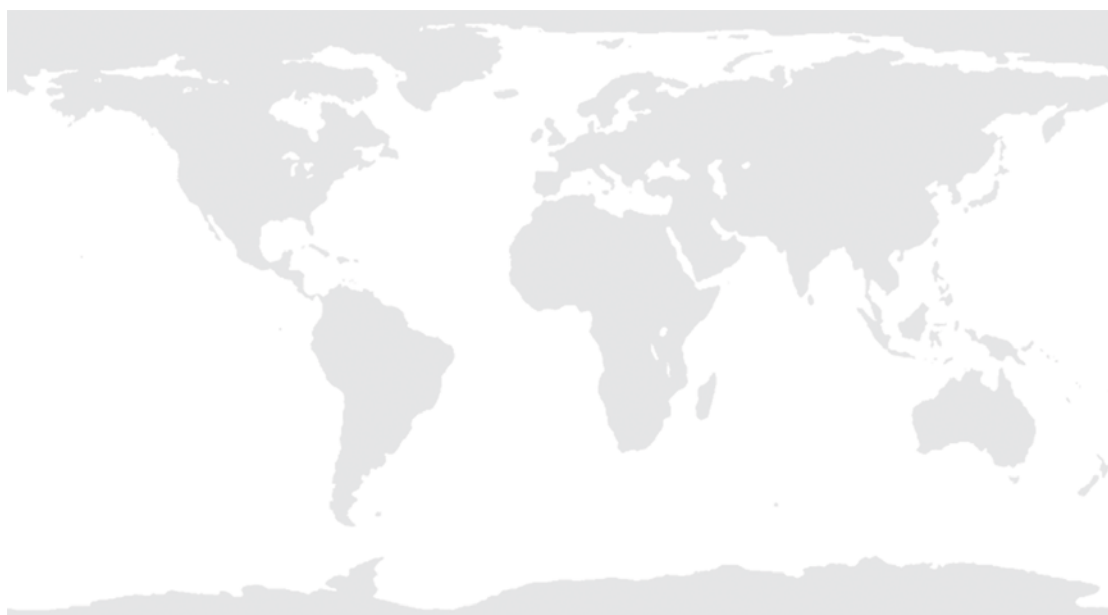




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Principles and general objectives of education

The Ministry of Education is entrusted with the mandate to produce a generation of citizens capable of upholding the country's ideology and aspirations in the fast-changing and competitive world of tomorrow. The overarching aim is for students to be lifelong learners who are confident and creative, connected, and actively involved in the quest for knowledge. This future generation of young citizens must be equipped with the dynamism, knowledge and skills necessary to compete and be successful Bruneians and world citizens contributing positively to the infrastructure of the country, be it in the socio-economic, technological or other arenas. (Ministry of Education, 2008).

Formulated within the context of the *Melayu-Islam-Beraja* (Malay Islamic Monarchy) philosophy and introduced since 2009, the new education system named *Sistem Pendidikan Negara Abad Ke 21* or SPN 21 (National Education System for the Twenty-first Century) aims at preparing students to face the challenges of the globalised world of the 21st century. One of the strategies of the new system is to equip students with the skills and knowledge considered useful and necessary in order to render them to be able to compete successfully at the local and international levels, while remaining loyal and committed to the country as responsible citizens who will contribute meaningfully to the future socio-economic progress and well-being of the community and the world at large.

SPN 21 aims to improve students' success rates and enhance their marketability upon their entry in the job market. More specifically, the new system aims to:

- Fulfil the needs and challenges to develop the country and its population during the 21st century. Students as future leaders must possess the relevant knowledge and skills, as well as the right values and attitudes in order to meet the changing needs of the society of the future. They should also need to be responsive to the needs of the various stakeholders.
- Realize the vision and mission of the Ministry of Education, e.g. "quality education towards a developed, peaceful and prosperous nation" and "providing holistic education to achieve fullest potential for all".
- Develop 21st century skills, whereby schools and educational institutions within the country will be appropriately equipped with the necessary facilities and teaching staff and trainers.

One of the main goals of the Brunei Darussalam's Long-Term Development Plan 2035 or *Wawasan 2035*, launched in January 2008, is 'an educated, highly skilled and accomplished people', to be achieved by building a first class education system that provides opportunities for every citizen and resident to meet the requirements of the changing economy and encourages lifelong learning as well as achievements in sport and the arts. This will require an education strategy that will

prepare youth for employment and achievement in a world that is increasingly competitive and knowledge-based. While recognizing the need to change, the country will continue to uphold vigorously the values that have been the foundation of its political stability, social harmony and prosperity. In this work the country shall be guided at all times by the commitment to the Brunei Monarchy and Nation, the faith in the values of Islam, and the tradition of tolerance, compassion and social harmony.

