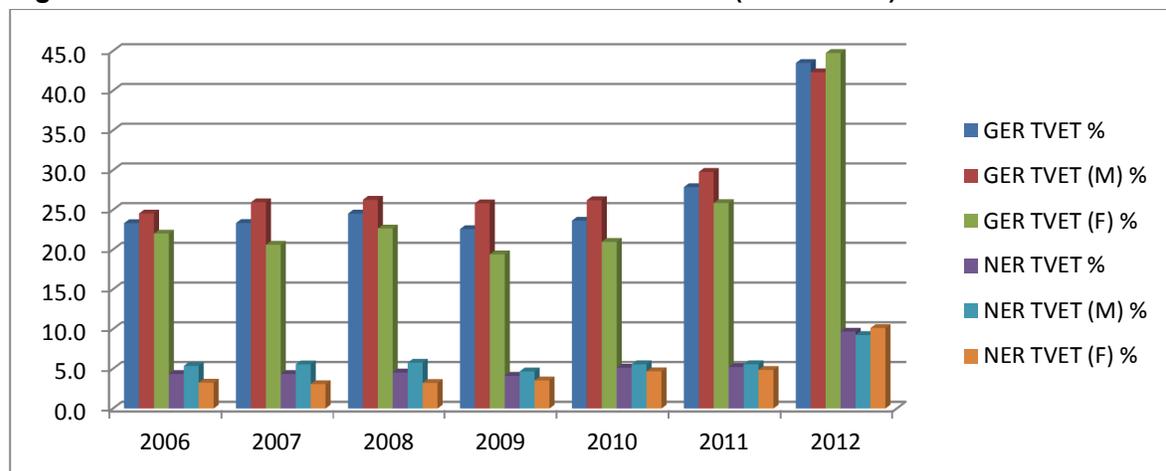
Government TVET institutions under MoE

Other TVET institutions under the Ministry of Religious Affairs (MoRA), MoCYS and the Prime Minister's Office (PMO)

Private TVET institutions under private sector

The enrolment of youth into TVET is presented in Figure 2.16 and Annex D where calculations of GER and NER for male and female were computed from 2006 to 2012. The TVET GER increased from 23.3% (2006) to 43.5% (2012), i.e. about 87% growth in 7 years. The TVET NER for male increased from 5.4% (2006) to 9.3% (2012) while TVET NER for female leapt from 3.3% (2006) to 10.1% (2012). This figure indicates that the TVET programmes are non-discriminatory towards females.

Figure 2.16: GER and NER of Youth Enrolment in TVET (2006 - 2012)



Source: Data from DPDR, MoE (2013).

The average transition rate from secondary to TVET for the past 6 years (2007-2012) was 61% as shown in the table below.

Table 2.12: Transition Rate from Secondary to TVET (BDTVEC Accredited Institutions)

	2006	2007	2008	2009	2010	2011	2012
Year							
10/11/Secondary	8382	8255	7623	7940	8328	9728	-
5							
TVET (Year 1)							
(New)	4776	4573	5083	5115	5752	4976	4568
Transition Rate							
(%)	-	55%	62%	67%	72%	60%	47%

Source: Data from DPDR, MoE (2013) and BDTVEC (2014)

The number of teaching staff at TVET in the past 7 years (2006 . 2012) ranged from 542 to 606. In 2012, more than half the staff possessed a minimum of first degrees. As such, the TVET teaching force is generally qualified.

2.4 Goal 4: Adult Literacy

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults (Dakar Framework, 2000).

Adult literacy rate is defined as the percentage of the population aged 15 years and above who can read and write with understanding a short simple statement related to everyday life (UNESCO, 1978). In this report, data represented are limited to references extracted from the Brunei Population Census 2001, Brunei Population Census 2011 and United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics.

2.4.1. Progress and Analysis on Goal 4 Achievement in Brunei Darussalam

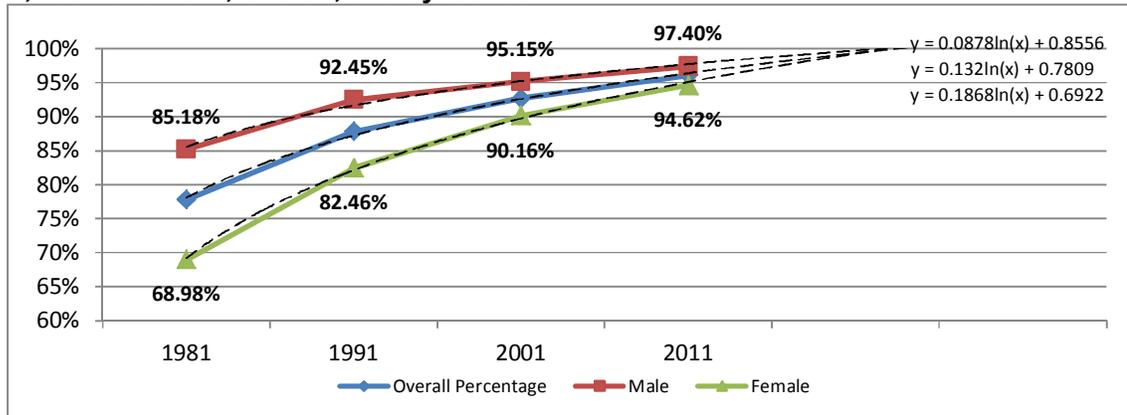
The progress in Brunei literacy can be analysed further according to:

- Year Trend (1981, 1991, 2001, 2011) Overall and by Gender
- Projected Literacy Rate Vs Target Literacy Rate by 2015
- Literate and Illiterate by Age and Gender

Figure 2.17 and Tables 2.13 to 2.15 show the analysis of the progress respectively.

i) Year Trend (1981, 1991, 2001, 2011) Overall and by Gender

Figure 2.17: Brunei Adult Literacy Rate for Population Aged 15 and Above, Year 1981, 1991, 2001 and 2011, Overall, and by Gender



Sources: JPKE (2010)^[1]. UNESCO Institute for Statistics ^[2].

Since the formalisation of education in 1912, Brunei’s Adult Literacy Rate has made remarkable strides. Figure 2.17 above shows that the Brunei literacy rate has progressively increased from 77.8% in 1981 to 87.8% in 1991. It further increased to 92.7% in 2001 and 96.1% in 2011. The progression indicates 18.3% point change over the 30 year period.

There is also an indication of literacy improvement in both genders, especially among women, which increased from 68.98% in 1981 to 82.46% in 1991 and 90.16% in 2001. It then further progressed to 94.62% in 2011.

Although Brunei Darussalam’s literacy rate has progressively increased throughout these years, analysis of the percentage increase for each decade raised a question over the achievement of EFA Goal 4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women.

The next section, comparing the Projected Literacy Rate by 2015 with the Target Literacy Rate by 2015, sheds more light on this matter.

ii) Projected Literacy Rate Vs Target Literacy Rate by 2015

Table 2.13: Brunei Adult Literacy Rate for Population Aged 15 and Above, Year 2001 to 2015 (Projected Literacy Rate)

Year	2001	2011	2015
Overall Percentage	92.67%	96.05%	97.65%
Male	95.15%	97.40%	98.57%
Female	90.16%	94.62%	96.90%

2.4.1.1 Target Literacy Rate by 2015

To allow the monitoring of progress towards the literacy target for all countries, whatever their literacy level, the Global Monitoring Report Team has chosen, therefore, to measure progress

in terms of reduction in the rate of adult illiteracy, in accordance with the earlier formulation of the literacy goal: halving the level of illiteracy, rather than improving levels of adult literacy by 50%.

(EFA Global Monitoring Report, 2006)

Based on the 2001 literacy rate of 92.67%, the target literacy rate for Brunei Darussalam should be 96.34% by 2015.

In comparing the target literacy rate of 96.34% with the projected literacy rate for 2015 as shown in Table 2.13 above, two observations can be made:

- In year 2011, the literacy rate of Brunei Darussalam reached 96.05%. Taking the literacy rate reported in 2001 as a baseline, this indicates Brunei Darussalam has achieved 46.14% improvement for Adult Literacy rate. In order to achieve the target of EFA Goal 4, we have to achieve another 0.28 per cent increase in literacy by 2015 giving the adult literacy 96.34 per cent. Achieving this will give at least 50 per cent improvement in overall adult literacy.
- Following the trend line of the literacy rate, Brunei Darussalam's literacy rate is estimated to be 97.65% in year 2015, thus exceeding the target literacy rate (96.34%) by 1.31%.

See Annex E which shows the percentage difference in Brunei Darussalam literacy every 10 years for population aged 15 and above and percentage improvement for the percentage increase over the decades.

iii) Literate and Illiterate by Age and Gender

In this section, we will be looking at Adult Literacy Population for aged 15 and above, particularly focusing on Relative Increase/Decrease in Literacy by age for the different cohorts and also for the same cohorts.

Table 2.14: Literate Population by Age and Gender

Note: The colour code in Table 2.14 explains how the adult literacy rate changes for a specific age group every 10 years. For instance, age group 15-19 in 1991 will become 25-29 in 2001 and 35-39 in 2011. Hence, this cohort of population is highlighted with the same colour (yellow).

Age Group	Males (%)			Females (%)			Total (%)		
	1991	2001	2011	1991	2001	2011	1991	2001	2011
15-19	98.9	99.4	99.4	98.7	99.4	99.7	98.8	99.4	99.6
20-24	97.4	98.4	98.9	97.5	98.5	99.4	97.5	98.5	99.2
25-29	96.9	97.4	98.5	96.0	97.8	99.2	96.5	97.6	98.8
30-34	96.1	96.8	98.0	94.4	96.7	98.9	95.4	96.8	98.5
35-39	95.9	96.8	98.0	89.5	95.4	98.4	93.1	96.1	98.2
40-44	94.6	96.5	97.9	77.0	93.9	97.5	87.1	95.3	97.7
45-49	90.0	96.7	97.7	57.2	90.1	96.4	75.9	93.6	97.0
50-54	84.0	94.9	97.2	39.3	76.8	94.9	63.1	86.2	96.1
55-59	72.4	90.2	97.2	24.4	55.2	90.8	48.0	73.7	94.1
60+	51.4	64.3	86.3	13.6	25.7	56.8	33.4	44.6	71.1

Sources: JPKE (2001) & JPKE (2011a)

Table 2.15: Literate and Illiterate Population by Age and Gender

	2001				2011			
	Male		Female		Male		Female	
	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate
15-19	13936	78	13860	89	17853	101	16959	54
20-24	15137	253	16964	250	19706	210	18123	111
25-29	17416	468	17494	395	20444	312	18275	154
30-34	16338	540	16922	575	18943	381	17383	189
35-39	14120	461	13525	658	16981	350	16208	257
40-44	12529	455	10534	680	14969	320	14468	365
45-49	8847	303	7208	791	12540	300	11344	426
50-54	5262	280	3949	1196	10045	288	8969	479
55-59	2929	320	1595	1296	6959	199	6255	631
60+	4498	2500	1871	5410	9366	1492	6545	4983
Total	131071	5737	122475	11406	169756	4059	154851	7732

Sources: JPKE (2001) & JPKE (2011a)

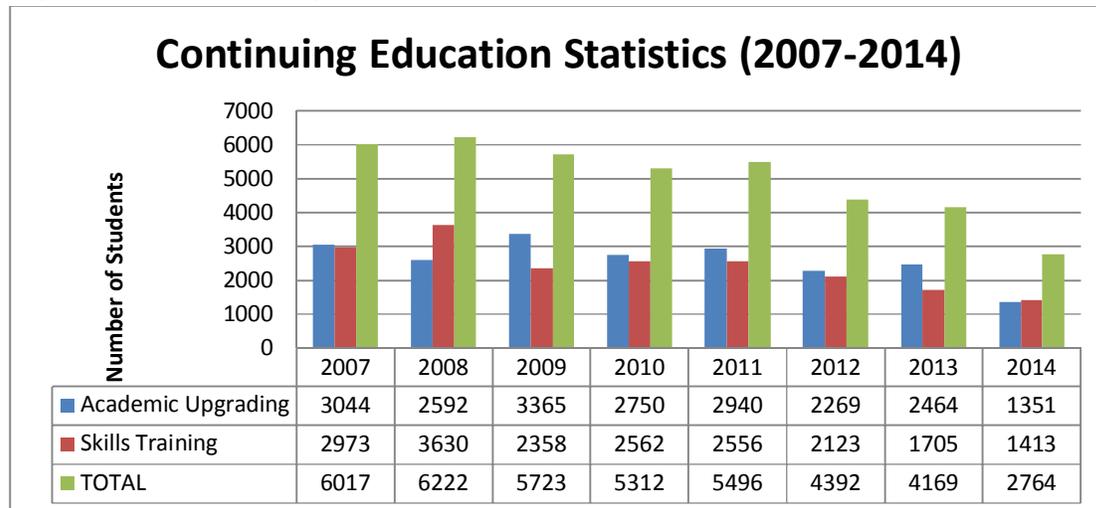
Generally, the literacy rates are good for all the age groups. The increasing trend in the literacy rate shows that Brunei Darussalam has come a long way since formal education evolved to meet all levels of challenges at local, regional and global arenas. This achievement is a result of prudent planning and developments in the educational landscape. Although the early reading and strong literacy programmes at school help to sustain literacy among adults, Brunei Darussalam is also developing strategies to improve adult literacy skills through several initiatives under various ministries.

