



United Nations  
Educational, Scientific and  
Cultural Organization



# BRUNEI DARUSSALAM UNESCO

## COUNTRY PROGRAMMING DOCUMENT

2013-2016



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# MESSAGE FROM

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**Director and Representative, UNESCO Office, Jakarta**

UNESCO Office, Jakarta is pleased to present the Brunei Darussalam-UNESCO Country Programming Document 2013-2016 (BD-UCPD). This is our blueprint of action in working with the Government of Brunei Darussalam and other key stakeholders to support national development goals and objectives along UNESCO's areas of competence in education, natural sciences, social and human sciences, culture, and communication & information.

A consultative process was adopted during the preparation of the document and this ensured that the proposed programme is relevant to the needs of the government and people of Brunei Darussalam and enjoys the support of all key stakeholders in the country. While this BD-UCPD is largely concerned with sectoral perspectives, it is also an important step in identifying opportunities for further intersectional and interdisciplinary cooperation in accordance with UNESCO's country development philosophy.

The programmes and projects included in the BD-UCPD are consistent with the national and international development priorities of Brunei Darussalam. Furthermore, the BD-UCPD has been developed to support the development goals and initiatives outlined in the Government of Brunei's central development strategy Vision Brunei 2035 (Warisan Brunei 2035).

Implementing the BD-UCPD 2014-2017 will no doubt be a challenge, however, the strong leadership and vision the Government of Brunei has shown in defining key development challenges has brought opportunities for strong partnerships between UNESCO and the government and people of the Brunei Darussalam.

UNESCO Office, Jakarta is grateful to the Government of Brunei Darussalam for providing valuable inputs in the preparation of this BD-UCPD 2014-2017. The projects and programs developed will be created with a strong partnership with and ownership of the Government of Brunei Darussalam and its people. We believe the cooperation envisaged under the BD-UCPD will help to realize the aspirations and national development goals of the country.

**Hubert Gijzen, Ph.D**

**Director and Representative, UNESCO Office, Jakarta**



# ABBREVIATIONS

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ACCIE	: ASEAN Cooperative Conference on Inclusive Education
ADDRESS	: Adopting Disaster Risk Reduction in Education for Safer Schools
AP-FRIEND	: Asian Pacific Flow Regimes from International and Experimental Network Data
AIDS	: Acquired Immune Deficiency Syndrome
ASEAN	: Association of South East Asian Nations
BD-UCPD	: Brunei Darussalam-UNESCO Country Programming Document
BR	: Biosphere Reserve
BREES	: Biosphere Reserves for Environmental and Economic Security
CBD	: Convention on Biological Diversity
CCE	: Climate Change Education
CO <sub>2</sub>	: Carbon dioxide
COMPETENCE	: Comprehensive Program to Enhance Technology, Engineering and Science Education
DESD	: Decade of Education for Sustainable Development
DRR	: Disaster Risk Reduction
EDRR	: Education for Disaster Risk Reduction
EFA	: Education for All
EFA GMRs	: Education for All Global Monitoring Reports
EIA	: Environmental Impact Assessment
ESD	: Education for Sustainable Development
EST	: Engineering Science and Technology
GDP	: Gross Domestic Product
GNI	: Gross National Income
GPI	: Gender Parity Indices
HDI	: Human Development Index
HFA	: Hyogo Framework for Action
HIV	: Human Immunodeficiency Virus
IBE	: UNESCO International Bureau of Education
ICCROM	: International Centre for the Study of the Preservation and Restoration of Cultural Property
ICT	: Information and Communication Technology
ICH	: Intangible Cultural Heritage
IHP	: International Hydrological Programme
IHP RSC	: International Hydrological Programme Regional Steering Committee
LINK	: Local and Indigenous Knowledge
MAB	: Man and the Biosphere Program
MDG	: Millennium Development Goals
MERCY Malaysia	: Malaysian Medical Relief Society
MTT	: Mobile Training Team
NBSAP	: National Biodiversity Strategy and Action Plan
NDMC	: Brunei's National Disaster Management Centre
NDP10	: 10th National Development Plan (2013-2017)
NGO	: Nongovernmental Organization

## ABBREVIATIONS

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OSPD	: Outline of Strategies and Policies for Development
PWDs	: Persons with Disabilities
PPP	: Per capita income
REDD	: Reducing Emissions from Deforestation and Forest Degradation
RKN	: National Development Plan 2007-2012
RSC SEAP	: International Hydrology Programme Regional Steering Committee for Southeast Asia and the Pacific
R&D	: Research and Development
SCS	: Sciences for Society
SEABRNET	: South-East Asia Biosphere Reserve Network
SEAMEO-SPAFA	: Regional Centre for Archaeology and Fine Arts
SNAP	: Strategic National Action Plan
SOP	: Standard Operating Procedures
SRA	: Situation and Response Analysis
STEP	: Science, Technology and Environment Partnership Center
SWITCH-in-Asia	: Sustainable Water Management in Asian Cities
TEIs	: Teacher education institutions
UN	: United Nations
UNDAF	: United Nations Development Assistance Framework
UNDP	: United Nations Development Program
UNDESD	: United Nations Decade of Education for Sustainable Development
UNESCAP	: United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	: United Nations Educational, Scientific, and Cultural Organization
UNEP	: United Nations Environment Programme
UNFCCC	: United Nations Framework Convention on Climate Change
UNICEF	: United Nations Children's Fund
UN ISDR	: United Nation International Strategy for Disaster Reduction
UNOCHA	: United Nation Office Coordination Humanitarian Assistance
UNPDF	: United Nations Partnership for Development Framework
WB	: World Bank
WFP	: World Food Program
WHC	: World Heritage Convention
WHO	: World Health Organization

# EXECUTIVE SUMMARY

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## Purpose of the BD-UCPD

The strategic programming country-based approach described in the Brunei Darussalam-UNESCO Country Programming Document 2013-2016 (BD-UCPD) aims to achieve greater coherence, efficiency and effectiveness at country levels, and avoid fragmentation, duplication and competition among sister UN agencies. The BD-UCPD 2013-2016 therefore establishes a framework for UNESCO's multi-sector cooperation strategy in Brunei Darussalam. The UNESCO Office in Jakarta prepared this BD-UCPD with the Government of Brunei Darussalam to serve as a consolidated basis for UNESCO's support to and cooperation with the country in accelerating the realization of its nationally set goals and its commitments to the MDGs, in collaboration and harmony with a range of key stakeholders.

Despite being a relative new member of UNESCO, becoming the 191st Member State on 17 March 2005, Brunei Darussalam has shown its eagerness to work closely with UNESCO as demonstrated by the recent ratification of the UNESCO 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage (August 2011) and the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. While areas of partnership between UNESCO and Brunei Darussalam are at the moment quite modest, this BD-UCPD highlights the large potential for further greater collaboration across a number of programme areas.

## Preparation Process

This BD-UCPD was prepared based on the analysis of Brunei Darussalam's major issues and challenges and the national priorities and strategies as spelled out in various national reports, country assessments and other relevant publications. A desk study analysis was further enriched by the consultative and collaborative process of the preparation of this document to ensure that the elements contained in it reflect as much as possible the real "demand" side for UNESCO's support and the priority areas of cooperation.

# EXECUTIVE SUMMARY

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## Structure of the Document

Based on the national priorities identified and UNESCO's work and experience in Brunei Darussalam, UNESCO draws the main lines for its future strategy in the country and proposes a cooperation framework with the Government of Brunei Darussalam and in partnership with other key stakeholders. The proposed country-based cooperation framework is in line with the Brunei Darussalam's 10th National Development Plan (2013-2017) (NDP10) and long-term development plan Vision Brunei 2035. The NDP10 theme leads to knowledge and innovation as well as to increased productivity and accelerated economic growth. Results expected to be achieved at the country level will contribute, through the UNESCO's results chain, to the achievement of the expected outcomes at the global level.