Laws and other basic regulations concerning education

Traditionally education in Brunei Darussalam was not compulsory, but almost every child enters school at the age of 5 (preschool) and remains there until the age of 14-15 years (lower secondary). Schooling is free for all citizens of the country while non-citizens (permanent residents and expatriate workers) may apply for permission to send their children to government schools on a fee-paying basis. However, most residents and expatriates prefer to send their children to private schools or abroad.

The **Education (Brunei Board of Examinations) Act** of 1976 established the Brunei Education Examinations Board, responsible for the conduct of examinations.

In the country's previous Education Act there were only provisions binding private schools in the sultanate. The Act stated that every private school in the country should be registered. Therefore, the Act may be cited as the Education (Non-government Schools) Act.

The **Education Order** of December 2003 makes provision for the registration and regulation of all schools and educational institutions. The Order provides for the establishment of the National Education Council. It specifies that Malay shall be the main medium of instruction in all educational institutions, and that all schools shall use the National Curriculum prescribed by the Minister of Education (section 20).

The **Child Care Centre Order 2006** ensures that quality care is provided for the well being of children in childcare centres throughout the country.

The **Compulsory Education Order 2007** ensures that all children receive at least nine years of formal education. It is aimed to ensure that children aged 6-15 years receive education, either in government or private schools. The Order provides for the establishment of the Compulsory Education Board. Section 2 stipulates that a child of compulsory school age is a child above the age of 6 years who has not yet attained the age of 15 years and who satisfies such conditions for receiving primary and lower secondary education. A child of compulsory school age who is (a) born on or after 1 January, 2002; (b) a citizen of Brunei Darussalam; and (c) residing in Brunei Darussalam, shall attend regularly as a pupil at a government school. (Section 3).

Administration and management of the education system

The **Ministry of Education** (MOE) is responsible for the entire education system. At the top of the organizational structure is the Minister who is assisted by the Deputy Minister. Together, they are responsible for decision-making on all important policy



matters. The curricula and syllabuses are developed centrally with input from key stakeholders nationally. School wide assessments are conducted by the schools whereas national examinations are organized by the Board of Examination.

According to the 2008 structure, the Ministry has two permanent Secretaries, one responsible core education (assisted by the Director General of Education) and the other for higher education (assisted by a Deputy Permanent Secretary). The higher education section includes the secretariats of the National Education Council, the National Accreditation Council, and the Technical and Vocational Education Council. Departments include: planning, development and research; planning and estate management; technical education; in addition, there are the Head of the higher education section and the scholarship section. Under the higher education section there is also the SEAMEO-VOCTECH (Regional Centre for Vocational and Technical Education and Training). The Regional was established in 1990 by the Southeast Asian Ministers of Education Organization (SEAMEO), a chartered international organization whose purpose is to promote cooperation in education, science and culture in the Southeast Asian region.

Under the Department of Technical Education, the Continuing Education section coordinates adult learning provision (academic classes, skills courses, enrichment programmes); it also provides assistance to various community programmes. There are 41 learning centres which are mainly located in selected primary and secondary schools, in addition to the Continuing Education building. (MOE-DTE, 2008).

Another Deputy Permanent Secretary is responsible for the corporate services section, which includes the following Departments: ICTs; human resources development; administration and services. There are also three units (international affairs, legal affairs, and public relations).

The core education section includes five departments, the special education unit, and the private institutions section. The departments are: Department of Schools; Department of Schools Inspectorate; Department of Curriculum Development; Department of Examinations; and Department of Co-Curriculum Education. In addition, under the core education section there is also the Science, Technology and Environment Partnership Centre. (MOE, 2008).

The establishment of the **Curriculum Development Department (CDD)** began with the formation of the Curriculum Development Centre (CDC) in March 1978. The administration of the CDC came under the Head of the Planning, Research and Guidance Unit. Initially the focus of curriculum work was directed at four main subjects, namely Malay language, English, science and mathematics. In 1981, the CDC was renamed the Curriculum and Textbooks Unit (CTU), under the Planning and Development Section. The role of the CTU was expanded in 1982 to include seven additional components, namely textbooks, educational resources, geography, history, art and crafts, home science, and preschool. In early 1984, with the addition of civics/moral education, physical education and music, there were altogether fourteen components managed by the CTU. From August 1984, the Head of CTU was promoted to the position of Assistant Director (Curriculum), while the CTU was



renamed the Curriculum Development Section (CDS) and its administration was separated from the Planning and Development Section.