2.4.2 Continuing Education Division

The Continuing Education Division provides non-formal and informal education programmes based on the needs of adult citizens. These programmes cater to all citizens and permanent residents aged 15 and above, including school dropouts or leavers, government employees, pensioners and housewives. The three types of education provided by this division consist of Academic Upgrading, Skill Training and Short Courses.

Programmes offered under Academic Upgrading include academic classes, languages, Islamic education and other academic programmes while programmes under Skill Training include Home Science, Commerce/Business and technical/vocational courses.

Figure 2.18: Continuing Education Statistics (2007-2014)



Source: DTE, MoE.

There are also a number of strategies outlined in the previous sub-chapter such as collaboration with various ministries as mentioned in section 2.3 which play an important role in improving adult literacy.

2.5 Goal 5 – Gender Parity and Equality in Education

“Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality”

In the context of EFA, *gender* is described by UNESCO (2006) as *the roles and responsibilities of men and women that are created in our families, our societies and cultures*⁶. It is clearly distinguished from sex, which describes the biological differences between men and women.

The term *gender equality* is described thus by UNESCO (2006): *women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development*¹. Gender equality includes ensuring equality in access to education, learning processes, learning outcomes, and job opportunities. In education, Gender Parity Index (GPI) is a measure of gender equality among the male and female population.

2.5.1 Progress in Achieving EFA Goal 5

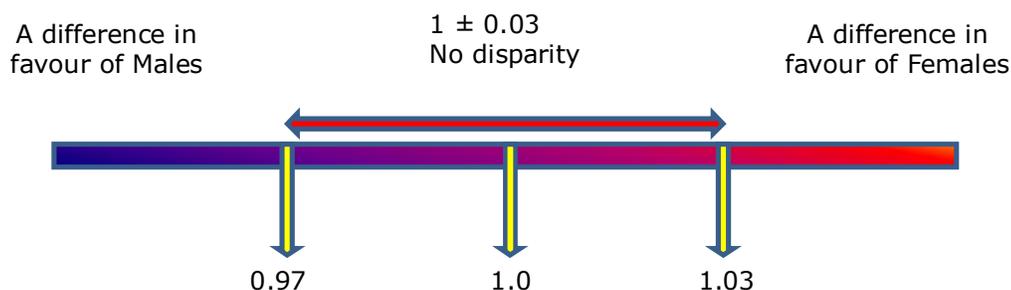
Gender Parity Index (GPI) is the ratio of female to male of a given indicator, expressed as a numerical value. It measures progress towards gender parity in education participation and/or

⁶ Guidelines for EFA . Monitoring, Evaluation and Assessment: Identifying and Reaching the Unreached, Pg 131

learning opportunities available to women in relation to those available to men. It also reflects the level of women's empowerment in society⁷.

Figure 2.19 shows the interpretation of the GPI value. A GPI value which lies between 0.97 and 1.03 indicates no significant differences between males and females. A GPI value less than 0.97 indicates difference in favour of males whereas a GPI value greater than 1.03 indicates a difference in favour of females.

Figure 2.19: Interpretation of GPI Value



Source: *Monitoring, Evaluation and Assessment: Identifying and Reaching the Unreached*

Table 2.16 shows the GPI for some indicators obtained in 2012. It demonstrates that Brunei Darussalam has successfully eliminated gender disparity in some of the indicators whilst some are close to parity. This is further explained in the next section of this report.

Table 2.16: Gender Parity Index (GPI) for Some Indicators in 2012

INDICATOR	LEVEL OF EDUCATION	VALUE FOR FEMALE %	VALUE FOR MALE %	GPI
Gross Enrolment Ratio	ECCE	60.34	61.05	0.99
	Primary	100.67	102.00	0.99
	Secondary	105.00	111.27	0.94
	TVE	49.61	50.39	1.05
Net Enrolment Ratio & Adjusted Net Enrolment Ratio	ECCE	52.92	53.19	0.99
	Primary	96.61	97.99	0.99
		(ANER=103.85)	(ANER=104.95)	(ANER = 0.99)
	Secondary	90.40	90.55	1.00
		(ANER=99.39)	(ANER=97.00)	(ANER = 1.02)
	TVE	50.83	49.17	1.10
Gross Intake Rate	Primary	106.41	107.06	0.99
	Secondary	106.13	109.24	0.97
Net Intake Rate	Primary	88.65	88.74	1.00
	Secondary	64.49	61.46	0.95
Survival Rate to Grade 5 (2008)	-	-	-	1.01
Transition Rate (TR) from Primary to Secondary (2012)	-	-	-	1.01
Youth Literacy (2011)	-	99.53	99.18	1.00

⁷UNESCO (2009). Education Indicators: Technical Guidelines, pg 49.

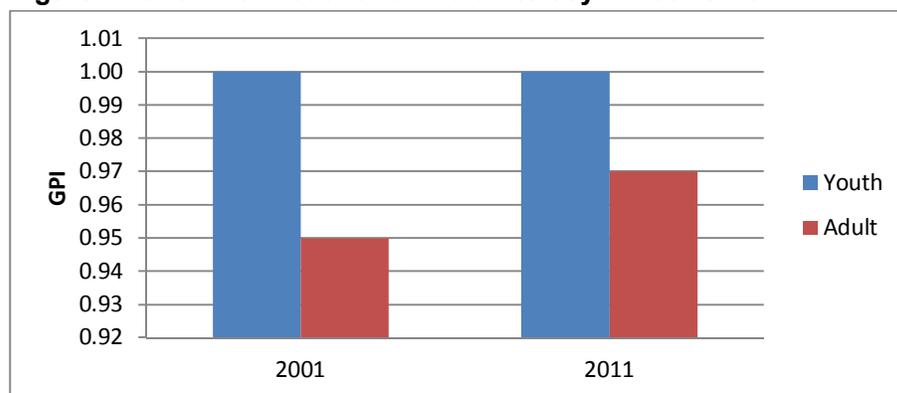
Adult Literacy (2011)	-	94.62	97.40	0.97
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Source: DPDR, MoE (2008 – 2012)

i) Youth and Adult Literacy

In terms of GPI, Figure 2.20 shows no gender disparity for youth literacy over the 10 year period while GPI for adult literacy increased from 0.95 in 2001 to 0.97 in 2011 indicating that adult literacy achieved gender parity in 2011.

Figure 2.20: GPI for Youth and Adult Literacy in 2001 & 2011



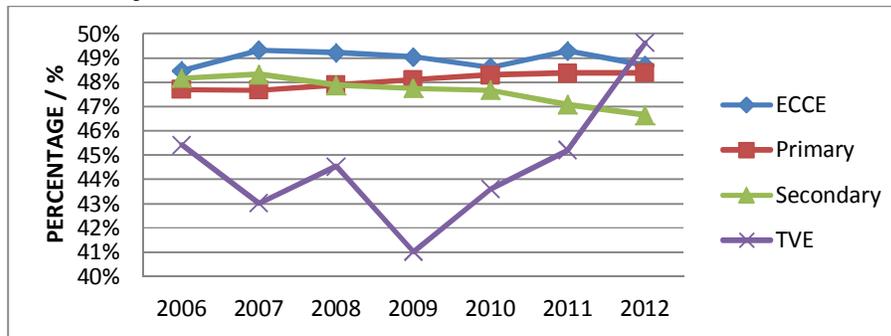
Source: JPKE (2013)

ii) Female Enrolment in Education

With respect to percentages of females enrolled at the four levels of education, namely ECCE, Primary, Secondary and Technical & Vocational education, Figure 2.21 shows that the percentage of females enrolled between 2006 and 2012 was below 50%. For the first three levels of education, the range was between 46% and 49%. In comparison, the percentage of females enrolled in TVE was lower (45% and below) before it started to increase by 4.4% from 45.21% in 2011 to 49.61% in 2012. This increase is most likely due to the introduction of the *Skim Biasiswa Pendidikan Teknikal dan Vokasional (BPTV) di Institusi Pengajian Swasta Dalam Negeri*⁸, a scholarship scheme for technical and vocational education at local private institutions. The scheme was introduced by JPKE in 2011 to support school leavers wishing to take a higher education course to boost their employment opportunities.

⁸ JPKE (2013) . *Buku Panduan bagi Penuntut-Penuntut: Skim Biasiswa Pendidikan Teknikal dan Vokasional (BPTV) di Institusi Pengajian Swasta Dalam Negeri.*

Figure 2.21: Females Enrolled as Percentage of Total Enrolment at ECCE, Primary, Secondary and Technical & Vocational Education

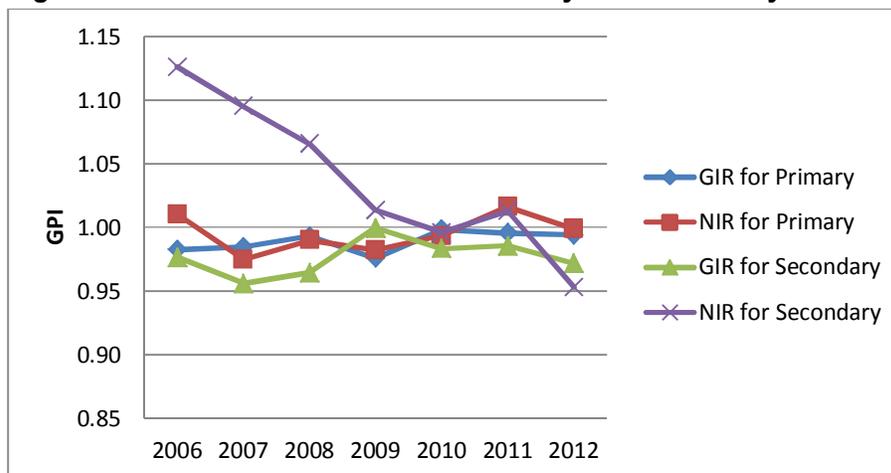


Source: DPDR, MoE, (2006 – 2012)

iii) GPI for GIR, NIR, GER, NER and ANER

In terms of GPI for GIR and NIR at primary education, gender parity has been achieved since 2006 (Figure 2.22). GPI for NIR at secondary education initially showed that girls had more access to Form 1 (Year 7) than boys in 2006 (1.13), 2007 (1.10) and 2008 (1.07). However, between 2009 and 2012, gender parity was achieved and even slightly favoured boys, as indicated by both GPI for GIR and NIR.

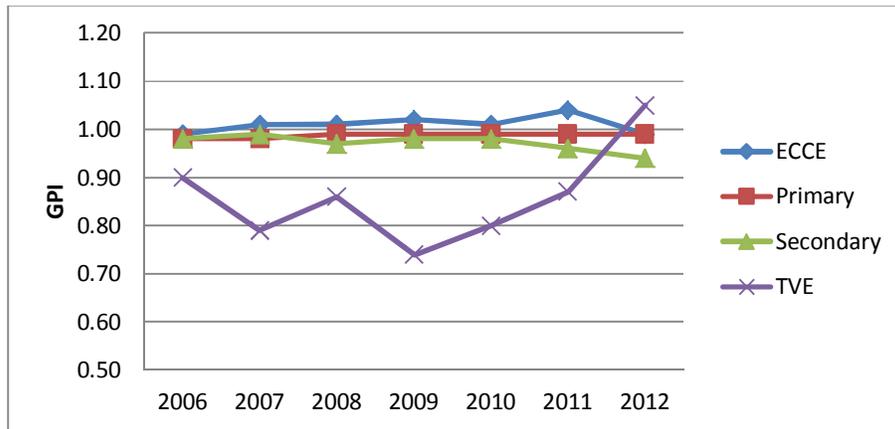
Figure 2.22: GPI for GIR and NIR at Primary and Secondary Education



Source: DPDR, MoE (2006 – 2012)

Although the percentages of females enrolled are lower than the percentages of males, in terms of GPI for GER at ECCE, primary and secondary education (Figure 2.23), gender parity has been achieved since 2006. However, for ECCE the boys started out disadvantaged (1.04) but came close to parity in 2011 while for secondary, the girls were disadvantaged (0.94) but close to parity in 2012. On the other hand, there was gender disparity in TVE, favouring more boys than girls. However, the GPI for GER then shifted to 1.05, favouring girls due to more female enrolment in 2012.

