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for Technical and Vocational
Education and Training



TVET Country Profile

BRUNEI DARUSSALAM



November 2018

Compiled in collaboration with SEAMEO VOC TECH &
Institute of Brunei Technical Education (IBTE), Brunei Darussalam.

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589

Statistics¹

General information

Category	Indicator	Statistics
Demographic	Total population (thousands) ²	428,874 (2016)
	Population growth ²	1.3% (2016)
	Median age of population ²	30 (2016)
	Population aged 15-24 years	71,000
Socio-economic	GDP growth (annual %) ³	1% (2018)
	GDP per capita (current US\$) ³	33,233.5 (2018)
	Unemployment rate (%) ⁴	7.1% (2017)
	Youth literacy rate, population 15-24 years, both sexes (%)	99.3% (2011)

Participation in education by level and by programme orientation (2016)

Category		Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		106.6%		106.2%	
Secondary education, all programmes	Lower secondary (ISCED 2)	93.4%	-	93.9%	-
	Upper secondary (ISCED 3)		-		-
Tertiary education, all programmes (ISCED 5-8)		30.9%		38.2%	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	96.1% (2015)	-	48.3% (2015)	-
	Upper secondary (ISCED 3)		16.7% (2015)		43.5% (2015)

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of GDP (%)	4.4% (2016)
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	-

Other useful indicators

Indicator	Statistics	Source
Total Enrolment from pre-primary to tertiary education (2015)	115,9	IBTE https://ibte.edu.bn/ Ministry of Education http://t1p.de/grj7
Of which:		
Total enrolment in TVET (% of total enrolment across all education streams)	22%	IBTE https://ibte.edu.bn/ Ministry of Education http://t1p.de/grj7
Total enrolment in Polytechnics	5%	

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

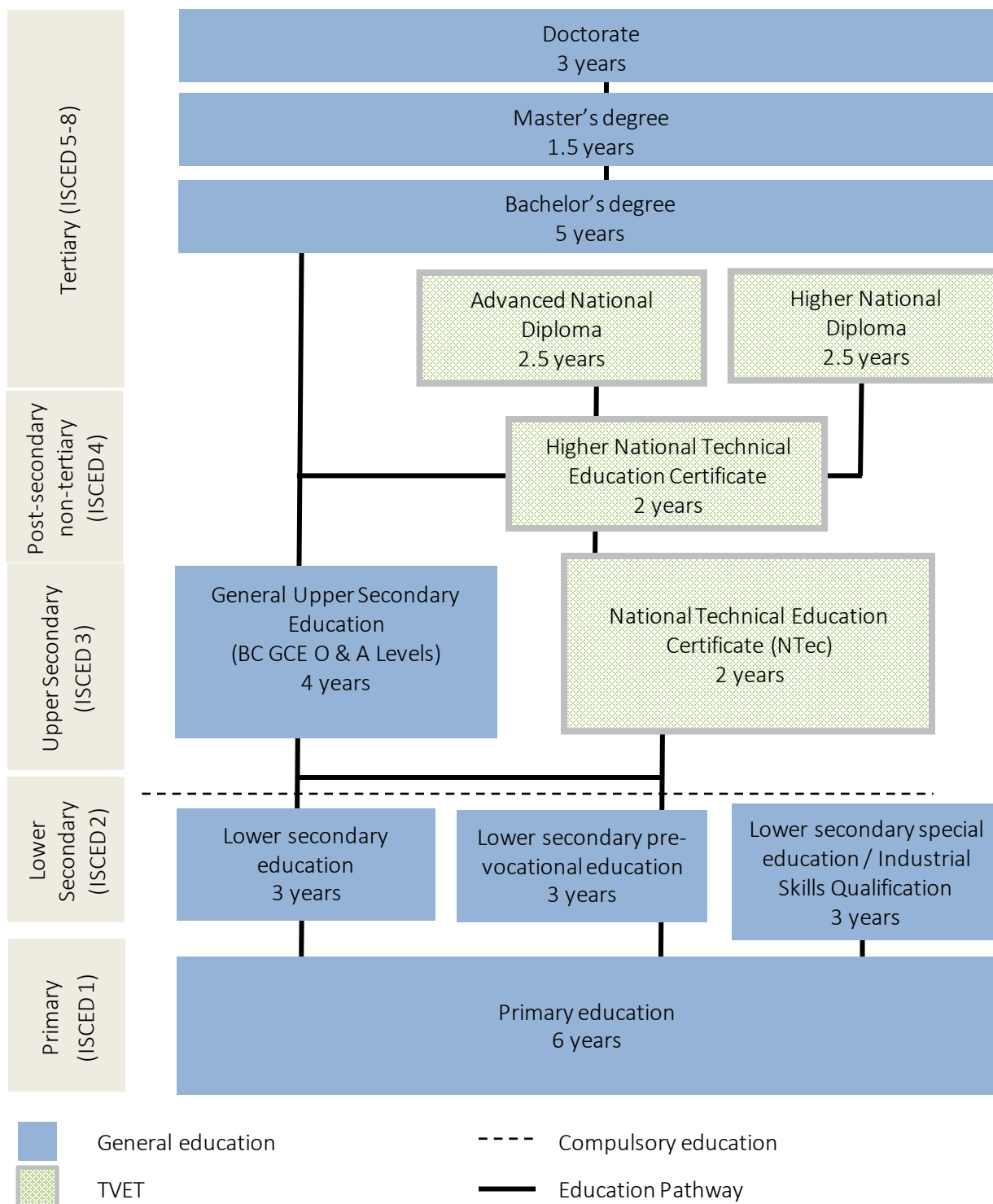
² UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