Proposals for concrete action within the cooperation framework are presented in this document. The rationale behind those large-scale comprehensive projects is to ensure sustainability, increased effectiveness and larger impact, but also to allow space, both in terms of life span of the project and mostly in terms of resources required, for other partners to join in the implementation.

## Future follow-up to the BD-UCPD

The present BD-UCPD will serve both the Government of Brunei Darussalam and UNESCO to strengthen partnerships and collaborative actions and ensure its relevance and effectiveness. The management and monitoring of the BD-UCPD will be entrusted to UNESCO Office, Jakarta. Effective follow-up of the BD-UCPD and successful implementation relies heavily on the extent of the consensus, commitment and partnerships it can trigger among the major local stakeholders, Brunei Darussalam National Commission for UNESCO, UNESCO Jakarta and other key agencies.

# 1 SITUATION ANALYSIS

Brunei Darussalam is a small country with an area of 5,765 square kilometres and a population of some 405,900.00 (as of 2013). Brunei is also an incredibly diverse country derived from the country's historical links with the Hindu empire in the neighbouring regions and modern-day Indonesia and Malaysia. The nation's Malay Islamic Monarchy is uniquely blended with Brunei merging Malay culture with the teachings of Islam into a mutual respect between its Majesty and the people of Brunei.

Brunei Darussalam has a small but wealthy economy, which is growing at a steady rate and has remained stable with an average inflation rate of 1.5% over the past twenty years. The people of Brunei Darussalam enjoy a high quality of life with an estimated US\$50,000 (2013) per capita income (PPP), the 5th highest worldwide. Also human development is very high with a Human Development Index of 0.838 (2013) –the second highest in the ASEAN region (see table 1). While Brunei Darussalam's economy has been dominated by the oil and gas industry for the past 80 years, the government of Brunei Darussalam is currently implementing a significant reform program that seeks to diversify and strengthen its economy for the future (Brunei Economic Development Board, 2012).

The Government of Brunei Darussalam has also led some serious achievements especially in the realisation of almost all of the targets of the Millennium Development Goals (MDG). Brunei Darussalam has achieved an absence of extreme poverty and has also initiated a more ambitious goal of creating national target of zero poverty for all of its citizens. In the area of education, Brunei has achieved a 95.5% enrolment rate for boys and girls at the primary school level. There have also been positive developments in equality and empowerment of women, with data showing greater female participation in the workforce and access to education. Significant gender disparities favoured women in Brunei Darussalam. In tertiary education women were over-represented in science. Overall, women also tend to hold high shares in fields long considered 'feminine', such as education, humanities and the arts (UNESCO, 2011). His Majesty's appointment of top female cabinet ministers and high ranking officers within the government systems shows the country's commitment towards gender equality (Brunei Darussalam Country Report).

**Table 1. Selected Key Indicators For Brunei Darussalam**

Indicators	Data	Year
Total population	405,900.00	2011
Life expectancy at birth, total (years)	78	2011
GDP (US\$)	\$12.37 billion	2011
GNI per capita, Atlas method (US\$)	\$31,800.00	2009
CO <sub>2</sub> emissions (metric tons per capita)	23.7	2009
School enrolment, primary (% gross)	105 %	2011

Source: Retrieved on October 22, 2012 from the World Bank website: <http://data.worldbank.org/country/brunei-darussalam>



## SITUATION ANALYSIS

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The country's health indicators also show very low rates of infant, child and maternal mortality and the control of communicable diseases. In terms of environmental sustainability, the government of Brunei Darussalam has attempted to tie in the principles of sustainable development to the many of the country's policies and programmes and has acceded to regional and international conventions. The forest cover (MDG 7) is however still regressing. Brunei has also demonstrated that it continues to strengthen its global partnerships for development by increasing its engagement with international, regional and sub-regional partners (Malhotra 2010, p.ii).

Despite these achievements there is a rising awareness in Brunei Darussalam of depleting natural resources and the subsequent need to diversify the economy to ensure sustained development for the future. Some of the key issues identified by the Brunei Darussalam government include: '(i) economic growth has not kept pace with population growth (ii) the public sector can no longer adequately absorb the growing numbers of young people wishing to enter the work force each year (iii) there is a widening gap between the expectations and capabilities of the nation's youth and the employment opportunities currently being created (iv) the oil and gas sector that makes up about half of the economy and over 90% of export earnings employs less than 3% of the work force (v) the local business community continues to be weak and is unable to create the employment opportunities now required. (Department of Economic Planning and Development, 2008, p.p 11-12).

The need to address these challenges has been the catalyst for the creation of a holistic national development plan encompassing many areas of Brunei's economy, society and environment. Specifically, to address these challenges and fulfil its commitments to the achievement of the Millennium long-term Development Goals, the government of Brunei Darussalam created a clear set of national long-term development plans, including: Brunei Vision 2035 – which outlines Brunei Darussalam's long-term vision; Outline of Strategies and Policies for Development (OSPD) – Eight main strategies in education, economics, security, institutional development, local business development, infrastructure development, social security and the environment supported by 50 Policy Directions; and the National Development Plan (RKN) 2007-2012 – The first of a six five-year plan to reach the goals of Brunei Vision 2035 (Department of Economic Planning and Development, 2008, pp. 3). These strategies cover many of the key areas of UNESCO's mandate in the fields of education, science and culture, and provide for great opportunity for further collaboration between UNESCO and Brunei Darussalam.

## GENERAL OVERVIEW COUNTRY CHALLENGES AND OPPORTUNITIES

### Education

As part of the shift away from extensive petroleum and natural gas extraction as a primary source for economic growth and security, the government of Brunei Darussalam is attempting to move to a more diverse economy with a focus on a skilled and technically capable workforce. A key area of focus to realize this goal is the field of education. Brunei Darussalam has achieved the goal of eliminating gender disparities in both primary and secondary education. The country is on track in achieving 100% gender equality at all levels of education. However, the country still needs to increase enrolments in tertiary education. Indeed, partly as a response to this problem, and to realize the aim of creating a diverse and skills-based economy, Vision Brunei 2035 has the key goal of creating a 'first class education system that provides opportunities for every citizen and resident to meet the requirements of our changing economy and encourages life-long learning as

## SITUATION ANALYSIS

Table 2. Trends in basic or proxy indicators to measure EFA goals

EFA Goal 1		EFA Goal 2		EFA Goal 3				EFA Goal 4			
Early childhood care and education		Universal primary education		Learning needs of all youth and adults				Improving levels of adult literacy			
Gross Enrolment Rate (GER) in Pre-primary Education		Net Enrolment Rate (NER) in Primary Education		1985-1994		2005-2010		1985-1994		2005-2010	
School year ending in		School year ending in									
1999	2010	1999	2010								
Total (%)	Total (%)	Total (%)	Total (%)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)
81	88	...	...	98	1.00	100	1.00	88	0.89	95	0.97
EFA Goal 5								EFA Goal 6			
Gender parity in primary education				Gender parity in secondary education				Educational quality			
Gross Enrolment Ratio (GER)				Gross Enrolment Ratio (GER)				Survival rate to grade 5		Pupil/Teacher ratio in primary education	
School year ending in				School year ending in				School year ending in		School year ending in	
1999		2010		1999		2009		1999	2009	1999	2010
Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	Total (%)		
116	0.95	108	1.01	88	1.09	110	1.03	...	98	14	11

Source: 2012 EFA Global Monitoring Report: Youth and skills: Putting education to work (UNESCO, 2012)

well as achievements in sport and the arts (Department of Economic Planning and Development 2008, p.p 12). To achieve this goal, Brunei Vision 2035 calls for an 'education strategy that will prepare our youth for employment and achievement in a world that is increasingly competitive and knowledge-based' (Department of Economic Planning and Development 2008, p.p 12). In addition, the new education system known as the "National Education System for the 21<sup>st</sup> Century", in short *SPN21 (Sistem Pendidikan Negara Abad ke-21)* provides various education programmes to cater for individual female and male students' needs through the development of multi-skills to suit the students' capabilities, interests, inclinations, growth and development through various pathways.