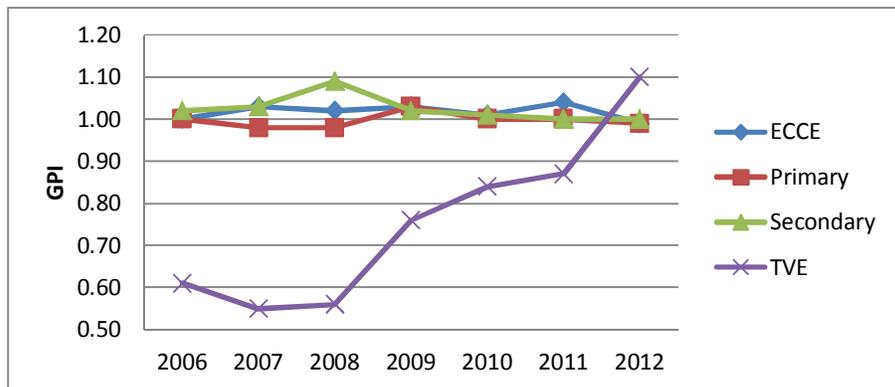
Figure 2.23: GPI for GER at ECCE, Primary, Secondary and Technical & Vocational Education



Source: DPDR, MoE (2006 – 2012)

The GPI for NER at ECCE, primary and secondary education (Figure 2.24) demonstrates a similar trend as the GPI for GER. There has been no gender disparity since 2006 except for ECCE in 2011 with a GPI of 1.04. For TVE, the GPI for NER was quite low from 2006 to 2011 (less than 0.90) which indicates that girls were significantly disadvantaged at this level, except in 2012 where the GPI value increased to 1.10. This implies that more females have enrolled in TVE than males and consequently industry will begin to see an increase in the supply of female skilled workforce to meet the industrial demands.

Figure 2.24: GPI for NER at ECCE, Primary, Secondary and Technical & Vocational Education



Source: DPDR, MoE (2006 – 2012)

Comparing the values of GPI for NER and ANER at primary education (Table 2.17), the marginal differences indicate no gender disparity in GPI for ANER since 2006 whilst at secondary education, there were gaps of 0.05, 0.06 and 0.14 between GPI for NER and ANER in 2006 to 2008 respectively, which indicate that participation (after adjusted) slightly favoured boys especially in 2008. However, the trend shifted and GPI for ANER has shown no gender disparity from 2009 to 2012.

Table 2.17 GPI for NER and ANER at Primary and Secondary Education

LEVEL		2006	2007	2008	2009	2010	2011	2012
Primary	NER	1.00	0.98	0.98	1.03	1.00	1.00	0.99
	ANER	1.00	1.00	0.99	0.99	1.00	1.01	0.99
Secondary	NER	1.02	1.03	1.09	1.02	1.01	1.00	1.00
	ANER	0.97	0.97	0.95	1.02	1.03	1.00	1.02

Source: DPDR, MoE (2006 – 2012)

iv) Survival Rate and Transition Rate from Primary to Secondary Education

The survival rate to Grade 5 is the percentage of a cohort of students entering Grade 1 in a given year who are expected to reach Grade 5. It measures the power of the school system to hold or retain students to Grade 5. Children who do not survive to the last grade of the primary education, drop out of the school system⁹.

The GPI for survival rate to Year 5 was 1.02 in 2006, 1.00 in 2007 and 1.01 in 2008 whilst the GPI for transition rate from Primary (Year 6) to Secondary (Year 7) also showed similar trends in 2010, 2011 and 2012 (Table 2.18). This indicates that gender parity in both survival rate and transition rate from primary to secondary was reached even before the enactment of the Compulsory Education Act in 2007.

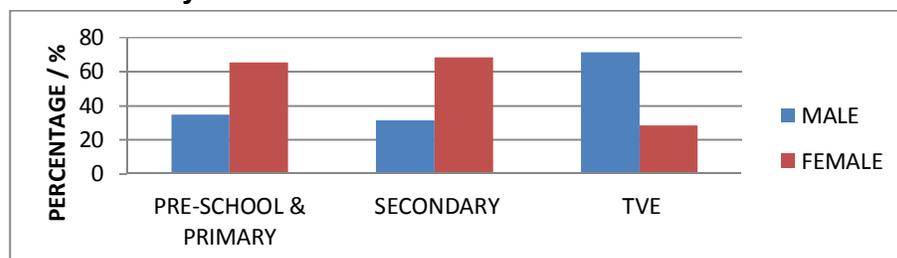
Table 2.18 Survival Rate at Year 5 and Transition Rate from Primary to Secondary

Survival Rate at Year 5		Transition Rate from Primary to Secondary	
Year	GPI	Year	GPI
2004	NA	2010	1.01
2005	NA	2011	1.00
2006	1.02	2012	1.01
2007	1.00	2013	NA
2008	1.01	2014	NA

Source: DPDR, MoE (2006 – 2012)

v) Principals

Data on principalship in government institutions in 2014 (Figure 2.25) show 65.25% of the school leaders in primary education and 68.57% in secondary education are females whilst the opposite is true in TVE institutions where principalship is dominated by males (71.43%).

Figure 2.25: Number of Principals in Government Primary, Secondary and TVE Institutions by Gender in 2014

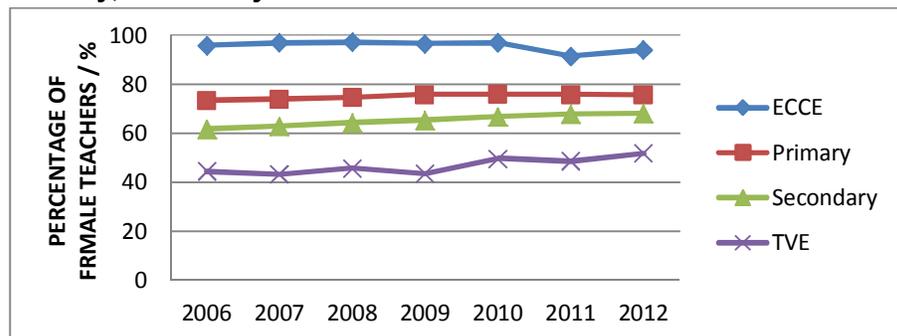
Source: Department of Schools, MoE (2014) Unpublished.

⁹ UNESCO (2009). Education Indicators: Technical Guidelines, pg.14

vi) Female Teachers

Generally, the teaching profession is dominated by females especially in ECCE (above 90%), followed by primary (above 70%) and secondary (above 60%). However in TVE, the majority of the teachers are male, although there was an increase of 3.15% of female teachers in 2012 which shows increasing female involvement and interest in technical education (Figure 2.26).

Figure 2.26: Female Teachers as Percentage of Total Number of Teachers in ECCE, Primary, Secondary and Technical & Vocational Education



Source: DPDR, MoE (2006 – 2012)

From the indicators above, it can be concluded that Brunei Darussalam has reached gender parity in education in terms of equal access to enrolment, average years of schooling attained and transition rate from primary to secondary education. Like other economies, Brunei Darussalam has an issue of gender disparity in the teaching profession which it is aware of and trying to resolve.

2.6 Goal 6: Quality Education

Improving all aspects of quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Quality has become a dynamic concept that has to constantly adapt to social and economic transformation; in which, future-oriented thinking and anticipation are gaining importance. The Dakar Framework for Action (2000) defines quality education as one that satisfies basic learning needs and enriches the lives of learners along with their overall experience of living.

It is also the country's aim to develop an education system of international standard capable of moulding balanced and well-rounded citizens. At the same time, the education system will foster valuable and marketable skills; encourage a lifelong learning orientation that will contribute to a harmonious and politically stable society; and set the basis for a knowledge-based economy of international standards.

2.6.1 Current Situation in Brunei Darussalam:

This section will review the current situation in Brunei Darussalam with respect to quality education through the following indicators:

i) Percentage of Primary School Teachers with the Required Academic Qualification

Table 2.19 shows an increase from 58.31% (2008) to 66.09% (2012) in teachers with the required academic qualification for primary schools. Conversely, Table 2.20 shows an almost constant percentage of teachers with the required academic qualification for secondary school from 2009 to 2012.

Table 2.19: Total Number of Primary School Teachers and the Number/Percentage with Required Academic Qualification (2008 to 2012)

	2008	2009	2010	2011	2012
No. of Pri. School Teachers	4474	4570	4788	5112	5217
No. of Pri. School Teachers (with Diploma & above)	2609	2839	3119	3336	3448
%	58.31%	62.12%	65.14%	65.26%	66.09%

Note: For no. of primary school teachers, the total no. of teachers includes all government primary teachers, private pre-primary teachers and private secondary teachers.

Source: DPDR, MoE (2008-2012)

Table 2.20: Total Number of Secondary School Teachers and the Number/ Percentage with Required Academic Qualification (2008 - 2012)

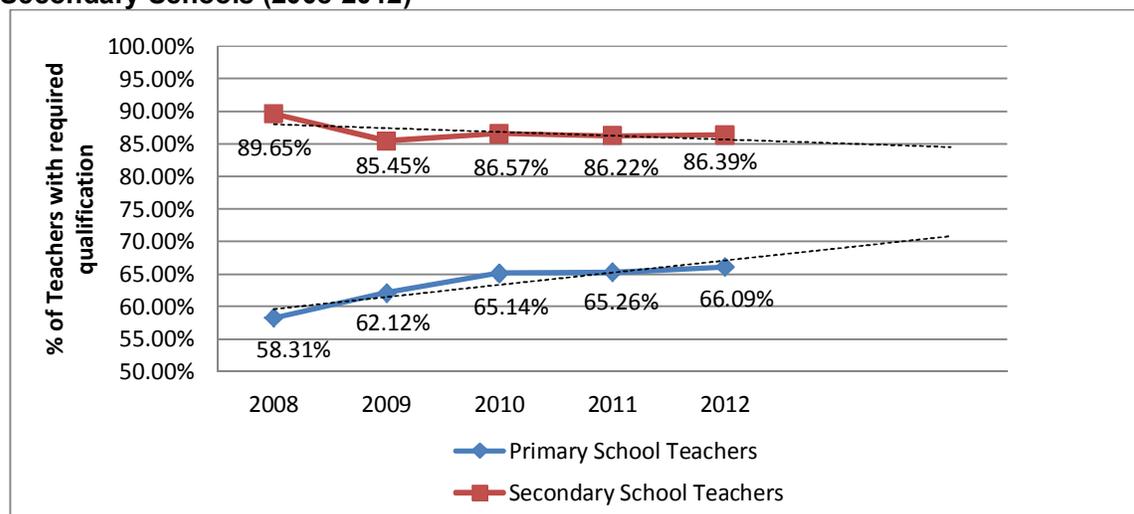
	2008	2009	2010	2011	2012
No. of Sec. School Teachers	3499	3300	3424	3513	3564
No. of Sec. School Teachers (with Deg. & above)	3137	2820	2964	3029	3079
%	89.65%	85.45%	86.57%	86.22%	86.39%

Note: For no. of secondary school teachers, the total no. of teachers includes only government secondary teachers.

Source: DPDR, MoE (2008-2012)

However, Figure 2.27 indicates that there are more teachers in secondary schools than in primary schools with the required academic qualifications. The statistics also indicate that the number of teachers with the required academic qualifications in primary schools is still below 80%.

Figure 2.27: Percentage of Teachers with Required Qualifications at Primary and Secondary Schools (2008-2012)



Source: DPDR, MoE (2008-2012)

ii) Percentage of School Teachers Certified to Teach According to National Standards for ECCE, Primary, Secondary and Non-Formal Education

Tables 2.21 and 2.22 show that the percentage of teachers certified to teach (e.g. who have a PGCE certificate or degree in education) has increased from 2008 to 2012: for primary, from 77.38% (2008) to 81.25% (2012); and for secondary, from 97.69% (2008) to 97.73% (2012). It is notable that for both primary and secondary, the percentages slightly dropped in 2009 and 2011 before increasing again in 2010 and 2012 respectively.

Table 2.21: Total Number of Primary School Teachers and the Number/Percentage Certified to Teach According to National Standards (2008 – 2012)

	2008	2009	2010	2011	2012
No. of Pri. School Teachers	4474	4570	4788	5112	5217
No. of Pri. School Teachers (Certified)	3462	3360	3908	3963	4239
%	77.38%	73.52%	81.62%	77.52%	81.25%

Note: For no. of primary school teachers, the total no. of teachers includes all government primary teachers, private pre-primary teachers and private secondary.