CDD activities include the production of curricular programmes in accordance with the education policies laid down by the MOE. More specifically, CDD functions are to: study, plan and prepare school curriculum programmes in accordance with the national education policies; prepare and publish curriculum materials such as syllabuses, teachers' guides, textbooks, workbooks and teaching aids either in print or electronic medium; trial and evaluate various plans and curriculum materials in the classrooms; evaluate and improve curricular programmes and other materials so as to determine their suitability and to monitor the quality of materials produced; orientate the teachers in the use of curriculum programmes and materials; disseminate information relating to new practices and innovations in curriculum development; review, evaluate and recommend basic textbooks, supplementary and reference books as well as other teaching and learning materials for use in schools; undertake coverage of educational programmes and documentation for use by schools and the MOE; plan and prepare for implementation of e-learning and lifelong learning.

According to Section 115 of the Education Order of December 2003, the **Schools Inspectorate** under MOE shall: (a) be responsible, in collaboration with such authority as the Minister may appoint, for ensuring that an adequate standard of teaching is developed and maintained in educational institutions; (b) inspect educational institutions or cause educational institutions to be inspected by an Inspector at such intervals as he shall consider appropriate; and (c) undertake such other duties in relation to the inspection of educational institution as the Minister may direct or as may be prescribed.

As part of the organizational structure of the MOE there are the National Education Council, the National Accreditation Council, and the Technical and Vocational Education Council. The **National Education Council** is chaired by the Minister of Education and provides a high-level forum for the discussion of the policy and planning issues as they relate to all levels of the education system.

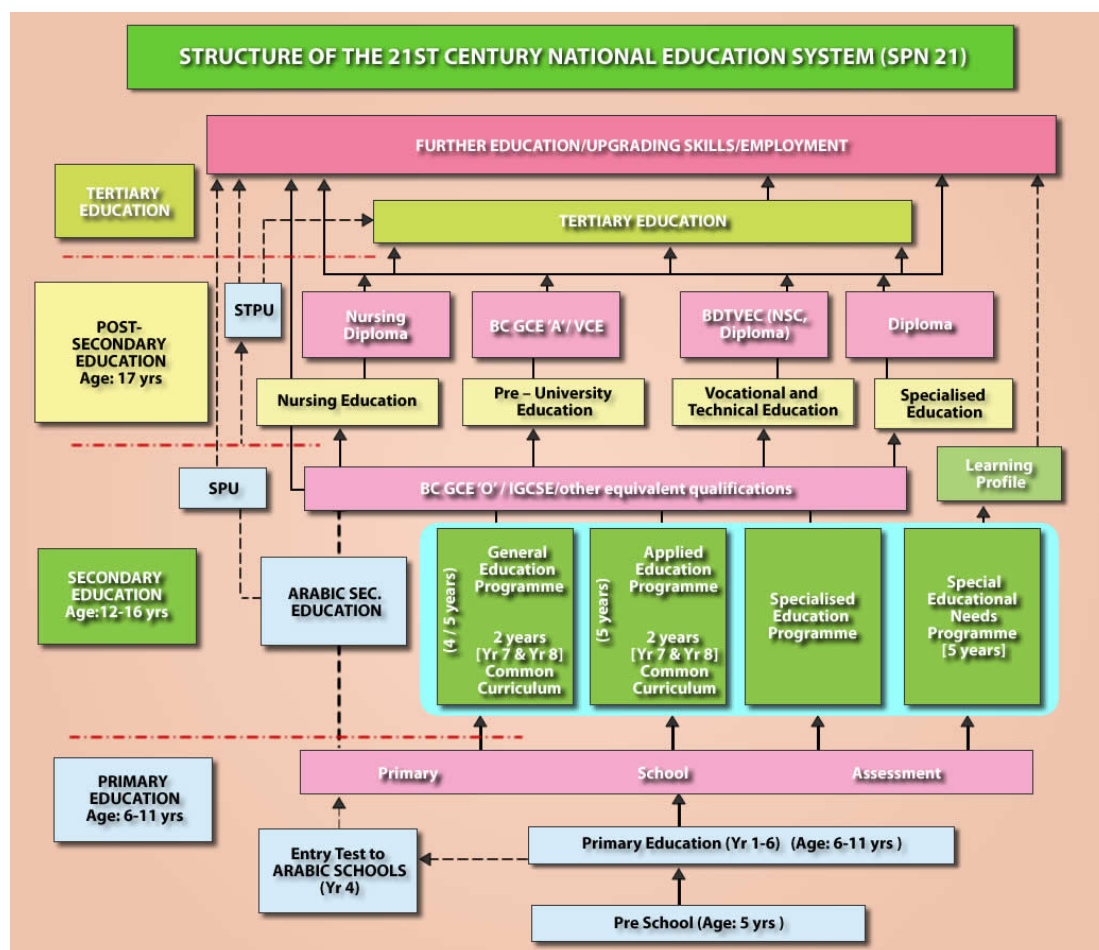
The **National Accreditation Council** is chaired by the Minister of Education and is the sole national body responsible for evaluating and assessing qualifications recognized by the government. The **Technical and Vocational Education Council** is chaired by the Deputy Minister of Education and validates programmes, establishes standards of performance, and awards certificates in the technical and vocational education and training system. The Council maintains close contact and liaison with both public and private sector agencies whose work and programmes may have relevance to technical and vocational education and training needs. Examinations are regulated and administered by the **Brunei Board of Examinations**.