³ World Bank. World Development Indicators. <https://data.worldbank.org> and International Monetary Fund Data mapper.

⁴ International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat

1. TVET systems

TVET in the Bruneian education system⁵



⁵ Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

The formal TVET system in Brunei is structured as follows:

Pre-vocational Courses and Industrial Skills Qualifications leading to vocational degrees are provided at lower secondary level (ISCED 2).	
Duration:	1-2 years
Admission requirements:	Completion of Primary Education
Taught in:	Lower Secondary Institutions

National Technical Education Certificate courses are provided at the upper secondary level (ISCED 3).	
Duration:	2 years
Admission requirements:	Completion of Lower Secondary Education
Taught in:	Upper Secondary Technical Institutions

Higher National Technical Education Certificate courses are provided at the upper secondary level (ISCED 4).	
Duration:	2 years
Admission requirements:	Completion of National Technical Education Certificate
Taught in:	Upper-Secondary Non-Tertiary Technical Institutions

Higher National Diploma and Advanced Diploma Programmes are offered at the tertiary level (ISCED 5-8).	
Duration:	2.5 years
Admission requirements:	'A' Levels or National Diploma
Taught in:	Polytechnics
With the Higher National Diploma and Advanced Diploma, graduates are also able to enrol in non-vocational Bachelor's degree programmes.	

Non-formal and informal TVET systems

The **Continuing Education and Training (CET) Institute** under the Institute of Brunei Technical Education, the **Ministry of Culture, Youth and Sports**, the **Youth Development Centre** and the **Arts and Handicraft Centre** offer non-formal TVET programmes. Some examples include:

Programme:	Youth Development Centre courses
Ministry/organization responsible:	Ministry of Culture, Youth and Sports
Target audience:	Out-of-school youth
Admission requirements:	None
Qualifications received:	Training Certification

Programme:	Life skills and community services courses
Ministry/organization responsible:	Continuing Education and Training (CET) Institute, Institute of Brunei Technical Education (IBTE)
Target audience:	School leavers and working adults
Programme:	Intermediate skills training and education
Ministry/organization responsible:	Youth Development Centre, Arts and Handicraft Centre
Target audience:	School leavers (17-18 years old)

2. TVET strategy and key policy documents

TVET in Brunei Darussalam aims at developing a skilled and entrepreneurial workforce to spur economic development in the country as envisioned by Brunei's Vision 2035.

The following key documents help guide the development of TVET in Brunei Darussalam.

Name of document	Brunei Vision 2035 (Wawasan Brunei 2035)
Date entered into force	2007
Website link	http://t1p.de/pida
Key points and objectives	
<p>Brunei Vision 2035 aims to transform Brunei Darussalam by 2035 as a nation widely recognised for:</p> <ul style="list-style-type: none"> • The accomplishment of its educated and highly skilled people as measured by the highest international standards; • A quality of life that is amongst the top ten nations in the world; • Its dynamic and sustainable economy with income per capita within the top ten countries in the world. 	

Name of document	SPN21 (Sistem Pendidikan Negara Abad Ke-21)
Date entered into force	2009
Website link	http://t1p.de/6y2n
Key points and objectives	
<p>SPN21 aims at re-evaluating and reassessing the education structure, the curriculum assessment and the technical education in Brunei Darussalam. Its goal is to reposition TVET as an alternative post-secondary education capable of producing highly skilled workers in line with the needs of the industry.</p>	

3. Governance and financing

Governance

The **Ministry of Education** is the sole body responsible for the governance of TVET education in Brunei Darussalam. Its main tasks fall under the areas of quality assurance, the development of a qualification framework, the accreditation and certification of TVET institutions, and the curriculum development. The Ministry is made up of three agencies: the Brunei Darussalam National Accreditation Council (BDNAC), the Brunei Darussalam Technical and Vocational Education Council (BDTVEC) and the Private Education Section (BPS). The BDNAC, chaired by the Minister of Education, accredits higher education programmes and qualifications of universities, supervises and regulates the standards of higher education providers, and establishes and maintains the national qualifications register. BDTVEC has the same responsibilities for technical and vocational institutes by acting as the national awarding body for TVET qualifications in Brunei Darussalam.