Source: DPDR, MoE (2008-2012)

Table 2.22: Total Number of Certified Secondary School Teachers and the Number/Percentage Certified to Teach According to National Standard (2008-2012)

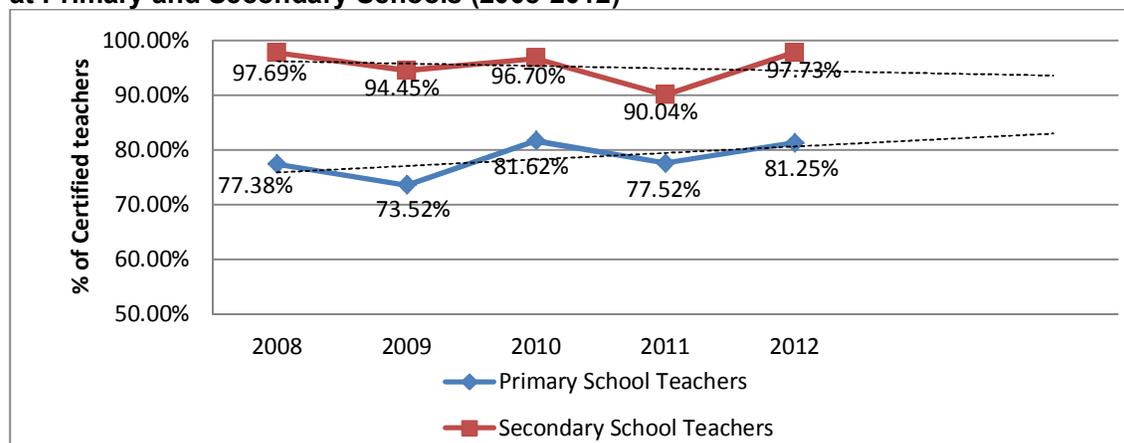
	2008	2009	2010	2011	2012
No. of Sec. School Teachers	3499	3300	3424	3513	3564
No. of Sec. School Teachers (Certified)	3418	3117	3311	3163	3483
%	97.69%	94.45%	96.70%	90.04%	97.73%

Note: For no. of secondary school teachers, the total no. of teachers includes only government secondary teachers.

Source: DPDR, MoE (2008-2012)

However, similar to the trend for the first indicator (Figure 2.27), Figure 2.28 shows more teachers in secondary schools than in primary schools who are certified to teach. Unlike the previous indicator, data indicate that the number of teachers who are certified to teach for primary and secondary levels exceeded 80% in 2012.

Figure 2.28: Percentage of Teachers Certified to Teach According to National Standards at Primary and Secondary Schools (2008-2012)

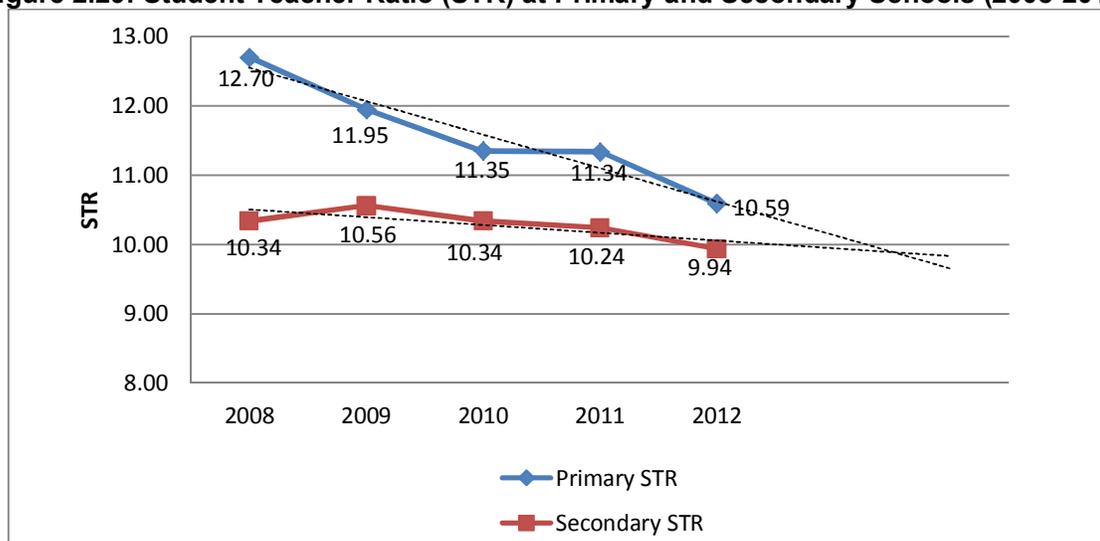


Source: DPDR, MoE (2008-2012)

iii) Student-Teacher Ratio (STR) for Primary and Secondary Education

Figure 2.29 indicates that, although the trends are similar for primary and secondary Student-Teacher Ratio (STR), the primary STR ratio was always higher than the secondary STR from 2008 to 2012.

Figure 2.29: Student-Teacher Ratio (STR) at Primary and Secondary Schools (2008-2012)

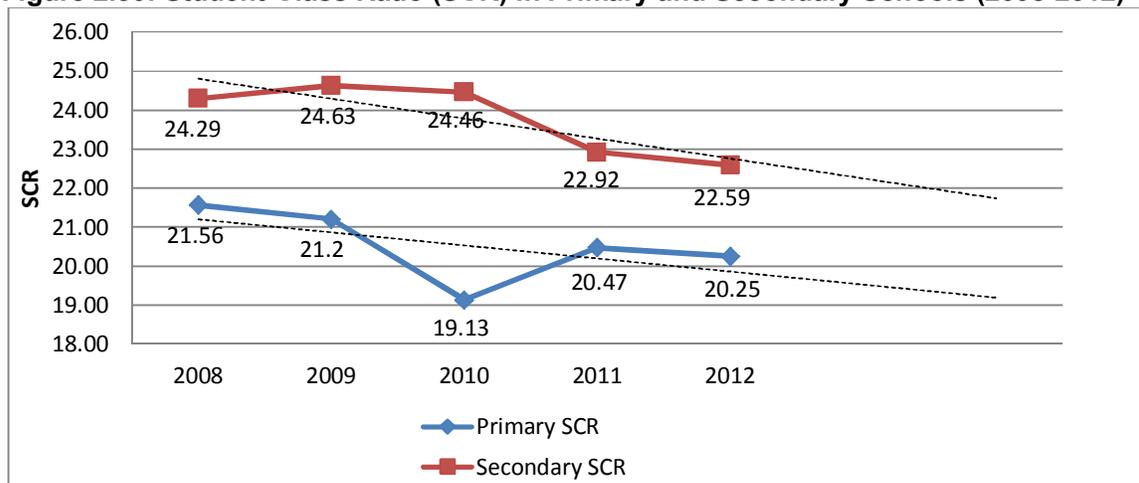


Source: DPDR, MoE (2008-2012)

iv) Student-Class Ratio (SCR) for Primary and Secondary Education

In terms of SCR, the number of students in a classroom is in the 20s and has remained below 30 over the years 2008-2012. Figure 2.30 indicates a decrease in SCR for both primary and secondary schools. The SCR for secondary schools is higher than the SCR for primary. However, the gap between the two remained consistent throughout the years except for 2010; subsequent to the sharp drop in SCR for primary.

Figure 2.30: Student-Class Ratio (SCR) in Primary and Secondary Schools (2008-2012)

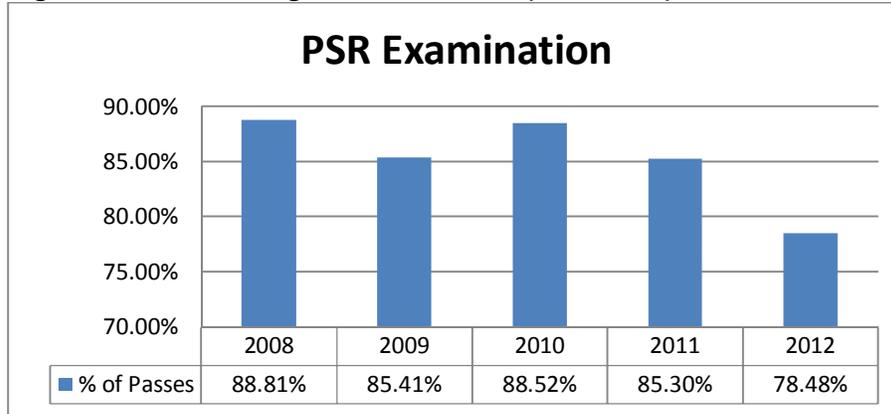


Source: DPDR, MoE (2008-2012)

v) National Examination Results

Figure 2.31 shows the percentage of passes for Primary School Assessment (*Penilaian Sekolah Rendah* or PSR) at Year 6. It can be seen that the trend is inconsistent. However, from 2008 to 2012, the percentage of passes at PSR decreased from 88.81% to 78.48%. Nevertheless, all students are promoted to Year 7 where they are channeled into 4 different programmes that suit their abilities.

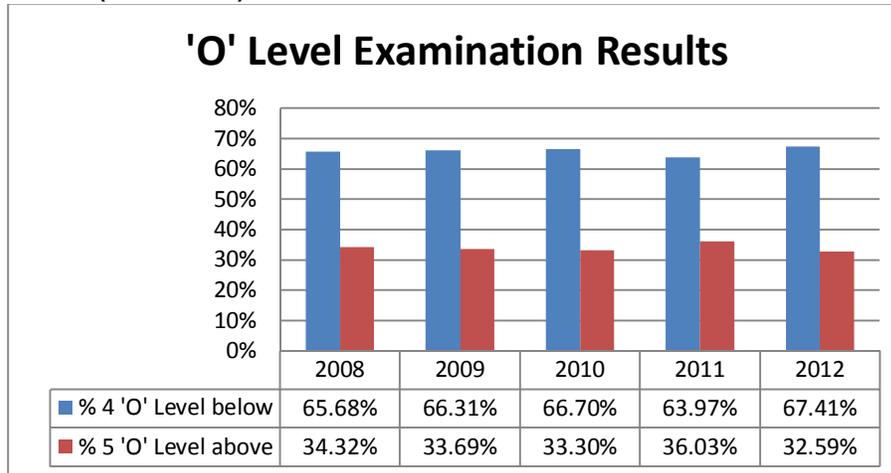
Figure 2.31: Percentage of PSR Passes (2008-2012)



Source: Department of Examinations, MoE

At secondary level, the percentages of students with 5 O-levels and above, as well as 4 O-levels and below remained consistent over the years. However, it is notable that the percentage of those getting 5 O-levels and above was far below 50%. There is a need for strategies to improve on the trend.

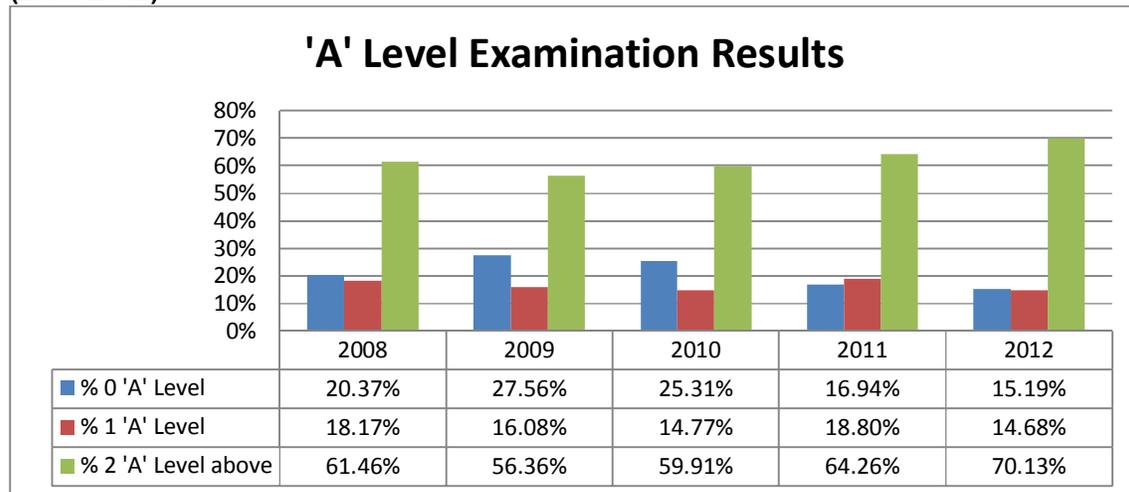
Figure 2.32: Percentage of Students with 5 O-Levels and Above, and 4 O-Levels and Below (2008-2012)



Source: Department of Examinations, MoE

Unlike the PSR and O-level performance, Figure 2.33 shows significant increase in the number of candidates with 2 A-levels and above; conversely, the percentage of students with less than 2 A-levels decreased each year. This indicates improvement in the performance of A-levels students.

Figure 2.33: Percentage of Students with 2 A-Levels and Above, 1 A-Level and 0 A-Level (2008-2012)



Source: Department of Examinations, MoE

2.7 Summing Up

This section summarises the current progress achieved by Brunei Darussalam for each EFA goal.

A multi-sectoral approach has contributed to a well-coordinated ECCE programme whereby children receive care from birth up to 6 years of age when they begin primary education. The GER for ECCE has been increasing steadily over the years, reaching 52.32 in 2012.