Religious schools under the jurisdiction of the Ministry of Religious Affairs and the schools under the Ministry of Education have been fully merged in 2002. The merger of religious schools under the jurisdiction of the Ministry of Religious Affairs and the schools under the Ministry of Education was carried out under the concept of 'one roof' following His Majesty's call for unity in education. Under the direction of the Education Council which was set up in 1999, the merger was implemented in phases beginning with the placement of three sections from the Department of Islamic

Studies, Ministry of Religious Affairs, namely the Inspectorate Section, the Examinations Section and the Curriculum Section under the existing School Inspectorate, Examinations and Curriculum Development Departments in the Ministry of Education respectively, effective 1 March 2000. This was followed by the transfer of other sections. The merger was fully implemented in January 2002 with the transfer of the Department of Islamic Studies and all the religious schools under its jurisdiction to the Ministry of Education. As a continuous effort towards establishing an integrated system of education, the Ministry of Education began efforts to integrate the curriculum by streamlining the contents of three curricula, that is, the religious school curriculum, one religious subject taught in the primary and secondary school curriculum and Al-Quran and Islamic religious knowledge taught in several schools as a pilot project, into one curricular component of Islamic education within the integrated education system.

Structure and organization of the education system

Brunei Darussalam: new structure of the education system



Source: Ministry of Education, 2008.



Pre-school education

Children enter the education system at the age of 5 and stay at the preschool level for one year. However, in non-government schools, children may enter preschools at the age of 3 for three years before proceeding to primary education.

Primary education

The duration of primary education is six years. The primary level is divided into lower primary (grades/years 1-3) and upper primary (grades 4-6). At the end of grade/year 6, pupils sit the Primary School Assessment examination.

Secondary education

In the current system, secondary education is divided into two cycles: lower secondary, lasting three years (Forms 1-3), and upper secondary (Forms 4 and 5). Lower secondary Level I is for more academically inclined pupils, while Level II is for less able pupils. The upper secondary cycle is divided into two streams and lasts two or three years. Students who pass the Lower Secondary Assessment examination (or *Penilaian Menengah Bawah*—PMB) with grade “O” (Ordinary) are streamed into a two-year upper secondary programme leading to the Brunei-Cambridge General Certificate of Education (GCE) O-level examinations. Those who pass with grade “N” (Normal) follow a two-year normal course and, since 1997, have sat the Brunei-Cambridge GCE N-level examinations. Only those who obtain enough credits proceed to the GCE O-level programme. Students who have passed the PMB, the N-level or the GCE O-level examinations can pursue vocational education in a technical or engineering college offering crafts or technician programmes (two and a half years of study). Students who have adequate and relevant O-level results may proceed to the post-secondary level. At this level, most students follow a two-year course leading to the GCE Advanced level (A-level) examination. Those who complete A-level courses with adequate and relevant passes may be eligible for entry to the University of Brunei Darussalam or other tertiary institutions (colleges, institutes) or be awarded scholarships for further studies abroad.