## SITUATION ANALYSIS

Brunei Darussalam's EFA Development Index (EDI) (between 0.97 to 1.00) for the school years ending in 2006 (UNESCO, 2009) and 2007 (UNESCO Headquarters, 2010) showed that since 2006 this developing country has achieved or is very close to achieving the four quantifiable EFA goals included in the index. Under-5 child mortality rate is below 10 ‰ in Brunei Darussalam (UNESCO, 2009). Almost all children reached the last grade of primary education in Brunei Darussalam. In 2009 the country faced the challenge of having a relative shortage of trained primary school teachers, where the percentage is below 90% (UNESCO, 2009). Brunei Darussalam's NER participation level in secondary education based on 2006 data was 90%, which is globally one of the highest. 1999-2001 data revealed that the country is on track to achieve the goal of halving adult illiteracy levels (UNESCO, 2011). In 2009 the number of adult illiterates had fallen by at least 25% in the country (UNESCO, 2009). Significant gender disparities favoured women in Brunei Darussalam. In tertiary education women were over-represented in science. Overall, women also tend to hold high shares in fields long considered 'feminine', such as education, humanities and the arts (UNESCO, 2011)

In achieving Brunei Vision 2035 the Outline of Strategies and Policy Directions (OSPD) 2007 – 2017 has listed an Education Strategy, as one of the strategies, with eight different policy directions, namely: (i) Investing in early childhood education (ii) adopting international best practises in teaching and learning (iii) Having first class secondary and tertiary education, including vocational schools, that produce experts, professionals, and technicians required in commerce and industry (iv) Strengthening the competency in info-communications technology for students, teachers and educational administrators, including the integration of ICT in in school curriculum (v) devising programmes that promote life-long learning and widening access to higher education (vi) promoting research, development and innovation both in the government-funded institutions and through public-private and international partnerships (vii) adopting cost-effective methods of educating our people through the use of technology. (viii) Improving the management of all educational institutions (Department of Economic Planning and Development, 2008, pp. 17).

### Natural Sciences

Environmental protection is an area of concern for the government of Brunei Darussalam. Some of the key environmental challenges identified in the National Development Plan (RKN) 2012-2017 include '(i) a lack of comprehensive legislation which can protect the environment in line with the international standards (ii) a lack of a comprehensive monitoring system to continuously determine the water quality level of all major rivers (iii) efforts to collect and dispose solid waste nationwide are still inadequate (Department of Economic Planning and Development, 2008, pp. 158). These issues have already been the focus of the Brunei Vision 2035 and also within the National Development Plan 2007-2012, which have sought to create new polices on waste recycling and management, urban and rural planning, preservation of biodiversity and endangered species, maintenance of forest production and plantation, water resources conservation, prevention of soil erosion, rehabilitation of waste land and communal natural resource management (Department of Economic Planning and Development 2008a, p. 159).

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The EFA Development Index (EDI) is a composite index that provides a snapshot of overall progress of national education systems towards Education for All. Due to data constraints, the index prior to 2012 captured only four of the six goals. The value of the standard EDI for a given country is the arithmetic mean of the four components: (1) universal primary education (goal 2), measured by the primary adjusted net enrolment ratio; (2) adult literacy (goal 4), measured by the literacy rate for those aged 15 and above; (3) gender parity and equality (goal 5), measured by the gender-specific EFA index (GEI), an average of the gender parity indices (GPIs) of the primary and secondary gross enrolment ratios and the adult literacy rate; and (4) quality of education (goal 6), measured by the survival rate to grade 5; in the absence of comparable indicators on quality, notably on learning outcomes, the survival rate is used as a proxy because of its positive correlation with average international learning assessment scores. The EDI value falls between 0 and 1, with 1 representing full achievement of EFA across the four goals.

## SITUATION ANALYSIS

**Table 3. Science Indicators For Brunei Darussalam**

Source: Retrieved on January 21, 2013 from the World Bank website: <http://data.worldbank.org/country/brunei-darussalam/>

Indicators	Data	Year
CO2 emissions (metric tons per capita)	24	2009
High-technology exports (% of manufactured exports)	6	2006
Terrestrial and marine protected areas (% of total territorial area)	30	2010
Forest area (% of land area)	72	2010
Disaster risk reduction progress score (1-5 scale; 5=best)	3	2011
Mamal species, threatened	34	2012
Plant species (higher) threatened	98	2012

Despite these initiatives there are still a number of environmental challenges that Brunei Darussalam faces, especially in the area of natural disasters. The Government Brunei Darussalam has already sought to address this challenge by preparing a Strategic National Action Plan (SNAP) for Disaster Risk Reduction, in realising their commitment to the Hyogo Framework for Action (HFA) and also the ASEAN Agreement on Disaster Management and Emergency Response. The main focus of the planning is community preparedness, disaster response mechanism and disaster risk mitigation projects (Yahya 2011). Despite these initiatives, key future challenges include implementing a better-organised system of drainage to mitigate floods, drainage infrastructure and development of sites, as well as better legislation and enforcement around the impacts of clearing of sites and development.

A further concern in Brunei Darussalam is significant deficiencies in the area of science, technology and innovation. Vision Brunei 2035 identified some of these key issues including: (i) the absence of a central agency to champion the STI development in the country has led to a poorly coordinated and integrated STI policy with no specific objectives and also led to failure to explicitly outline and execute strategies that will enable the country to capitalize fully the benefits of STI in national development (ii) higher institutions should focus more of their resources to teaching and training rather than research (iii) The number of researchers involved in research and development is small compared to other countries in the region (iv) (Department of Economic Planning and Development 2008, pp. 171).

With regards to biodiversity, Brunei Darussalam became party to the Convention on Biological Diversity (CBD) in 2008. With this accession, it further strengthened and added value to the already on-going efforts and strategies implemented to conserve natural resources and biodiversity. A National Report to the CBD has been finalized in 2010 as well as a National Biodiversity Strategy and Action Plan (NBSAP). Identified threats to biodiversity include climate change, encroachment, land development, pollution, over-use of natural resources and invasive alien species. One of the key environmental challenges remains continued regression of forest cover. The proportion of land area covered by forest is one of the only two MDG indicators, in which Brunei Darussalam is regressing/not progressing. A national REDD+ agenda is currently being operationalized.

## SITUATION ANALYSIS

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NBSAP priorities include improvement of the scientific knowledge base; enhancement of sustainable utilization of the components of biological diversity; development of a centre of excellence in research in tropical biological diversity; strengthened institutional framework for biological diversity management; strengthened integrated conservation programmes; integrated biodiversity considerations in sectoral planning strategies; enhanced skills, capabilities and competence; encouraged private sector participation; reviewed legislation to reflect biodiversity needs; minimized impacts of human activities on biological diversity; enhanced institutional and public awareness; improved exchange of information and promoted international cooperation and collaboration. Brunei Darussalam has not yet established any Biosphere Reserves under UNESCO's Man and the Biosphere Programme nor any Natural World Heritage Sites under the World Heritage Convention. The Convention has been ratified by the Government of Brunei Darussalam in 2011.