With the launching of Brunei's long-term development plan (Brunei Vision 2035), the private sector becomes increasingly involved in the planning and implementation of development projects – including those relating to TVET. The Ministry of Education's grand initiative to transform and realign the Technical and Vocational Education System to the demands of the various industries that support national economic development is indicative of the growing importance of private sector's role in TVET. This is particularly the case for post-secondary TVET, where industry collaboration is needed in several areas, including curricula planning, development and implementation of apprenticeship schemes as well as provision of competency-based training and assessment. Under the competency-based arrangements, any assessments for students need to be verified by the relevant industries.

Close collaboration with industries is being promoted with the aim of producing a skilled and competitive workforce that is entrepreneurial, professional as well as highly employable and possesses appropriate qualifications and industry-accredited skills. For instance, IBTE has established an 'Industry Steering Committee' that encompasses seven clusters: energy and engineering; business and financial services; hospitality and tourism; building construction, agro technology, Info-Communications Technology (ICT), and maritime.

Through this initiative, greater opportunities will be available for post-secondary school students who are skilful and technically inclined to pursue TVET courses and obtain gainful employment in the skill and technical sectors. This transformation is seen as more responsive and demand-driven with stakeholders pledging to commit by providing support in making the transformation a success.

Engagement by employers, employees, and civil society in TVET can take various forms, including:

- Participating in developing national, sector or local policies;
- Supporting funding mechanisms;
- Joining the boards and management bodies of TVET providing institutions;
- Helping to identify occupational skills and standards to serve as the basis for education and training regulations; and
- Participating in pilot programmes, initiatives and innovations.

Financing

A national budget of US\$5.3 billion is assigned to TVET for the financial year 2018/2019 of which US\$ 900 million are allocated for National Development Plans to facilitate current and new projects. The Ministry of Education, being the main ministry responsible for TVET, received a budget of US\$695.8 million for the financial year 2018/19.

4. TVET teachers and trainers

In 2014, Brunei Darussalam developed and implemented the Brunei Teachers' Standard (BTS), focusing particularly on primary and secondary school teachers. The aim of BTS is to ensure high quality of teaching that will eventually ensure better learning outcomes for students. However, this is not a requirement for TVET institutions as it is mainly focused on general education.

TVET teachers are recruited from fresh graduates with minimum qualifications or qualifications at least one level higher than the ones they are teaching. Most of the local TVET teachers are hired without a formal teaching qualification, only a small proportion of teachers have teaching experience. The basic required qualification is the completion of the Higher National Diploma.

Teachers' Continual Professional Development (CPD) is provided through in-house training, local and international short courses and industrial placements. Locally, CPD is led by different agencies under the Ministry of Education such as the Hassanal Bolkiah Institute of Education (SHBIE) and the Institute for Leadership, Innovation and Advancement (ILIA) of the University Brunei Darussalam (UBD).

In 2016, 595 TVET teachers were employed in Brunei Darussalam.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

In 2011, the Brunei Darussalam Qualifications Framework (BDQF) was established through the BDNAC by the Ministry of Education. The framework comprises eight levels and explains the level of learning, achieved learning outcomes of study areas and a credit system based on student academic load. It applies to all qualifications recognised in Brunei Darussalam, thereby integrating and linking all qualifications recognised within the country. The BDQF is as follows.

Level	Academic qualifications	TVET qualifications	Higher Education Qualifications
1	BTEC ⁶ Level Introductory Certificate	Skills Certificate 1 (SC1)	
2	GCE ⁷ "O" Level (Grades D-E) IGCSE ⁸ "O" Level (Grades D-E) SPU ⁹ (Grades D) BTEC Level 2 Extended Certificate	Skills Certificate 2 (SC2) Industrial Skills Qualifications (ISQ)	
3	GCE "O" Level (Grades A-C) IGCSE and GCSE ⁸ "O" Level (Grades A* - C) SPU (Grades A-C) BTEC Level 2 Diploma	Skills Certificate 2 (SC3) National Technical Education Certificate (NTec)	
4	GCE "A" Level IGCSE "A" Level IB Diploma STPU ¹⁰	Diploma Higher National Technical Education Certificate (HNTec)	
5		Advanced Diploma Higher National Diploma (HND)	Foundation Degree Advanced Diploma Higher National Diploma (HND)
6			Bachelor's Degree
7			Master's Degree Post Graduate Diploma Post Graduate Certificate
8			Doctoral Degree

⁶ BTEC: The British Business and Technical Education Council accredited the qualifications.