GER in primary education has steadily maintained at around 100% and with the no retention policy in place since 2009, cases of children who are over-aged or under-aged will be automatically resolved.

TVET provisions for youths are supplied by government and private institutions. The current IBTE transformation to support the SPN21 will offer more industry and competency based courses to cater to all school leavers and the nation's manpower needs. This is expected to improve further the GER for TVET.

Brunei Darussalam's literacy rate for ages 15 and above was 97.05% in 2011 and is expected to increase by 2015. Numerous provisions for youth and adult learning are offered by a variety of departments and ministries to encourage lifelong learning through continuing education programmes and self-reliance schemes.

There are no significant gender issues in Brunei Darussalam apart from a slight imbalance in the gender of educators in certain sectors of education. The MoE has identified measures to rectify this.

Although the percentage of teachers with the required qualifications is increasing each year, the percentage for primary is still below 70%. Currently, professionally certified teachers at both primary and secondary levels exceed 80%. Brunei Darussalam's STR is slightly better than the

Organisation for Economic Cooperation and Development (OECD) recommended STR ratio of 1:23.

In terms of examination results, generally, Brunei Darussalam has been performing consistently from 2008 to 2012. However, there has been a slight drop in the performance of primary students in the PSR over the years. Conversely, the number of students achieving 2 A-levels and above has been increasing and exceeded 70% in 2012.

Chapter 3: Review of Education Strategies and Sector Management

When Brunei Darussalam joined UNESCO in 2005, it was discovered that its existing education policies and practices since the introduction of formal education 100 years ago, matched and aligned well with the EFA goals. Nevertheless, Brunei Darussalam will continue to review its strategies from time to time to ensure even greater alignment where necessary.

3.1 Progress in ECCE, UPE and Secondary Education

Brunei Darussalam's achievement in ECCE and UPE can be attributed to the following strategies:

Strategy 1: Ensuring that provisions for quality care and education in ECCE and UPE are accessible to all children

As shown in the preceding chapters, Brunei Darussalam has put in place various programmes and legislative provisions which have resulted in equitable access to health care and education for all Bruneians of school going age. Some of these include: Children Order 2000, Women and Girls Protection (Place of Safety) Rules, 2001, Education Order 2003, Education Regulation 2004, Child Care Centre Regulation 2006, and the Children and Young Person's Order 2006.

Strategy 2: The Provision of Compulsory Education for Nine Years and Free Education up to Higher Education Level

The National Education Policy¹⁰ advocates education for all with the aim to provide quality education to ensure the participation of learners from diverse backgrounds and needs. The most recent Compulsory Education Order 2007¹¹ ensures that all children in Brunei Darussalam receive at least nine years of formal education between the ages of 6 and 15 years. Furthermore, the government provides free education from pre-primary to higher education level to ensure that all citizens benefit from education regardless of socio-economic status.

A further example of the MoE's commitment to EFA can be seen in the exemption of school fees or student pass application for permanent residents up to secondary education. This removes the financial barrier for parents with low income for their children to receive quality education in Brunei Darussalam.

¹⁰ Ministry of Education (1992). *Education Policy*. Bandar Seri Begawan: Ministry of Education

¹¹ Brunei Darussalam Government Gazette (2007). *Supplement to Government Gazette Part II*. Bandar Seri Begawan: Brunei Darussalam

The Policy of Inclusive Education (1997)¹² provides the framework for the development of an education system which serves all children, including those with diverse learning needs. Brunei Darussalam is unique in the sense that it has never had a history of segregated and separate special education for children with special needs, although parents who can afford it have the option of enrolling their children in private specialist learning centres.

Strategy 3: Continuous and Improved Provision of Educational Facilities and Resources

Various departments within the Ministry of Education coordinate and collaborate with relevant stakeholders to ensure the provision of school facilities and educational resources. These aspects are vital to the delivery of high quality education.

Even though the number of primary schools has not increased since 1980 to meet the increasing number of students attending primary schools, the capacity of some schools has been expanded.

The adaptation and modification of existing schools to improve accessibility for some students with special needs is being carried out in phases. This includes the setting up of ramps for wheelchair access and handicapped toilets where required. Newly constructed buildings or renovations have built in accessibility features at the outset, to ensure that the infrastructure is in place for students with special needs.

Strategy 4: Making the education system more inclusive to cater for children with special needs and children in difficult circumstances¹³

The Special Education Unit of the MoE is the focal agent that addresses the needs and coordinates the implementation of inclusive education in Brunei Darussalam. Continuous support for these students is achieved through close partnerships with the CDC, MoH and the DCD of the MoCYS and NGOs, so that they are supported in each stage of their lives.

NGOs conduct informal training programmes such as early intervention, life-skills and basic vocational training programmes for children with special needs. SMARTER has a support programme for children with autism. The KACA Centre offers play and socialization support for children with special needs.

The MoCYS through its *Rumah Al-Hidayat*, caters for the group at-risk of social exclusion and supports their continuing education, emotional well-being, physical and social development. Their educational needs are provided within the establishment as well as at local schools. The government's efforts to improve provisions for these students are often supported by the business community, NGOs and the public through fund-raising activities.

Strategy 5: Providing support services to ensure the welfare of all students

The MoE works hard to provide the appropriate support services in schools to ensure the welfare of all students.

¹² Special Education Unit (1997). *Special Education Policy Guidelines*. Bandar Seri Begawan: Ministry of Education

¹³ Ministry of Education. (2008) *The Development of Education, National Report Brunei Darussalam*. Bandar Seri Begawan: Brunei Darussalam

a) School Feeding Scheme

The main objective of the School Feeding Scheme is to improve the standard of nutrition for all students in government schools. MoE provides students in government primary schools with break-time tea. Primary and secondary students from low income families are provided breakfast and lunch. To ensure that the meals and refreshments are halal and nutritious, the School Feeding and Hostel Section works closely with the Ministry of Health to monitor the quality of food supplied to schools. Students who are residing in school hostels also come under the school feeding scheme.

b) Transport Provision and Hostel Accommodation Services

The Ministry ensures that benefits such as transport, allowances and hostels are made available to deserving students. Buses are used to transport students throughout the country while boats are used to transport students and teachers mostly to schools in the water village. Hostel accommodation and hostels are made available to students who live in remote areas far from their schools and those with no mode of transportation.

c) School Health Services

The School Health Service which is provided free to all school children is aimed at promoting, preserving and restoring health and functional capacity of students. The school health team from the Ministry of Health conducts yearly medical examinations for all students in primary and secondary schools. Screening for acuity vision, height and weight, health assessment and hygiene is carried out. Medical reviews are carried out on children with special problems. The school health team participates and gives health education talks in the schools. They also liaise with all relevant government departments in the continuing care of the students with special needs. In addition, the Dental Services provides both school dental clinics and mobile clinics for school children.

The DCD is one of the main government agencies responsible for the welfare of children, particularly children from families of low socio-economic status. Several welfare programmes have been implemented; for example, low-income families can apply for welfare assistance and education allowances. Other financial aids and services are also provided by other organisations such as the Baitul-Malqat the Ministry of Religious affairs and the Sultan Haji Hassanal Bolkiah Foundation. The DCD is a focal point for child-related matters and, on an international level, acts as the Secretariat for the implementation of the United Nations Convention on The Rights of Child (UN-CRC), to which Brunei Darussalam became a signatory in 1995. There are several legal safeguards to protect the well-being and interest of children in the country. Provision is also available for children who are not receiving adequate care, or who become victims of neglect, abuse or are abandoned. The Welfare Department plays an active role in protecting and caring for these children and serves as Protector under the Children and Young Person's Order 2006.

In addition, the MoE introduced the Miftaahun Najaah (Keys to Success) scheme in 2011 to support and assist socio-economically deprived primary and secondary students. The four types of assistance provided are as follows:

1. Provision of school equipment, attire and books
2. Hostel accommodation facility

3. Tuition Class Pilot Project
4. School fees

3.1.1 Progress in TVET and Learning Skills for Youth and Adults

The continuum of basic skills, psycho-social skills and practical/functional skills from primary and secondary school education is further developed through higher and continuing formal and non-formal education in Brunei Darussalam. These programmes bridge the gap between school and the world of work by equipping students and school leavers with the required essential skills, knowledge and attitudes.

There are various providers in both the public and private sectors that conduct formal and non-formal education programmes in Brunei Darussalam, i.e.:

3.1.1.1 Ministry of Education (MoE)

a) Technical Education

Since the establishment of the Department of Technical Education (DTE) in January 1993, Technical and Vocational Education (TVE) has continued to expand. Currently, there are seven TVE institutions managed by DTE, namely:

- Sultan Saiful Rijal Technical College, established in 1985
- Jefri Bolkiah College of Engineering, established in 1985
- Mechanic Training Centre, established in 1986
- Nakhoda Ragam Vocational School, established in 1992
- Sultan Bolkiah Vocational School, established in 1995
- Wasan Vocational School, established in 2005
- Business School, established in 2005

All the programmes run by government TVE institutions are under the purview of Brunei Darussalam Technical and Vocational Educational Council (BDTVEC) which certifies and accredits the programmes. To ensure TVE graduates are employable in their field of study, all the programmes are designed in collaboration with industries through the National Programme Advisory Committees (NPAC). Independent overseas moderators are also employed by the BDTVEC to assess and evaluate the standard of these programmes annually.

To date, the technical institutions and vocational schools under DTE have produced more than 23,000 graduates at the certificate and diploma levels. Many graduates have developed successful careers and continue to contribute as skilled workers, technicians and professionals in the public and private sectors.

There is equal access to TVET in terms of gender and economic background. Although MoE Strategic Plan 2012 - 2017 sets a target that 50% of students in secondary schools progress to TVET+, the data show the average transition rate from secondary to TVET is about 61%. NER TVET for females has surpassed males, i.e. 10.1% and 9.3% respectively (2012).

TVET in Brunei Darussalam is in the process of transformation and a proposed area of change is to provide not only adequate but more conducive and made for the purpose infrastructure. The realisation of two mega campuses which can accommodate up to 8,000 students by the

year 2020 will address this challenge.

The Continuing Education Division under DTE coordinates all the Adult Learning and Education (ALE) programmes in the country. The Division has helped students and members of the public to achieve academic and vocational qualifications. In addition, some short courses such as Basic Food Hygiene and Nutrition, Job-Getting Skills and Basic Housekeeping are also conducted.

Table 3.1 shows the enrolment statistics in the Continuing Education Division from 2004 to 2009. The entry requirements into the continuing education programmes/courses are the same for both citizen and non-citizens. The fees incurred are nominal so that continuing education is accessible to all.

Table 3.1 Enrolment Statistics on Lifelong Learning

Year	Male	Female	Total
2004	1666	4928	6594
2005	2141	5360	7501
2006	2349	5902	8251
2007	1333	4684	6017
2008	1187	5036	6222
2009	1546	4177	5723

Source: Continuing Education Division, DTE (2009)

There are 41 learning centres located mainly at schools as well as at the Continuing Education Division building, with 38 part time appointed supervisors and 172 teachers.

b) Tertiary Education

ITB, another institution built by MoE in 1986, offers Higher National Diploma which was a higher technician level programme. It was later upgraded to university status in 2008 and offers engineering, business and ICT programmes. With the practical-oriented, industry-based programmes and the provision of a variety of core and soft skills through effective instruction either in-campus or during industrial placement, the marketability of ITB graduates has been further enhanced.

The premier university in the country, UBD, was established in 1985. Today, there are 8 academic faculties, 9 research institutes and 6 academic service centres. In 2011, the Discovery Year programme was introduced which allowed students to gain real-world experiential and design-centric learning; students are given the opportunity to gain community-based or international experience outside of the UBD campus.

Another university, UNISSA, established in 2007, serves students who pursue Islamic studies ranging from *Usuluddin* to Syariah Law and Islamic Finance. It offers courses from Higher National Diploma level up to Postgraduate level.

3.1.1.2 Ministry of Culture, Youth and Sports (MoCYS)

The Youth Development Centre (YDC) under the MoCYS was established in 1996 to provide skill training and self-development for out of school youth. The centre offers 10 certificate

courses such as Computer & Office Management, Cooking & Catering, Make-up & Hairdressing, Air-conditioning & Refrigeration Maintenance, and Vehicle Body Repair.

Data up to 2009 show that YDC had produced 1341 graduates, comprising 449 males and 892 females. The average intake per year is less than 150 applicants. Survey statistics for 1996-2007 show that out of 1200 graduates, 35% did not respond, 56% were employed, 2% had embarked on entrepreneurship, while 7% were furthering their studies.

Since 1980, another centre, Pusat Bahagia has served 285 students with disabilities by providing guidance and training through various programmes. From as early as 6 years old, a person with disability is enrolled in the Basic Orientation Training Programme and will undergo regular assessment with the possibility of being promoted to Vocational Training.