### Social and Human Sciences

Brunei Darussalam has already achieved significant results in achieving equality and empowerment of women. In the area of education, net enrolment of girls in primary education has reduced slightly over the last five years, but still remains above 95.0 per cent and the survival rate (to the last grade of primary school for girls when compared with boys) has increased. Women in the country also continue to play a significant part in the country's social and economic development, with women's employment making important inroads into hitherto male-dominated fields such as engineering, defense and aviation. The employed female labour force has increased by 11.0 percent, with the number of women in the civil service increasing by 13.0 percent between 2004 and 2008. While this provides some indication of the overall improvement in the status of women in Brunei Darussalam, more can be done to collect and generate the kinds of data which are needed to more accurately monitor the extent of gender parity between women and men, particularly in labour force participation in the private sector and high level decision-making positions in parliament (Kamal Malhotra 2010, p.ii).

Brunei Darussalam has signed the Convention of the Rights of Persons with Disabilities in 2007 and is currently working towards its ratification. 1.06 per cent of the Sultanate's total population has a disability. Currently, several policies and programmes are already in place. For instance, financial assistance is extended to PWDs under the Old Age and Disability Pensions Act 1954, and micro-credit finance facilities are also available without the need for collateral or a guarantor, to those who wish to embark on income generating projects. Moreover, skills training and job attachments programmes are also provided. In addition, home-based or community-based rehabilitation programmes are also provided for those who do not have the opportunity to undergo training at the specified training centres, particularly for those who live in rural areas.

### Culture

Brunei is richly endowed with both tangible and intangible cultural heritage that the government and the people have worked hard to maintain. Brunei is renowned for its arts and crafts including silver-smithing, bronze tooling, weaving and basketry, wood carvings, traditional games, traditional musical instruments, silat (the traditional art of self-defence) and decorative items. Since the introduction of Islam, its own distinct artistic forms were added onto Brunei's cultural architecture and landscape. The nation's mosques and other Islamic sites of importance are all works of art in themselves, and many contain some of the most striking examples of Islamic arts that can be found outside the Arab world. Examples include gilded Holy Korans, ceremonial items and the intricate mosaics that adorn several monuments throughout the nation's four districts.

## SITUATION ANALYSIS

While already having undertaken much work in the area of cultural heritage preservation, the Government of Brunei has outlined that further work is needed for the protection and safeguarding of the country's precious tangible and intangible cultural heritage. Indeed, an important focus of Brunei Darussalam's 9th National Development Plan (2007-2012) and Vision of Brunei 2035 is the role of culture and cultural heritage in national development. This is recognized in The Outline of Strategies and Policies for Development (OSPD) 2007-2017 which sets out the directions for an 'environmental strategy that ensures the proper conservation of our natural environment and cultural habitat'. In the shorter term, the 9th National Development Plan (2007-2012) has also focused on the important role culture can play in strengthening social harmony and national integration.

**Table 4. Culture Indicators For Brunei Darussalam**

Indicators	Year
UNESCO 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage	2011
UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	2011

Source: <http://unesco.org>

The Government of Brunei Darussalam has also taken the important step in protecting cultural heritage through the ratification of the UNESCO 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage (August 2011) and the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. This is an important step in the safeguarding of the country's cultural heritage and also provides an important opportunity for future cooperation between UNESCO and Brunei as well as on a regional level within Southeast Asia. A further future opportunity for UNESCO and Brunei Government collaboration is in the ratification of other UNESCO Conventions especially the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), Convention on the Protection of the Underwater Cultural Heritage (2001), and Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970), and Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954), all of which have great relevance to cultural heritage issues within Brunei Darussalam

### Communication and information

A further challenge within Brunei Darussalam is that of press freedom. Most of the programming within Brunei Darussalam, strictly cohere to the broadcast code and rules laid down by the Censorship of Films and Public Entertainment Committee. Self-censorship among journalists is very common and authorities often brief editors to direct the coverage of sensitive political issues, especially those related to the royal palace. In the absence of independent political activity and a discerning civil society, at present there is very little awareness both among journalists and common people on the very need of the media to be accountable to the public. Professionalism is very limited as a result of absence of journalism training institutions or even courses (UNESCO, 2012). A future challenge is the strengthening of capacities of communication institutions, to improve the training of media professionals and to raise awareness among the public in making best use of communication resources.

## 2 PAST AND PRESENT COOPERATION AND PARTNERSHIP

Despite the country's steady economic growth, there still remain significant development challenges in the sphere of education, science, technology, and culture. As global mobilization compels high competition and demand for skilled human resources, a lack of national capacity building programmes, the minimum involvement of youth and a lack of legislation covering these sectors, may lead to the deceleration in achieving Brunei's long-term national development plans.

UNESCO, with its strong mandate and expertise in the areas of education, science, technology, and culture, has proven its value as an instrument of cooperation that can assist states in addressing development challenges. Furthermore, UNESCO's programming has a strong emphasis on Gender Equality and women's empowerment through its Medium-Term Strategy for 2008-2013 as well as through the UNESCO Priority Gender Equality Action Plan for 2008-2013 (GEAP) which provides a road map to translate UNESCO's policy commitment to "Priority Gender Equality". UNESCO's work in Gender Equality and women's empowerment that is reflected in its programming can be of great importance in supporting Brunei Darussalam's efforts in this field. To further enhance cooperation in this development sphere, sectoral opportunities and challenges for Brunei Darussalam and UNESCO have been identified as follows:

### EDUCATION

#### Description of Principal UNESCO activities

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on EFA held in Jomtien (Thailand) in 1990, when representatives of the international community agreed to universalize primary education and massively reduce illiteracy by the end of the decade. Ten years later, with many countries far from having reached this goal, the international community met again in Dakar (Senegal), and affirmed their commitment to achieving Education for All by the



Participants of the "Regional Workshop for Green Action in East Asia: Centred on Teacher Capacity Building for Climate Change Education" (Jakarta, 18-20 May 2012)



↑ Participants of the “1st Sub-regional Country Report Meeting 2010 on Education for Sustainable Development in South-East Asia: Centred on the Five Cluster Countries of UNESCO Office, Jakarta” (Jakarta, 27-28 September 2010)

year 2015 through the creation of a new set of six education goals which aim to meet the learning needs of all children, youth and adults by 2015.

In supporting *promotion of the Education for All (EFA) goals*, together with all UNESCO Member States, Brunei Darussalam is currently undertaking and developing their National EFA 2015 Review. Using the National reports, UNESCO will then systematically analyze the EFA process and progress at the regional and global levels, which will be used to prepare the 2015 global conference in Seoul (Republic of Korea) aimed to establish the post-2015 global education agenda.

UNESCO Office, Jakarta has assisted the country in *strengthening Inclusive Education*, particularly through development and sharing of a “Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments”. The document covers 6 domains: (1) Raising awareness of the right to education and the right to employment; (2) Strengthening policies; (3) Strengthening personnel involved in transition; (4) Strengthening educational services for students with disabilities; (5) Strengthening cooperation; and (6) Strengthening monitoring, evaluation and accountability. Country representatives were also provided with a strong example from Malaysia on how to adapt and adopt the guidelines.

In *strengthening HIV Preventive Education*, a “Situation and Response Analysis (SRA) of the Education Sector’s Response to HIV, Drugs and Sexuality in Brunei Darussalam” was developed. The SRA maps the sector’s current response and planning of future policy and programming. In addition, media representatives have improved their skills in using social media in awareness campaigns about HIV prevention and AIDS. A UNESCO Tertiary HIV e-Learning Distance Course has also been developed for Malay-speaking countries (including Brunei Darussalam).