⁷ GCE: General Certificate of Education

⁸ (I)GCSE: (International) General Certificate of Secondary Education

⁹ SPU: Brunei Religious Education Certificate (Sijil Pelajaran Agama Brunei)

¹⁰ STPU: Brunei Higher Religious Education Certificate (Sijil Tinggi Pelajaran Agama Brunei)

Quality Assurance

The Ministry of Education is divided into three agencies that are connected to the quality assurance of TVET in Brunei Darussalam: the Brunei Darussalam National Accreditation Agency (BDNAC), the Brunei Darussalam Technical and Vocational Education Council (BDTVEC) and the Private Education Sector (BPS). The BDNAC is responsible for the assessment and accreditation of qualifications recognised by the Government of Brunei Darussalam. Amongst others, it has to list all of the approved programmes on its website with their level and purpose as a point of reference and value-added information for learners and employers. The BDTVEC acts as the national awarding body for technical and vocational qualifications in Brunei. Through this local awarding body, the provision of technical and vocational education in the country has become more flexible and effective.

To measure the success of TVET in Brunei Darussalam, the following three Key Performance Indicators (KPIs) are used:

- Employability Rate: the measure of the percentage of graduates being employed 6 months after graduation;
- Employers' Satisfaction Rate: the measure of the proportion of employers being satisfied with the work and performance of graduates being hired;
- Students' Completion Rate: the measure of the percentage of students completing their programmes.

IBTE and PB obtained their ISO 9001 Quality Management System (QMS) certifications in 201624 and 201725 respectively. Additionally, TVET institutions have also established quality management divisions to ensure that the Quality Management System (QMS), which is operating within the TVET institutions, works effectively and efficiently, and in compliance with the QMS requirements of the IBTE and PB.

The main functions of these Quality Management Divisions are:

- To oversee the processes related to the Quality Management System (QMS) including quality planning, support, product realization, and improvement processes;
- To offer support in acquiring international and national certifications / accreditations for programmes;
- To ensure that QMS as well as TVET academic policies are communicated and implemented within the institutions, including all campuses / schools;
- To support management representatives of TVET schools in order to identify / plan activities and resources to develop, implement and maintain the QMS and achieve quality standards; and
- To centrally monitor and evaluate the teaching-learning and examination-assessment processes of each programme.

Furthermore, private Registered Training Organizations (RTOs) are allowed to offer foreign accredited programmes such as BTEC, London Chamber of Commerce and Industry, National Craft Certificate, etc. Under the Energy Industry Competency Framework (EICF), the Energy and Industry Department at the Prime Minister's Office (EIDPMO), in collaboration with the MoE, has also set up a working group to establish and oversee the Energy Industry Quality Assurance (EIQA) framework. The EIQA framework would manage, monitor, and audit the quality process and standards for RTOs.

6. Current reforms and policy discussion

Current reforms in Brunei Darussalam focus on a number of areas. These include:

- Aligning TVET programmes and curricula with industry needs in order to increase their relevancy. Thus, industry stakeholders should be invited to develop the National Occupational Skills Standards (NOSS) and support the formulation of the TVET curriculum through the process of DACUM ('Developing a curriculum'¹¹);
- Increasing apprenticeship courses by working closely with industries and promoting a dual education system;
- Developing a new system for the recruitment of TVET teachers that emphasises the importance of industry experience.

Challenges

According to the Institute of Brunei Technical Education, Brunei-Darussalam is facing the following challenges to the TVET system:

Limited capacity (in terms of infrastructure and human resources)	Introducing staggered enrolment in TVET institutions would increase current capacities and upgrade the existing infrastructure to open more opportunities for secondary school leavers who wish to pursue their studies in TVET.
Recruitment of teachers with industrial experience	There is a need to obtain autonomy in managing human resources and finances as well as the relevant scheme of services to enable experts from industries to become trainers.
Support from relevant stakeholders	To improve the quality of TVET, an Industry Competency Framework (ICF) needs to be developed to obtain continuous support and assistance from the relevant stakeholders, particularly from industries.
Labour force data	TVET institutions should liaise with the Manpower Planning Unit and job centres to evaluate the country's job market trends. This will enable TVET institutions to determine the labour market needs and plan the enrolment and distribution of graduates to the relevant industry sector accordingly.
Realignment of TVET with the demands of industries supporting national economic development	Enabling greater collaboration between TVET institutions and industry through mechanisms such as the Industrial Steering Committee is needed. This would help in improving the responsiveness of the skills acquired by the students to the industry requirements, which would promote their employability while also reinforcing the National Economic Development Plan.

¹¹ DACUM website of the Center on Education and Training for Employment at the Ohio State University www.dacumohiostate.com

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TVET COUNTRY
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4
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