In 2006, the DCD introduced a Self-Reliance Scheme. This micro-financing scheme is aimed at stimulating a culture of self-reliance and self-sustainability among the target group of poor or needy people by cultivating in them income-generating skills and entrepreneurial will power. Each recipient is eligible for a loan not exceeding BND\$3,000 (about US\$2,100). Between 2006 and 2009, DCD approved 96 applications for various business categories including food and catering, agriculture, fisheries, tailoring and grocery shops. Women recipients accounted for 66%.

Since 1984, the Welfare Home Complex under DCD has been catering for individuals who require protection and rehabilitation. These individuals continue their formal education in schools outside the institution. The Children and Young Persons (Places of Safety) Regulations, 2010, contain provisions that focus on living skills, educational and vocational training and employment. The rehabilitation programme also incorporates moral/religious and secular education; vocational training; social and recreational activities; individual and group therapy as well as work attachment.

MoCYS with assistance from the Continuing Education Division, DTE also organises various community programmes such as the Patriotic Programme and the National Service Scheme. The patriotic programme, *Belia Cinta Tanah Air*, aims at inculcating patriotism among 15-25 year olds whilst the National Service Scheme (*Program Khidmat Bakti Negara*, PKBN) endeavours to develop youths as members of society who are caring, disciplined, visionary, pious and have the will to support the realisation of *Wawasan Brunei 2035*. To date, 3 pilot programmes have been conducted.

The Brunei Arts and Handicrafts Training Centre also runs programmes for young people in order to revive the almost disappearing arts and handicrafts of master craftsmen and women such as weaving; silver-smithing; woodcarving; brass-smithing; basketry and *songkok* making.

3.1.1.3 Ministry of Religious Affairs (MoRA)

In an effort to eradicate poverty, MoRA has initiated the *Program Pengupayaan Asnaf Zakat* (PROPAZ) for Zakat recipients who are dependent on welfare support. Skill training is provided for nine months to encourage the recipients to be independent.

MoRA also offers various classes to promote the Muslim community's practice of Islamic values and teachings. Its programme include religious adult classes under the Department of Islamic

Studies (up to 2012, 1,340 learners); *Fardu Ain* and *Aqeedah* training under the Islamic Daqwah Centre and Department of Mosque Affairs (up to 2012, 5,421 adults and 9,211 youth); and Al-Quran and Muqaddam classes under the Department of Mosque Affairs and Department of Islamic Studies (17,501 students). These classes are conducted at government departments, religious schools, primary schools, mosques, hospitals, police and military bases. There is also a special scheme class for Al-Quran readers for youth with potential to be groomed for the future. Up to 2012, a total of 252 people have undergone this programme.

3.1.1.4 Ministry of Home Affairs (MoHA)

The Labour Department, MoHA, also organises short courses such as book-keeping, motivation, English language proficiency and customer service for job-seekers to upgrade their skills for better employment prospects.

The Local Employment and Workforce Development Agency (*Agensi Pekerjaan Tempatan dan Pembangunan Tenaga Kerja*, APTK) under MoHA has guided the mindset of the local jobseekers and employers in the private sector to play a more independent role in the country's socio-economic development. For that reason APTK introduced the Training and Employment Scheme (*Skim Latihan Perkhidmatan*, SLP) in 2011.

The SLP provides locals with suitable job skills and experiences to make them more employable and interested to work for the private sector. Conversely, it encourages employers to be less reliant on foreign workers.

Up to May 2012, 200 jobseekers were trained or attached with participating companies in posts such as sales assistants, cleaners and general labourers. The scheme modules include work ethics and principles, ethics between employee and employers and customer service. Training is facilitated by the APTK. The scheme offers various incentives such as on-the-job training allowances (35% from employer and 65% from government for six months) and insurance cover by the government. After securing employment, SLP participants will have their Employees Trust Fund (TAP) and Supplemental Contributory Pension (SCP) paid for their first year of employment. Bonuses up to B\$1,000 will also be given to candidates who have gained permanent employment for over a year, and another B\$1,500 to those who successfully stay on for another two years.

3.1.1.5 The Prime Minister's Office (PMO)

The PMO through its Civil Service Institute (IPA) is responsible for organising various comprehensive training programmes for officers and staff of the public sector. Their main objective is to enhance the quality and effectiveness of the employees in the civil service as well as develop their physical and mental capabilities. The short courses range from clerical to managerial work.

3.1.1.6 The Ministry of Primary Resources (MIPR)

MIPR, through its Resource and Standard Centre, also organises full-time industry-oriented courses, workshops, seminars and other related courses to realise the national goal and aspiration for sustainable and competitive industrial development.

3.1.1.7 Private Education Institutions

Private education institutions such as Micronet International College, Kemuda Institute, Focus Computer School, Kolej IGS, Laksamana College of Business and Cosmopolitan College of Commerce and Technology provide Bruneian youth with alternative education pathways, which should prepare them to gain employment after graduation.

3.1.1.8 Non-Government Organisations (NGO)

Currently, 3 NGOs offer training for youth in Brunei Darussalam. They are:

- Brunei Darussalam AIDS Council (BDAC)
The total number of Brunei residents with HIV/AIDS accounts for less than 0.1% of the total population (Brunei Darussalam UNAIDS, UNGASS Country Progress Report, 2010). LESTARI is a BDAC programme that teaches our youth various life skills in interactive and youth-friendly settings. LESTARI has reached out to 310 graduates, many of whom are now working as young professionals or continuing their studies.

In addition, BDAC has the *Penyinar Club* which spreads awareness among youth on HIV/AIDS-related matters for HIV & AIDS prevention.

- LiveWIRE Brunei
A Brunei Shell sponsored community programme which trains and mentors Bruneian youths to become future entrepreneurs, its activities include Bright Ideas; BSOM (Become a Successful Owner Manager); Business Dialogues/Seminar; Business Plan Award; Business Counselling and Leadership Camp.
- iCentre
The first Info-Communication Technology incubator in Brunei Darussalam, headed by the Brunei Economic Development Board, the iCentre nurtures and develops entrepreneurs in the ICT Arena.

From the above, it can be seen that the multi-ministerial approach to learning skills for young people and adults in Brunei Darussalam has contributed significantly to a high attainment of lifelong learning among Bruneian youth and adults.

3.1.1.9 Progress in Quality Education

In response to the rapid advancement of technology which has changed the educational landscape, the Ministry of Education has implemented a number of strategies to enhance the quality of education. Amongst these are:

Strategy 1: Enhancing the Education System

To enhance the delivery of SPN21, a number of pedagogical initiatives have been introduced, including the following: Lesson Study for Primary Schools and Learning Study in Secondary Schools for Mathematics; *Inquiry-Based Science Education* (IBSE); Student Progress Assessment (SPA) including *School Based Assessment for Learning* (SBAfL); introduction of IGCSE subjects for years 9 to 11; EDEXCEL-BTEC for Special Applied Programme; *The Integrated Approach to Reading Acquisition* (TIARA) literacy programme which includes phonics instruction for English; and initiatives such as *Active Mathematics in Classroom* (AMIC)

and *Primary Numeracy Initiatives In-Service Training* (PNI-INSET) under the Numeracy Programme.

Education is always the top priority of the government's budget allocation. This year, about 13% of the Annual National Budget has been allocated for education, aside from the National Developmental Plan budget for human resource development and infrastructure development projects such as building new and upgrading existing primary, secondary, technical and vocational schools and colleges, and higher institutions.

There has also been a substantial development in legislative and regulatory frameworks, policies and guidelines which regulate the quality of the provision of universal basic education in Brunei Darussalam. Amongst them are the following:

- The National Education Policy
- The Compulsory Education Order 2007
- The Education Order 2003
- The Bilingual Education Policy

Another policy is the Special Education Policy 1997 which has been instrumental in ensuring access to educational opportunities in the mainstream education system to all children, including those with diverse learning or special needs. Centres of excellence are being built in primary and secondary schools with special funding and support to ensure they have the facilities, special learning equipment or resources, specialist support services, and teacher training programmes to provide quality inclusive education for a wide range of students with special learning needs.

In addition, compulsory religious schooling is provided by MoRA to all Muslims from the age of 7 to 13 years with the purpose of making students understand, believe and practise the teachings of Islam; guiding them to become responsible individuals in the future; building the character of students towards moral perfection; and training the students to become a part of the society responsible to the religion, race and nation.

These policies and guidelines have paved the way for improvement in literacy rates among children and adults as well as children with special needs in the country. They have also resulted in the students' attainment of awards at regional and global levels and their acceptance and successes at world-renowned universities. This is testimony to the quality of education at the ECCE, UPE, post-UPE and tertiary levels in Brunei Darussalam. Brunei Darussalam's remarkable achievement in literacy rate in both genders will be sustained well beyond 2015.

Other on-going initiatives aimed at maintaining and improving the quality and high standard of government schools include the following: the e-Government ICT Project; School Health Promotion; the Model School project which gives the schools greater autonomy and accountability over the curriculum, ICT, research, innovation and pedagogy; and the *Building Improvement of School and Infrastructure* (BISAI) project which targets the upgrading and modernisation of all government schools in order to create a conducive teaching and learning atmosphere as well as improve accessibility for students with special education needs.

In addition, Brunei Darussalam has established a National Qualification Framework which will help to benchmark students' achievement against international standards. The government is

intent on fulfilling its commitment to provide lifelong learning and life skills development through TVE capacity building.

There is also a system of scholarships for undergraduates and postgraduates to study at universities locally or overseas. The government offers several scholarships through the Sultan Scholars Scheme, Ministry of Education Scheme, Human Resources Funds, Brunei Shell Schemes, Brunei Administrative Scheme, Ministry of Religious Affairs Scheme, Royal Brunei Armed Forces Scheme, and the *BPTV* scholarship scheme. There is also a special scholarship scheme for teachers to attract top students into the teaching profession.

Like other countries, Brunei Darussalam measures its students' achievement through a mix of locally and internationally benchmarked assessments such as the Primary School Assessment, IGCSE, Brunei Cambridge GCE 'O' and 'A' Levels. Apart from the public examinations, the Ministry of Education has incorporated a school-based assessment (SBA) programme as part of the SPN21 transformation. This allows schools to more closely track the performance of students and to implement appropriate intervention programmes before the formal examinations are administered.

Currently Brunei Darussalam takes part in some internationally recognised competitions, namely:

- APMSO** - ASEAN Primary Schools Mathematics and Science Olympiad [later known as International Mathematics and Science Olympiad (IMSO)]
- IJSO** - International Junior Science Olympiad
- SEAMEO** - South East Asia Ministers of Education Organisation (SEAMEO) Mathematics Olympiad
- SSYS** - Search for SEAMEO Young Scientists Awards
- IPhO** - International Physics Olympiad
- IMC** - International Mathematics Competition

In 2007, MOE introduced the School Self Evaluation (SSE) for education institutions within its purview. This quality assurance instrument assesses the total quality management and performance standards of schools and other institutions of learning via four dimensions: leadership and management, learning and teaching, school ethos and students' support, and students' learning outcomes.

Strategy 2: Improve Teacher Quality and Administrative Excellence

Well aware that teacher quality and administrative excellence are two essential aspects that support quality education, the government through the MoE has put in place the following initiatives:

- Provisions of training for teachers on teaching methodologies, subject content, assessment (assessment of learning and assessment for learning), and use of IT as teaching tools.
- The Brunei Teachers' Standards have recently been introduced to improve the quality of primary and secondary education, and technical education.

- The Teachers Service Scheme (SPG), a new salary scheme offering better remuneration, was introduced in 2008 to expand the capacity of teachers and keep good performing ones in school by making teaching a prestigious career.
- Teachers have access to government scholarships to obtain qualifications locally and abroad.
- All government officers including teachers are required to attend 100 hours of professional in-service development on a yearly basis.
- Better provision of in-service and retraining programmes including ongoing programmes for training all teachers to be computer literate, such as the International Computer Driving Licence (ICDL) certification. These programmes will provide training for at least 50% of primary, 80% of secondary, and 80% of vocational or technical teachers in government schools to obtain a degree as the minimum qualification.
- The Brunei Darussalam Teacher Academy (BDTA) provides Continuous Professional Development (CPD) to teachers through in-house training, workshops, short courses, etc. BDTA focuses on improving the collaborative process between teachers and academics by advocating professional conversation, reflective practice and classroom-based research.
- The Leadership Development grand initiative, managed by the Institute of Leadership, Innovation and Advancement (ILIA), UBD, promotes leadership skills within the ministry. The programmes offered include: Leading Improvement with Vision, Commitment and Courage (LIVCC); International School Leadership Development Programme (ISLDP); impACT project; and School Leadership Programme (SLP).
- School leaders are constantly given leadership training, staff training and retraining, and attachment abroad in schools with proven track records. In this way, school leaders benefit from accelerated professional leadership development, world class mentors and wider education community networking. At the same time, MoE intends to provide more financial autonomy and accountability to schools. It is expected that this will translate into school leaders becoming change agents with the capability to initiate positive change in their schools and sustaining that change through sound leadership skills.