In *strengthening Education for Sustainable Development (ESD)*, UNESCO Office, Jakarta has supported Brunei Darussalam in assessing progress and in strengthening provision of ESD, Climate Change Education (CCE), Education for Disaster Risk Reduction (DRR), as well as in developing capacities of their Teacher Education Institutions (TEIs) in reorienting teacher education to address sustainability. Through sharing of experiences and good practices, country representatives have gained deeper knowledge to improve their education quality and relevance based on the framework of ESD in Southeast Asia and the green school concept.



# PAST AND PRESENT COOPERATION AND PARTNERSHIP

## Opportunities and challenges for Education

Under the Ministry of Education Strategic Plan 2012-2017, a number of present and new initiatives which have been prioritized for implementation include (Brunei Darussalam Country Report):

1. Early Childhood Care and Education (ECCE): To determine modality of ECCE in terms of its governance; service providers (possible model of public-private sectors); national education framework; and legal framework in the school system.
2. Enhancement of teachers' quality by the introduction of Brunei Teacher's Standard (BTS) and establishment of Teaching-Learning Development and Innovation Centre (TeLIC) for continuous teachers' professional development.
3. Revamping of Technical Education to align with industries or employment market demands and to articulate with basic education. Streaming the existing system and articulated with basic/general education especially the applied programme. The curriculum or course programme are currently undergoing revamping to align with industrial needs. Partnership and collaboration with local industries and international bodies on technical skills development and competency need to be strengthened.
4. School improvement and empowerment on the use of ICT for teaching and learning.
5. The Boarding School or Hostel Approach initiative;
6. Infrastructure development;
7. Building a culture of research, development and innovation;
8. Implementation of international best practices in Brunei Darussalam.

## Lessons learned

In a way to strengthen the national capacity of Brunei Darussalam in improving its sustainable education programmes, there's necessity to promote the sharing of knowledge, good practices, and publications that serve as effective means to achieve pertinent goals of Vision of Brunei 2035 in education and sustainable development sectors. In this regard, close communication needs to be strengthened and maintained with the Brunei National Commission for UNESCO and the government of Brunei Darussalam.



← Participants of the "Training Programme on Capacity Development of Teacher Education Institutions of Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste in Reorienting Teacher Education to Address Sustainability" (Jakarta, 8-10 December 2010)

## PAST AND PRESENT COOPERATION AND PARTNERSHIP



↑ Participants of the "2nd Country Report Meeting on Education for Sustainable Development in South-East Asia: Centred on the Five Cluster Countries of UNESCO Office, Jakarta" (Jakarta, 20-21 June 2011)

### NATURAL SCIENCE

#### Description of principal UNESCO activities

In order to strengthen collaboration and identify areas of future collaboration between UNESCO and Brunei Darussalam in the area of disaster risk reduction (DRR) a number of preliminary actions have already occurred. UNESCO Jakarta has been in close dialogue with the Brunei's National Disaster Management Centre (NDMC) with a particular focus on the potential for mainstreaming disaster risk reduction in education on collaboration with the NDMC. This is an important area for collaboration in the future, especially as in 2012, NDMC have already worked with Malaysian Medical Relief Society (MERCY Malaysia) in implementing the Trainer-of-Trainers on DRR for school teachers in selected primary and secondary school. (Department of Economic Planning and Development, 2008, pp. 158-159)

#### Opportunities and challenges for each sector

In the area of Natural Sciences, Brunei Darussalam faces a number of challenges and opportunities especially in the area of forest and biodiversity conservation water management, waste management, natural disasters and developments in science and technology.

Brunei is home to some 6,000 species of plants, more than 450 types of birds, 150 different mammals and over 70 reptiles. As with other regions of high bio-diversity, many species – especially in the insect world – have either yet to be discovered or have not been categorised. Brunei's forests are considered well preserved, with satellite images showing dense green forest in much of Brunei's territory, while large parts of the forest elsewhere on Borneo are pockmarked by bare patches of cleared jungle. Despite this, there are still a number of environmental threats to Brunei's rainforests with illegal logging taking away forests on the country's borders, and poachers endangering wildlife. Forest cover keeps decreasing and the MDG 7 forest cover target is off track. A further issue is that the country has a high carbon footprint per capita. Carbon dioxide emissions at rates of 21 metric tonnes per capita (2010) are the highest among 48 Asian economies.

The National Biodiversity Strategy and Action Plan (NBSAP), formulated in 2010 identified required

## PAST AND PRESENT COOPERATION AND PARTNERSHIP

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priority actions and a strategy to achieve national biodiversity targets. Also the 10th National Development Plan identified actions in biodiversity conservation, land use planning, forest, marine, coastal and water resource management as a priority. The promotion of international cooperation and collaboration is part of the national strategies (NBSAP, NDP10). This constitutes an opportunity for Brunei Darussalam and the UNESCO MAB Programme to further Biosphere Reserves and MAB in Brunei Darussalam and integration of potential Biosphere Reserves in global, regional and thematic networks. Biosphere Reserves constitute an opportunity to support the implementation of the NBSAP, including strategies on improved scientific knowledge base, strengthened institutional framework for biodiversity management and strengthened integration of conservation programmes. Biosphere Reserves can also serve as tools to pilot climate change adaptation measures as well as for climate change mitigation, including integration of the reserves into Brunei Darussalam's REDD+ strategy.

Following Brunei Darussalam's participation in the 2012 Bali World Heritage workshop and the 2011 ratification of the World Heritage Convention, the identification and promotion of potential Natural Heritage site constitutes an additional opportunity of collaboration under this present BD-UCPD.

Opportunities and challenges related to water within Brunei Darussalam include water supply, water quality and pollution, waste management, as well as flash floodings. With an average annual rainfall of 2,900 mm, Brunei Darussalam is dominated by the use of surface water and the country possesses four major river basins. The water supply sector is characterized by the overall increase of water demand and water consumption per capita due to development and population growth and by the need to enhance the water quality and services.

The environmental strategy defined in the OSPD 2007-2017 ensuring the proper conservation of natural environment includes efforts on water quality. In order to prevent river pollution, several sewerage treatment plants systems were constructed and upgraded, and guidelines and standards for the disposal of waste water especially from industrial activities have been setting up. The future challenges will include the creation of a water quality index, the establishment of a comprehensive water quality monitoring systems of all major rivers to detect the incidence of pollution and to conduct studies on the effectiveness of the pollution prevention and control measures. In view of addressing the problem of water pollution several projects will be implemented by the government



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↑ Workshop on Socializing HIV Preventive Education for Youth & Social Media (Jakarta, 29-30 Sep 2011)

of Brunei Darussalam including the Brunei River Clean Up and a Water Quality Monitoring Network of Major Rivers. In tackling water pollution originating from the agricultural activities, the focus will be given on the promotion of best cultivation practices and on the use of advanced agricultural methods through training and education programmes for farmers. (Department of Economic Planning and Development, 2008, pp. 158-159)

Moreover, in order to address the problem of flash floods resulting from land erosion and sedimentation due to extensive land development and clearing from mining activities, every large scale development and new mining project is required to conduct environmental impact assessment (EIA) before such project is carried out. However, the implementation of EIA so far by developers was limited. As the country needs to implement a better-organised system of drainage to mitigate floods, drainage infrastructure and development of sites will be coordinated and designed to reduce soil erosion, silting and flooding. Furthermore, more waste disposal and management facilities will be developed and sewerage systems will be upgraded throughout the country. Finally, efforts to protect and maintain the country's coastline will be continued by the construction of protection structures for coastlines and erosion susceptible areas.

The main challenges for water sector will be effectively addressed with the support of the formulation of a comprehensive environment act, the enforcement of existing acts and regulations, and the adoption of international best practices.

As the natural resources continue to benefit Brunei Darussalam's life improvement, the country has been also keen to develop technical human resources because inadequate professional capacities could affect the development of all current science and technology areas and limit Brunei's capacity to grow new industries, particularly in S&T fields such as information technology and energy. Furthermore, similar to other countries in the region, Brunei has also been suffering from the diminishing interest of youth in S&T and engineering field. Though governments in the region have continuously strived to reverse this trend over the years through a series of national education policies, experts have emphasized time and again that the only way in which to jumpstart a wave of change would be through external initiatives involving cooperation with the private, non-governmental, or intergovernmental sectors.

Another area of concern and opportunity in Brunei Darussalam is ensuring that Indigenous knowledge regarding environmental conservation and sustainable development is protected and

## PAST AND PRESENT COOPERATION AND PARTNERSHIP

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promoted. Despite its small size, Brunei Darussalam is rich in local and indigenous knowledge (LINK). Such knowledge has been passed from one generation to the next for decades, and is embedded in the lives of the six indigenous groups, in the form of arts, traditional medicine, culture, practice, cuisine, traditional motifs, and literature. The country has been working to put in place legislations, institutions and government agencies to protect LINK. Nevertheless, protection of such knowledge has been very difficult as the knowledge has not been properly documented. There thus exists an opportunity to valorise the local and indigenous knowledge for the promotion of environmental conservation and sustainable development in the country and for the building of local and indigenous peoples' resilience to global changes, including climate change. The concept of *Molong*, a customary law about responsible and moderate use of forests so that they will continue to be sustainable for future generations, is one of the successful examples where LINK plays an important role in the natural resource conservation. The important role of *Adat* and *Pusaka* also needs to be highlighted to maintain the knowledge systems of Brunei Malays.

### Lessons learned

There is a great opportunity to apply scientific conservation methods using the lessons learnt from the global network of biosphere reserves under the Man and the Biosphere (MAB) Programme which is an Intergovernmental Scientific Programme aiming to set a scientific basis for the improvement of the relationships between people and their environment globally.

As Brunei Darussalam was unable to attend the previous IHP RSC SEAP meetings, further close connections should be established in relevant fields with national partners to ensure that information is shared and possibilities for participation are maximised.

UNESCO also plays a role with regards to knowledge, innovation and education aimed at enhancing disaster prevention and preparedness. The purposes of UNESCO's activities are to promote a better understanding of the distribution in time and space of natural hazards such as earthquakes, landslides, volcanic eruptions, floods, tsunamis, droughts and of their intensity, to help set up reliable early warning systems, to encourage the adoption of suitable building design, to help protect educational buildings and cultural monuments, to strengthen environmental protection for the prevention of natural disasters, to enhance preparedness and public awareness through education and training, and to foster scientific and technical post-disaster investigation.

## SOCIAL AND HUMAN SCIENCES

### Description of principal UNESCO activities

### Opportunities and challenges for each sector

The Social and Human Sciences (SHS) has a vital role to play in helping to understand and interpret the social, cultural and economic environment. SHS Jakarta is established at a time of important steps toward social and political changes in the South-East Asia region. SHS Jakarta program strategy aims to develop a coherent and consolidated programme with two large initiatives, support and guide nationally owned development policies and programs, and address the needs of the most

## PAST AND PRESENT COOPERATION AND PARTNERSHIP

vulnerable, marginalized and disadvantaged groups.

The work of SHS Jakarta in Brunei Darussalam will focus on the important issue of promoting youth engagement as partners for development. SHS will attach special importance to inclusion of vulnerable and vulnerable communities such as persons with disabilities (PWDs).

Brunei Darussalam gives its ASEAN membership the highest priority in its foreign relations. The 12th ASEAN Summit's Cebu Declaration encouraged involvement of ASEAN youth and students in national and regional activities to give them an opportunity to make valuable contributions towards the achievement of the ASEAN Community. Along the same lines, the Vientiane Action Programme (VAP) urges increased participation of youth in the productive workforce, and encourages their entrepreneurship and employability, leadership and regional awareness.

Brunei Darussalam has also promoted ASEAN youth engagement during its Chairmanship of ASEAN in 2013, and has already put in place youth policies on the areas of education and self development, employment and training, leadership and community service. Based on these experiences, Brunei Darussalam could contribute to building youth leadership across ASEAN community by supporting skills development programmes for youth entrepreneurship.

### CULTURE

#### Description of principal UNESCO activities

During the last two biennia, UNESCO's culture programme activities have aimed at supporting Brunei Darussalam to protect their tangible and intangible cultural heritage. A key role UNESCO Jakarta has played is in facilitating training and learning opportunities for representatives from Brunei Darussalam in the area of cultural heritage preservation and management. One such training programme occurred in 2009 when UNESCO Jakarta helped facilitate a visit by Members of the Secretariat of the Brunei Darussalam National Commission for UNESCO, a Member of the Secretariat of Committee on Culture, Social and Human Sciences, and a Member of the Secretariat of Committee on Education to Indonesia to meet with their Indonesian counterparts and visit the World Heritage Sites of Borobudur and Prambanan in Central Java. This was an important opportunity to discuss with Indonesian colleagues issues around the nomination and management of World Heritage Sites as well as build cooperation and networks on a sub-regional level.



## PAST AND PRESENT COOPERATION AND PARTNERSHIP

There has also been close collaboration between UNESCO staff and colleagues from the cultural sector of the government of Brunei Darussalam through missions to Brunei. In May 2009 and March 2011, a representative of the Culture section of the UNESCO Office Jakarta undertook missions to Brunei Darussalam in order to strengthen UNESCO's commitment and cooperation with Brunei in the broader domain of Culture, especially Intangible Cultural Heritage (ICH). A representative was also involved in facilitating and presenting at the international training course organised by the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), SEAMEO Regional Centre for Archaeology and Fine Arts (SEAMEO-SPAFA) and the Brunei Museum Department in March 2011 in Brunei.

A workshop on the '2003 Intangible Cultural Heritage Convention' was organized by UNESCO and the Ministry of Culture, Youth and Sport of Brunei Darussalam in April 2013. The Forum brought together representatives from the Ministry of Culture, Youth and Sport, Ministry of Home Affairs, Ministry of Law, along with district officials, local representatives, academics from the University of Brunei Darussalam, local NGOs, and experts and policy makers in the field of culture, in order to discuss the ways for the safeguarding and promoting of the country's Intangible Cultural Heritage. The forum also provided further information on UNESCO's implementation strategy for the 2003 Convention and efforts to strengthen internal networks amongst different levels of stakeholders.