Strategy 3: Strengthen International Relations through Partnerships in Education

MOE is a member of various international organisations such as UNESCO and SEAMEO. Through its membership with SEAMEO, teachers and education officers have the opportunity to attend training and workshops at the 18 SEAMEO regional centres.

As a member of the United Nations, Brunei Darussalam is also committed to achieving the Millennium Development Goals (MDG). Where education is concerned, it is achieved through MoUs and MoAs with other government and non-government institutions, agencies and organisations. Each year, joint-working group initiatives enable teachers and students to participate in exchange programmes with other countries. Recently, the Brunei-U.S. English-Language Enrichment Programme for ASEAN was initiated between Brunei Darussalam and the United States. It is cooperatively administered by UBD and the East-West Centre in Hawaii, and aims to strengthen ASEAN integration through building English language capacity,

promoting greater awareness of the rich cultural diversity, and facilitating communication between teacher trainers, officers, and diplomats of the region.

3.2 Enabling and Constraining Factors

Brunei Darussalam is unique in terms of its size, low population, level of wealth and good infrastructure, which has enabled easy and free access to education for its people. At the same time, the warm ties it enjoys with other countries have facilitated greater student mobility and access to tertiary education as well as student and teacher exchanges.

The MoE prioritises the welfare of its students. To that end, state welfare provisions ranging from free transport to meals and hostel accommodation are offered to selected students including those with special needs. Priority is also given to the continuous professional development of teachers to achieve optimum levels in classroom delivery and school management. In addition, MoE has put in place various consultancies on key priority areas such as ECCE, literacy, numeracy, and ICT.

Where access to education is concerned, there are no legislation or practices that actively segregate or discriminate against gender. The value and importance of educating female children is evident in the First National Development Plan (1953-1958) which stated: *“mendidik saorang anak lelaki berarti tuan chuma mendidik saorang sahja – tetapi mendidik saorang anak perempuan berarti yang tuan telah mendidihkan satu keluarga”* (educating a boy means educating one person only but educating a girl means educating the whole family). This has become the foundation for the equalisation of opportunities for girls and boys.

The adoption of the recommendations made in the Education Commission Report in 1979 facilitated the participation of female children in education. The Compulsory Education Order, 2007 ensures that all children, regardless of gender, have equal access and opportunities in education, thus elevating the literacy rate in the country.

In its effort to further improve access to education, which translates into better job opportunities, several initiatives have been introduced to give equal opportunity to males and females to develop skills and competencies for life and work. This includes the BPTV scholarship scheme for technical and vocational education at local private institutions. This initiative addresses the increasing number of unemployed secondary school leavers who are unable to continue their studies to post-secondary education due to low achievement in the BC-GCE ~~D~~ and/or ~~A~~ level examination. The IBTE transformation will prioritise inter-agency and inter-ministry coordination to expand and optimise TVET provisions to improve employment opportunities for youth while reducing the unemployment rate.

3.3 Best Practices

In comparison with other countries in the region, Brunei Darussalam provides free education from preschool up to higher education level. This encourages parents to not only enroll their children in school from an early age but to allow them to acquire the highest possible academic qualifications, thus improving their marketability, earning capacity and socio-economic standing.

At key stages such as preschool, Year 7, Year 9 and entry to technical and vocational and pre-university institutions, students experience an orientation programme to familiarise them with the expectations of the new programme of study they will be embarking on. The ECCE

orientation is conducted in November each year and enables teachers and children to get to know each other despite their diverse background before school starts in January.

It is standard practice for MoE to send its officers and teachers to attend conferences, training workshops, symposiums and forums locally, regionally and internationally as part of their continuing professional development to benefit the education system in general.

Additionally, Brunei Darussalam reaps mutual benefits from various Joint Working Groups (JWG) with neighbouring nations such as Singapore, Malaysia and Thailand. Through our JWG with Singapore, 15 schools are currently twinned with sister schools in Singapore, and 13 students are studying at NUS High School of Mathematics and Science under the NUS Programme for Gifted Students. Various exchange programmes involving teachers and students are also in place including from vocational and technical institutions. At tertiary level, UBD's GeNext programme offers students a discovery year in tertiary institutions in various countries. Undergraduates from other countries are also welcomed to study at UBD thus enriching the UBD fraternity.

Brunei Darussalam's existing provisions pre-dating its membership to UNESCO have contributed significantly to the high enrolment and literacy rates as well as gender parity among its people. The focus now is on quality education and the maintenance of these high statistics. To that end, the MoE has identified 8 policy directions which will ensure alignment with EFA goals in the process of realising *Wawasan Brunei 2035*.

Chapter 4: Emerging Challenges and Government Priorities

4.1 Major Emerging Development Challenges

The preceding chapters have shown that Brunei Darussalam has obtained encouragingly high levels in all the EFA goals. Nevertheless, various challenges need to be addressed including issues of gender bias in the teaching profession; there are significantly more women school leaders and teachers in ECCE, primary and secondary education, and fewer women teachers at higher levels such as TVE. This phenomenon is not new or unique to Brunei Darussalam but will require strong collaboration between the MoE and other key players in the education sector as well as the community to right the balance. Detailed studies will need to be conducted in order to understand the reasons and factors behind this scenario, and the necessary actions taken.

In addition, during the process of preparing this EFA report, it has become evident that Brunei Darussalam would benefit from a more systematic approach towards data collection, analysis and management in all sectors of governance involved in the preparation of this and other country reports in future years.

4.2 New National Policy Directions in Socio-Economic Development in Light of Recent Developments and Emerging Challenges

With regards to the six EFA goals, Brunei Darussalam has managed to reach high levels of achievement for goals 2 and 4. For these two goals therefore, the government's priority would be to maintain the high statistics and, at the same time, focus on quality.

Where ECCE is concerned, there is a plan to develop a National Quality Framework for Early Childhood Care and Education in Brunei Darussalam with inclusive education included in it.

The government is now focusing on transforming its Technical Education system to enable it to respond to the needs and demands of a modern and globally competitive society. This transformation was announced by His Majesty the Sultan and Yang Di-Pertuan of Brunei Darussalam, in his *Titah* during the national IsraaqMikraj celebration on 27 May 2014, where he endorsed three important documents pertaining to the transformation of technical education:

- Institute of Brunei Technical Education Order 2013,
- Technical and Vocational Education Transformation White Paper, and
- Brunei Darussalam Technical Education Upgrading Plan 2013-2018.

The new TVET system will be constituted as a statutory board under the Ministry of Education. It will be the principal provider of Technical and Vocational Education, including full-time courses, apprenticeships and part-time Continuing Education and Training (CET) in Brunei Darussalam. The key proposal in transforming the existing Technical and Vocational Education is to establish a new Institute of Brunei Technical Education (IBTE). The new IBTE is an autonomous post-secondary education institution which replaces the previous TVE system under DTE. The IBTE will build on the educational foundation of SPN21, and be better aligned with the skilled manpower demands of industry. IBTE will also be the national agency for the development of occupational skills standards.

The changes introduced by the new TVET system can be broadly grouped under six themes:

- course restructuring;
- expanding apprenticeship schemes;
- more progression and CET opportunities;
- upgrading the training environment;
- new scheme of service; and
- renaming DTE and vocational institutes.

Key features of the transformation include the following:

- Competency-based curricula that conform to the quality and standards expected by the relevant industries, which are also involved in jointly developing the curricula;
- Focus on high employability and lifelong learning;
- The matching of the training programmes to be conducted with the availability of jobs via a nationally coordinated manpower plan with projection on the skilled manpower needs in the various industry sectors.

The transformation is benchmarked against international standards, yet customised to local needs. The focus of its mission is on the employability and success of its graduates in their professional career development, further education and entrepreneurship. The plan is in line

with the aspirations of SPN21, MoE's National Strategic Education Plan and Brunei Vision 2035. It is a major response and policy shift in education to strengthen the infrastructure and build capacity in human capital development for future generations of young people and working adults. The ultimate aim of transforming technical education in Brunei Darussalam is to restructure and establish a new system of TVE which is better aligned with the social and economic needs of the country.

Under the new system, the present seven vocational and technical institutes will regroup into two mega campuses, offering a multitude of courses to cater to all school leavers. The programmes offered are demand-driven competency based programmes designed to meet the nation's needs.

In addition, MoE has introduced a number of initiatives to sustain the quality of education. Along with the above-discussed existing strategies; the way forward for Goal 6 are as follows:

- Brunei Darussalam Teacher Standards (BTS) . This will provide the essential foundation for quality assurance in the teaching profession by ensuring accountability among teachers, professional recognition and professional development.
- Expert Teachers . MoE will also employ international expert teachers who are specialised in different subject areas and will be placed in schools nationwide for three years to train/upskill the local teachers in their teaching and subject content. Following this, the trained local teachers will then multiply the effect to all the other teachers in their respective schools and subjects.

4.3 A New Vision of Education Towards and Beyond 2015

The government has set out eight (8) national policy directions for the country's development in the next decade (2007-2017). Among these is the education strategy which outlines the following 8 policy directions:

- Investing in early childhood education;
- Adopting international best practices in teaching and learning;
- Having first class secondary and tertiary education including vocational schools, that produces experts, professionals and technicians required in commerce and industry;
- Strengthening competency in ICT for students, teachers and educational administrators including the integration of ICT;
- Devising programmes that promote lifelong learning and widen access to higher education;
- Promoting research, development and innovation both in government-funded institutions and through public-private and international partnerships;
- Adopting cost-effective methods of educating the people through the use of technology; and,
- Improving the management of all educational institutions.

These education policy directions will prepare Brunei Darussalam's youth for employment and achievement in a world that is increasingly competitive and knowledge-based, thus contributing to the realisation of *Wawasan Brunei 2035*. To achieve this, the MoE's strategy map 2012-2017

has identified the following 3 strategic focus areas: teaching and learning excellence; professionalism and accountability; and efficiency and innovativeness.

Chapter 5: Conclusions and Recommendations

5.1 Recapitulation of Major Findings

Statistics on ECCE are highly encouraging in part due to close collaboration between the various ministries involved in providing ECCE.

Factors contributing to excellent basic education indicators reflect the sound policies and orders that have been in place and enforced for many years, even prior to the country joining UNESCO in 2005. Various provisions have enabled parents to enroll and keep their children in school right up to higher education levels.

Efforts to promote learning among young people and adults have proven successful, again due to strong collaboration and firm cooperation between ministries as well as active NGO involvement. Our figures on TVET are encouraging and will continue to improve as public-private partnerships continue to increase, creating a positive impact on TVET in Brunei Darussalam. Additionally, current and future developments with regard to the new TVET transformation will offer wide and exciting opportunities for young Bruneians aspiring for a career in this area.

The appropriacy of our national legislation on education is also evident in the excellent youth and adult literacy rates. The 9 year compulsory education order has played a major role and is enhanced by MoE's policy of encouraging students to continue schooling for 12 years.

The gender parity indices throughout all levels of education show almost no disparity. However, the data indicate a disparity at two levels i.e. there are more female teachers in ECCE and more male teachers in TVET. Also, where school leadership is concerned, there are more female head teachers in ECCE, primary and secondary schools but more male principals at TVE institutions. This phenomenon is not unique to Brunei Darussalam and is expected to improve over time with increasing female participation in TVET in recent years.

There is strong emphasis on providing quality education to our students. Evidence has shown that every year, the percentage of teachers with the required qualifications increases and the number of certified teachers in both primary and secondary schools is over 80%. Similarly, our STR and SCR statistics are very encouraging. Besides the implementation of various programmes to improve teacher quality and enhance the education system, our strong relationship with neighbouring countries has also enabled invaluable student and teacher exchanges, thereby enhancing student learning outcomes as well as teacher capacity and competency.

Having reached many of the EFA goals thus far, the challenge now is to maintain them and identify strategies to reach the highest levels possible.

5.2 Key Recommendations for Future Education Development

The national long-term development goal of the Wawasan 2035+ reinforces Brunei's commitment towards ensuring that ECCE remains a priority. Early childhood education has been targeted as a key Education Strategy in Wawasan 2035, with policy direction to invest in early childhood education.

Brunei Darussalam intends to take a comprehensive approach by prioritising the expansion and improvement of ECCE provisions in all the sectors of health, community development, and education, with particular concern and consideration for children who are disadvantaged, vulnerable and/or have special needs. This will be achieved through improved inter-agency coordination, more effective capacity building through training, and regulating and monitoring the quality of work practices. Key to this will be establishing standards and processes for efficient data collection on the state of ECCE provision in Brunei Darussalam. A national database and registry will be a valuable source of information and greatly assist in decision making and planning for ECCE in Brunei Darussalam, with particular attention to children with special needs and children from low income families.