A further area of programme activity has been in the facilitation of involvement of Brunei Darussalam in sub-regional meetings and cooperation in the areas of tangible and intangible cultural heritage within Southeast Asia. Some of these activities have included: the Cluster Training-of-Trainers Workshop for Cultural Heritage Specialist Guides Programme, Indonesia in 2009; Workshop on Museum Storage Management, Indonesia in 2009; International Course on "Conservation of Underwater Archaeology Collections" Philippines 2010; Sub-Regional Meeting for Intangible Cultural Heritage (ICH) Safeguarding in South-East Asia held in Indonesia in 2012; and the Regional meeting for Asia-Pacific on the Protection of Underwater Cultural Heritage in Cambodia 2012. Such regional collaboration has been important in supporting the government of Brunei Darussalam in their eventual ratification of the UNESCO 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage and UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage both in 2011, and will hopefully contribute to



## PAST AND PRESENT COOPERATION AND PARTNERSHIP



### Opportunities and challenges for Culture

One key challenge for Brunei Darussalam is the need to increase capacity of key stakeholders from government, NGOs, community members and organizations about the mechanisms of safeguarding tangible and intangible cultural heritage. This is especially the case in regards to the safeguarding of the intangible cultural heritage, where Brunei faces a number of challenges including acquiring sufficient national funds and expertise available, the necessity of the development of legal and institutional frameworks for its safeguarding, the need for mechanism for ICH inventoring, and greater capacity and knowledge for government staff, NGO's and community groups involved in the safeguarding of the intangible cultural heritage.

A further challenge is that of developing capacity around best practice heritage practice in Brunei Darussalam involved all levels of society from Government, to NGO's to local community groups with a specific focus on women and youth. One mechanism for developing further dialogue and partnerships between different stakeholder groups is in the process of nominating sites for the Tentative List and the World Heritage Lists respectively. This nomination process, completed with input from all key stakeholders, has the potential to raise awareness about key heritage and conservation issues.

### Lessons learned

To respond to these significant challenges and needs, UNESCO's strategic emphasis for the institution's subsequent biennia lies on strengthening capacities of national counterparts to meet their obligations for safeguarding intangible cultural heritage as outlined in the 2003 Convention, and benefit from the opportunities and mechanisms of international cooperation created under it. Indeed, strengthening of capacities of Member States is one of the expected results of the UNESCO's Main Line of Action 3 of the Major Programme IV: 'Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention'.



# 3 PROPOSED COOPERATION FRAMEWORK

The cooperation framework for this Brunei Darussalam-UCPD aligns proposed UNESCO programmes with Vision Brunei 2035, the National Education System for the 21<sup>st</sup> Century (SPN21), and the 10th National Development Plan.

## Education

The Education Unit in the Jakarta Office assists cluster countries' government in meeting the goals of the global EFA and Decade of Education for Sustainable Development (DESD). Our major emphasis is in encouraging and supporting reforms in the development of quality, effective and efficient education systems by assisting people, particularly impoverished and marginalized groups, gain access to educational opportunities, resolve social conflicts, and compete more effectively in the global market. Our efforts focus on improving the quality of basic education by removing barriers to participation and learning. We also help develop innovative solutions for the effective and adequate provision of appropriate out of school education for disadvantaged women, children in difficult circumstances and in poor and remote areas, children with special needs, and illiterate and unskilled adults.

To support the country's education objectives, UNESCO's Education Unit is proposing two programme initiatives to: (1) strengthen Education for Sustainable Development; and (2) support commemoration of international days and launches of EFA GMRs within the framework of EFA. ESD would make education and learning more relevant and responsive to present and future challenges. Through ESD, learners could acquire the necessary knowledge, skills, attitudes and values that would influence personal lifestyles and economic choices to create sustainable development. Commemoration of international days and launches of EFA GMRs would encourage the country to highlight EFA issues and discuss strategies and actions needed to be made to address the relevant challenges

ED/SC/CLT PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
<b>PROGRAMME 1</b>	<b>EDUCATION</b>			
	Strengthening Education for Sustainable Development in the Cluster Countries		√	
	Supporting the Cluster Countries in commemorating international days and launches of EFA GMRs within the framework of EFA		√	

P = PROPOSED PO = PROPOSED/ONGOING O = ONGOING

## PROPOSED COOPERATION FRAMEWORK

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### Natural Science

To support the country's objectives in natural sciences UNESCO can help facilitate Brunei Darussalam's involvement as a member of the IHP Regional Steering Committee for Southeast Asia and Pacific (RSC SEAP) and its associated projects, especially AP-FRIEND, the Catalogue of Rivers and the Flood Forecasting and Warning System in Tropical Region and SWITCH-in-Asia.

AP-FRIEND, was launched in 1997, is a regional component of FRIEND (Flow Regimes from International and Experimental Network Data), a global crosscutting IHP project aimed at advancing technical knowledge and research in the field of hydrology. The Catalogue of Rivers for South East Asia and the Pacific aims at promoting mutual understanding of hydrology and water resources of the region and of the neighbouring countries, information exchange among different organizations in each country, establishment of an international data exchange and collaborative research network in the region. The Flood Forecasting and Warning System in Tropical Region aims at understanding of the different mechanisms and systems used to provide effective forecasting, warning and countermeasures to the general public affected by floods, in the different countries of the region. The Regional Science Bureau's flagship programme SWITCH-in-Asia, Sustainable Water Management Improves Tomorrow's City's Health in Asia, addresses the unsustainable aspects of current urban water management practices by developing and testing innovative solutions and approaches.

Involvement in these programmes will be an excellent opportunity for Brunei Darussalam to participate in international dialogue in order to contribute to improve the water interoperability networks in Asia Pacific.

UNESCO Jakarta should expand partnerships with Science Technology Innovation policy institutions and organizations in Brunei Darussalam to promote common understanding and mutual learning through sharing of information, ideas, good practices and successful models in science, technology and innovation (STI) policy-making among the STI community in Southeast Asia. UNESCO Jakarta's COMPETENCE (Comprehensive Program to Enhance Technology, Engineering and Science Education) programme focuses on rethinking science education to put it in the context of Sustainable Development, and introduces innovations into the teaching of science, technology, engineering and energy in higher institutions of learning and research and development bodies in Asia and the Pacific to make it a more effective tool to build their knowledge, skills and attitudes for sustainable living. It is beneficial for Brunei Darussalam to participate in the program as a pilot count.

Among the crucial DRR programmes mandated to UNESCO is the School Preparedness Programme. The programme is designed to raise awareness amongst students of the hazards they face and to help schools to minimize the risks posed by natural disasters. School disaster preparedness is the key to ensure the safety and resiliency of the children and communities. UNESCO has implemented the School-based Disaster Preparedness Model in Indonesia. Over 70 sites most exposed to frequent natural hazards in Indonesia have piloted it. It was also tested during the 2009 and 2011 earthquakes in Padang, West Sumatera, and Indonesia, where the schools were able to react promptly and respond to the disaster. The model is now well adapted and positioned as a National school disaster preparedness guideline.

In building resilient schools and to ensure preparedness, based on the above model UNESCO proposed a programme, Adopting Disaster Risk Reduction in Education for Safer Schools (ADDRESS). This innovative model will assist schools in reinforcing and building their DRR capacity through: a) Integration of DRR in school education system; b) Develop school Standard Operating

## PROPOSED COOPERATION FRAMEWORK

Procedures (SOP) during emergencies; c) Develop School DRR Action Plan and Policies; d) School DRR programme and activities; and e) School disaster management team. The model includes the School Watching programme that helps the school and surrounding communities to identify hazards and risks in and around the schools and then devising solutions to make it a safer place. The Model also integrates local culture, knowledge and wisdom as part of the intervention to in order to be integrated as part of the community based DRR. The School Preparedness Programme, particularly the Adopting Disaster Risk Reduction in Education for Safer Schools (ADDRESS), can support Brunei Darussalam's efforts in disaster risk reduction, mitigation and recovery.

It is also proposed to promote Biosphere Reserves and the Man and the Biosphere (MAB) Programme in Brunei Darussalam to support the implementation of the NBSAP, the NDP10 and to reconcile conservation with sustainable development, one of the key challenges Brunei Darussalam faces today. MAB in Brunei Darussalam would be promoted via the regional UNESCO Programme Biosphere Reserves for Environmental and Economic Security (BREES), including the identification of potential Biosphere Reserves in the country, capacity building and support to the nomination process of a first biosphere reserve as well as adaption of a national MAB strategy in support of the achievement of national climate change, NBSAP and NDP goals. MAB can also support the development of alternative economies for sustainable development through creative ecotourism and biodiversity conservation.

### Social and Human Sciences

UNESCO's Social and Human Sciences Unit is proposing one major programme: Building skills for youth civic engagement and social entrepreneurship.

With existing policies already in place to protect youths in the Sultanate, the country lacks of an own Youth Act. The existing youth policies stress on six strategies including education and self-development, employment and training, leadership and community service, but the involvement of the youth on the development of their communities could be strengthened

Participatory strategic involvement of young people in outreach, volunteerism and bureaucracy can bridge the gap between the formal institutions and young women and man, including vulnerable, disadvantage and marginalized groups, filling a critical gap of unmet needs. SHS will contribute through capacity building of youth in key skills such as leadership, governance, organizational management, communication, networking and planning.

SHS will also build on previous UNESCO actions, the network of youth partners and knowledge of the challenges in the ASEAN region to Support youth contribution to ASEAN Socio-cultural community by improving youth skills in the areas of entrepreneurship and employability, leadership and regional awareness in order to prepare youth to contribute to the ASEAN priorities for youth cooperation: "Building a Community of Caring Societies", "Managing the Social Impact of Economic Integration" and "Promoting an ASEAN Identity".

Whilst the Government of His Majesty the Sultan and Yang Di-Pertuan of Brunei Darussalam are strongly committed to ensuring that disability is given high priority in national agendas there needs to be a paradigm change from a charity based approach to a rights-based approach. This change has already started with the proposal to create by the end of 2013 a so-called Disability Council. UNESCO would tap on this initial work in order to promote social inclusion of persons with disabilities.

## PROPOSED COOPERATION FRAMEWORK

SCIENCE PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
<b>PROGRAMME 1</b>	<b>NATURAL SCIENCE</b>			
Example of activities	Biosphere Reserves for Environmental and Economic Security to underpin National Environmental Strategy	√		
	Developing Alternative Economies for Sustainable Development through creative Ecotourism and Biodiversity Conservation	√		
<b>PROGRAMME 2</b>	<b>INTERNATIONAL HYDROLOGICAL PROGRAMME</b>			
Example of activities	1. IHP RSC SEAP	√		
	2. Catalogue of Rivers for South East Asia and the Pacific; Asia-Pacific FRIEND (Flow Regimes from International and Experimental Network Data)	√		
	3. Flood Forecasting and Warning System in Tropical Region	√		
	4. SWITCH-in-Asia (Sustainable Water Management Improves Tomorrow's City's Health in Asia)	√		
<b>PROGRAMME 3</b>	<b>STRENGTHENING SCIENCE, TECHNOLOGY AND INNOVATION SYSTEM</b>			
Example of activities	Technology and Innovation Policy and Planning	√		
<b>PROGRAMME 4</b>	<b>STRENGTHENING EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>			
Example of activities	Mobilizing Science and Technology Knowledge and Policy through Information and Communication Technologies	√		
	COMPETENCE (Comprehensive Programme to Enhance Science Technology and Engineering Education)	√		
	Sustainability Science – Use of science to help design strategies to cope with developmental challenges			
<b>PROGRAMME 5</b>	<b>DISASTER RISK PREPAREDNESS</b>			
Example of activities	Adopting Disaster Risk Reduction in Education for Safer Schools and Communities (ADDRESS)	√		
	Children and Youth in Disaster Risk Reduction	√		

P = PROPOSED PO = PROPOSED/ONGOING O = ONGOING

## PROPOSED COOPERATION FRAMEWORK

### Culture

Culture activities of UNESCO Office in Jakarta, are developed in line with the UNESCO's established functions, i.e. advocacy, standard-setting and capacity building. The Culture programme activities include: promotion of ratification of UNESCO Culture Conventions, raising public awareness on the importance of tangible and intangible heritage, strengthening of capacity for national officials in cultural heritage management; promotion of cultural tourism for sustainable development and for long term livelihood enhancement through income generation based on the cultural tourism; museum development through capacity building, and promotion of cultural diversity and cultural industries for the development in the cluster countries

One project that UNESCO will seek to implement is a programme entitled *Strengthening national capacities for the safeguarding of intangible cultural heritage and the implementation of the 2003 Convention in Brunei Darussalam* to support the capacity of Brunei to safeguard its intangible cultural heritage through effective implementation of the 2003 Convention. The programme aims to build up a critical mass of national capacity, both in government institutions and in civil society, so that Brunei will have a sustainable framework for safeguarding intangible heritage and implementing the Convention on a long-term basis. To this end, the project will implement an integrated capacity-building strategy, composed of well-drafted workshops and activities, and the creation of pilot-tested community-based inventoring in selected villages. These will all be tailored to respond to the country's identified needs.

This project would cover the core concepts of the Convention and provide Brunei as a beneficiary country with a thorough understanding of their obligations at national level, and a substantial knowledge of the mechanisms of international cooperation established by the Convention.

For the World Heritage programme, potential cooperation can be launched to prepare a national Tentative List of both cultural and natural heritage sites for possible World Heritage listing with the assistance of UNESCO World Heritage Centre and UNESCO Jakarta.

ED/SC/CLT PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
<b>PROGRAMME 1</b>	<b>SUPPORTING YOUTH POLICIES, EMPOWERMENT AND PARTICIPATION</b>			
Example of activities	1. Building Skills for Youth Empowerment and Civic Engagement in Brunei Darussalam	√		
	2. Supporting Youth Networks in Brunei Darussalam and ASEAN	√		
	3. Supporting social inclusion of persons with disabilities	√		

P = PROPOSED PO = PROPOSED/ONGOING O = ONGOING

# PROPOSED COOPERATION FRAMEWORK

## PROPOSED PROGRAMMES

CULTURE PROGRAMMES AND ACTIVITIES		STATUS		
		P	PO	O
PROGRAMME 1	<b>Strengthening NATIONAL capacities for the promotion and implementation SAFEGUARDING of Intangible Cultural Heritage AND THE IMPLEMENTATION OF THE 2003 CONVENTION in Brunei Darussalam</b>			
Example of activities	Component I: Project initiation: identification of the groups and personnel that are to be involved for the capacity-building trainings; Capacity building workshops on ratification and implementation of the 2003 Convention	√		
	Component II: assisting Brunei in the revision of policies and legislation and the redesign of the institutional infrastructure to cater to the needs of intangible cultural heritage safeguarding	√		
	Component III: support the development of inventory methods and systems, and conduct pilot-projects of community-based inventories	√		
	Component IV: capacity-building on the elaboration of nominations to the Intangible Heritage Lists	√		
PROGRAMME 2	<b>WORLD HERITAGE CAPACITY BUILDING IN BRUNEI DARUSSALAM</b>			
Example of activities	World Heritage Education for Young People in the Brunei Darussalam	√		
	Stakeholder workshop for Tentative Listing and Preparation of Nomination Dossiers for World Heritage Inscription			

P = PROPOSED PO = PROPOSED/ONGOING O = ONGOING

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**UNESCO Office, Jakarta**

UNESCO HOUSE  
Jl. Galuh (II) No. 5  
Kebayoran Baru  
Jakarta 12110  
Indonesia

Tel: (62-21) 739 9818  
Fax: (62-21) 7279 6489  
Email: [jakarta@unesco.org](mailto:jakarta@unesco.org)

**[www.unesco.or.id](http://www.unesco.or.id)**