At the same time, research on ECCE provision will be undertaken to examine the long-term impact of ECCE on children's development and school achievement. One initiative currently underway is the Feasibility Study on the Provision of High Quality Care and Education to Children Aged Three (3) and Four (4) for Public Schools in Brunei Darussalam.

Although Brunei Darussalam has achieved gender parity in access to basic education, the challenge remains in reaching equality within education and equality through education. The MoE will monitor the patterns and trends in the enrolment of students into the various education levels and programmes, and take the necessary actions to rectify any marked imbalances in gender parity.

5.3 New Directions for the International Community for Education Development and Cooperation

MoE's membership in UNESCO and other international organisations such as SEAMEO, ISESCO and APEC is a reflection of the ministry's firm commitment to enhancing the quality of education and developing a contextual framework that will propel Brunei Darussalam's education to internationally acclaimed standards. This in turn complements the MDG as enshrined in UNESCO Dakar 2000.

In order to attain quality education of the highest standards, Brunei Darussalam is preparing itself for international benchmarking in core skills. To support these efforts, MoE has established the Brunei Teacher Standards in order to increase teacher competency and capacity.

Over the years, UBD has set its sights on becoming one of the top 50 Universities in Asia. In early 2014, Universiti Brunei Darussalam (UBD) was ranked 171 to 180 overall in the QS (Quacquarelli Symonds) University Rankings for the Asian region. In addition, it is already in the

top 50 in Asia in five out of the nine ranking criteria, including international students (43rd), faculty student ratio (42nd), and inbound exchange students (11th). In two categories, UBD ranked among the top 10 in Asia: international faculty (7th), and outbound exchange students (4th).

Brunei Darussalam will continue to strengthen ties with member countries from various organisations such as SEAMEO in its efforts to achieve quality formal education including TVE through the upgrading of the teaching force.

Brunei Darussalam will continue to align itself with the EFA goals set by UNESCO and work hand in hand with its regional and international partners to raise the living standards for all through the achievement of quality education.

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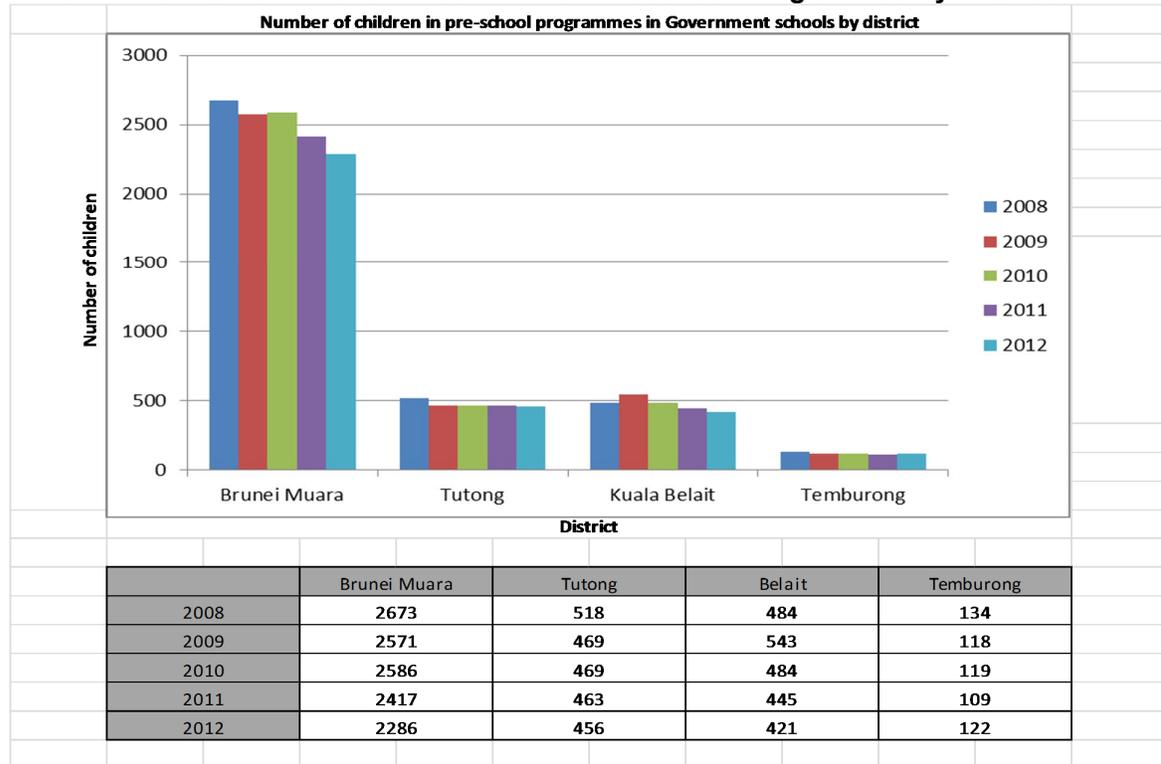
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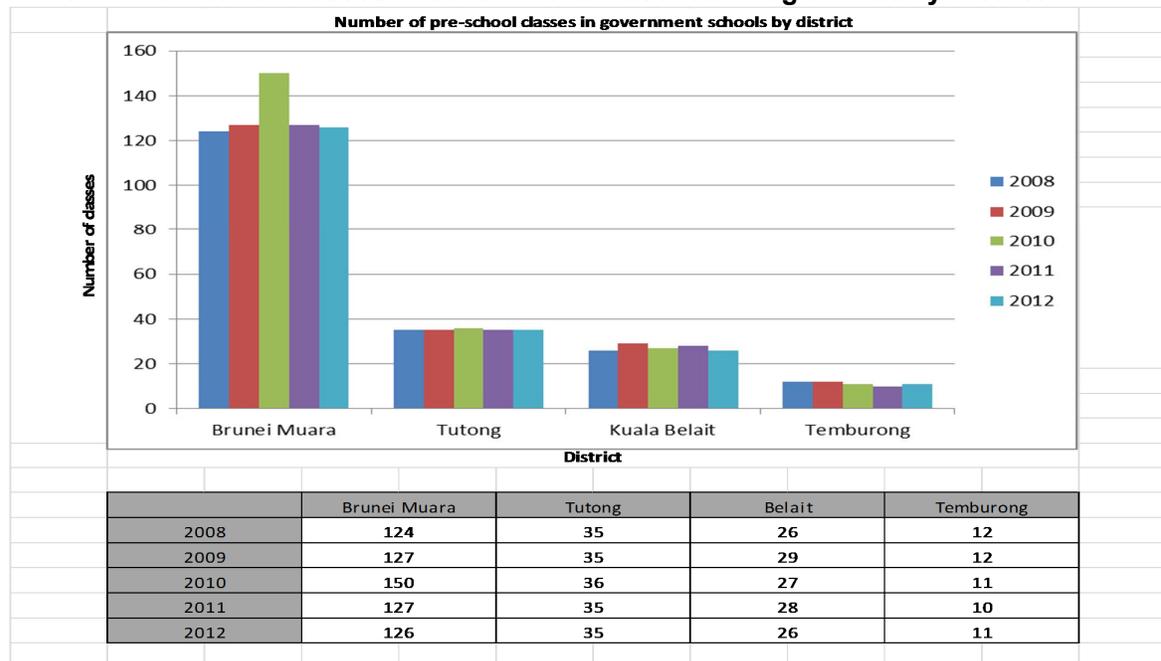
ANNEXES

Annex A: Number of Children in Government Preschool Programmes by District



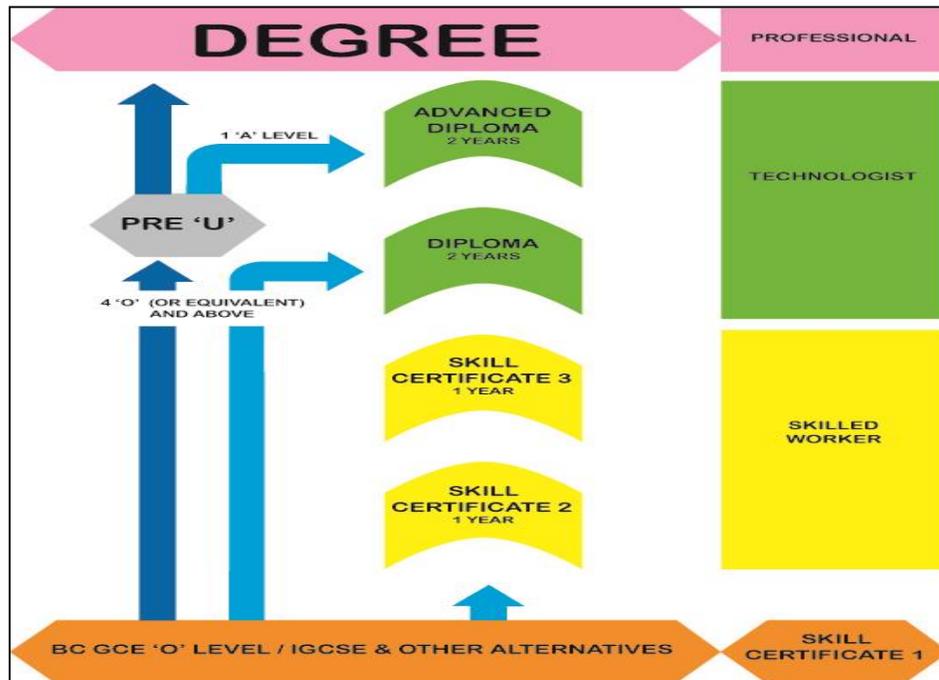
Source: DPDR, MoE (2008-2012)

Annex B: Number of Classes in Government Preschool Programmes by District



Source: DPDR, MoE (2008-2012)

Annex C: 3-Tier TVET Qualification System



Source: DTE (2012)

Annex D: GER/NER for TVET Enrolment (2006 - 2012)

	2006	2007	2008	2009	2010	2011	2012
Total Enrolled (regardless of age)	3177	3208	3406	3195	3398	4006	6267
Total Enrolled (regardless of age) (M)	1734	1828	1889	1884	1916	2195	3145
Total Enrolled (regardless of age) (F)	1443	1380	1517	1331	1482	1811	3122
Population (age 17-18)	13616	13737	13883	14152	14372	14373	14409
Population age (17-18) (M)	7063	7041	7189	7293	7308	7371	7432
Population age (17-18) (F)	6553	6696	6694	6859	7064	7002	6977
Total Enrolled (age 17-18)	592	598	630	584	738	751	1395
Total Enrolled (age 17-18) (M)	379	392	415	341	407	411	688
Total Enrolled (age 17-18) (F)	213	206	215	243	331	340	707
	2006	2007	2008	2009	2010	2011	2012
GER TVET %	23.3	23.4	24.5	22.6	23.6	27.9	43.5
GER TVET (M) %	24.6	26.0	26.3	25.8	26.2	29.8	42.3
GER TVET (F) %	22.0	20.6	22.7	19.4	21.0	25.9	44.7
NER TVET %	4.3	4.4	4.5	4.1	5.1	5.2	9.7
NER TVET (M) %	5.4	5.6	5.8	4.7	5.6	5.6	9.3
NER TVET (F) %	3.3	3.1	3.2	3.5	4.7	4.9	10.1

Source: DPDR, MoE (2013)

Annex E: Percentage Difference in Brunei Literacy every 10 years for population aged 15 and above and Percentage Improvement for the Percentage Increase over the decades.

The tables below show the Percentage Difference in Brunei Literacy every 10 years for population aged 15 and above while Table 2.14 (in main report) shows the Percentage Improvement for the Percentage Increase over the decades. From there, we will then be able to figure out if we are on target to achieve the EFA Goal.

Table 1: Inter-Censal percentage Point Change in Adult Literacy rate for population aged 15 and above

Year	1981-1991	1991-2001	2001-2011
	Percentage Increase in Literacy rate per census decade		
Percentage (%) (Overall)	+ 10.00%	+ 4.87%	+ 3.38%
Male	+ 7.27%	+ 2.70%	+ 2.25%
Female	+ 13.48%	+ 7.70%	+ 4.46%

Table 2: Percentage Improvement in Literacy Every 10 years for Population Aged 15 and Above

Year	1981-1991	1991-2001	2001-2011
	Percentage Improvement in Literacy rate per census decade		
Percentage (%) (Overall)	45.05%	39.93%	46.14%
Male	49.06%	35.76%	46.29%
Female	43.46%	43.90%	45.33%

From Table 2, we can see that the percentage improvement in literacy from Year 1981 to 1991 indicates 45.05% and from Year 1991 to 2001 indicates 39.93% (both less than 50%). Taking literacy rate reported in 2001 as a baseline, in 2011 Brunei Darussalam has achieved 46.14% improvement for Adult Literacy rate.