In the new SPN 21 (National Education System for the Twenty-first Century), students will follow a four-year (for highly capable students) or a five-year programme before sitting the BC-GCE O-level examinations. All students will follow a common programme in grades/years 7 and 8; after year 8, they will be streamed into the general education programme (years 9 and 10 or years 9-11), the applied education programme (years 9-11), or the specialized education programme (years 9-11). The PMB at the end of lower secondary is being phased out in 2010 and replaced by the Student Progress Assessment (SPA, applied continuously in years 7 and 8), consisting of school-based assessment and the student progress examination at the end of year 8. SPA will be used to stream students into the general, applied, or specialized applied programmes. Lateral transfers between the four- and the five-year programme will be allowed subject to the students’ achievement and specific requirements. As regards technical and vocational education, students can pursue: (a) the National Skill Certificate (NSC, equivalent to the National Diploma), a three-year programme including a six-month industrial attachment that will replace the present National Vocational Certificate (NVC)/National Trade Certificate 3 (NTC3) and National



Trade Certificate 2 (NTC2); the minimum entry requirement is the completion of year 10 or year 11; (b) the Diploma (equivalent to the Higher National Diploma), a three-year programme including a six-month industrial attachment that will replace the present Pre-National Diploma, National Diploma, and the Higher National Diploma; the minimum entry requirement is five BC-GCE Ordinary or one BC-GCE Advanced or equivalent qualifications or pass the NSC, and passes the aptitude test and interview; and (c) the Degree, a four-year sandwich programme including a one-year industrial attachment; the minimum entry requirement is two BC-GCE Advanced or equivalent qualifications in relevant subjects or a pass in the Diploma, and passes the aptitude test and interview. This new three-tier qualification system will be implemented as from January 2012 for students who have completed their year 10 or 11 of secondary education.

Higher education

At the tertiary level, technical and professional colleges and institutes offer programmes leading to a diploma after two and a half years on a full-time basis. The University of Brunei Darussalam comprises the following faculties: Arts and Social Sciences; Business, Economics and Policies Studies; Science; Sultan Hassanal Bolkiah Institute of Education; Academy of Brunei Studies; and Institute of Medicine. For entry to first degree programmes only Brunei-Cambridge GCE A-level qualifications or equivalent qualifications obtained in not more than three sittings are considered, except for entry to first degree programmes offered by the Institute of Medicine where qualifications obtained in not more than two sittings are considered. Programmes leading to a diploma in health sciences (nursing, midwifery) normally last three years. Bachelor's degree programmes typically last four years (eight semesters, or 124 credits). One or two years of study beyond the bachelor's degree lead to the award of a master's degree; the postgraduate certificate in education programme requires one to one and a half years of study. The duration of doctoral degree programmes ranges between three and seven years.

The number of school days in a year varies between 200 and 210. There are four school terms in a typical school year. The school calendar 2011 consists of 200 school days (including periods for examinations) divided into four terms. At the university level, the academic year is divided into two semesters (August-December, January-May), each consisting of 18 weeks.

The educational process

In 2005 the National Education System Review Committee was formed with the mandate to review and make improvements to the education system. The Committee recommended that the education system be improved and fine-tuned, and aligned with the Ministry of Education Strategic Plan 2007–2011. To differentiate this incoming new development from the current system, the new education system was named the *Sistem Pendidikan Negara Abad Ke 21* or SPN 21 (National Education System for the Twenty-first Century).

SPN 21 was introduced in 2009 and is expected to come into full implementation in 2012 covering all levels of the school system. The scope of the



SPN 21 structure takes into consideration key aspects of quality education for nation building and human capital development. It aims to achieve quality education through the provision of a balanced, relevant and differentiated curriculum which is benchmarked against credible quality assurance or assessment systems of international standards. An important intention of the SPN 21 structure is to fit the system to the students rather than the other way round, allowing highly capable students the opportunity to complete their secondary education in a shorter period of time (four years).

The goal of the SPN 21 curriculum is based on the premise that the individual student learner is at the centre of all the teaching and learning. The curriculum model aims to provide: an all-round development of the individual; opportunities to enhance individual strengths and abilities; and a well-balanced education which allows students to draw on a wide range of knowledge areas and learning experiences. The SPN 21 curriculum paves the way for a smooth transition and continuous curriculum from preschool to primary and secondary levels of schooling in a developmentally appropriate setting.

The SPN 21 curriculum is broad, balanced and relevant, and provides for differentiated learning experiences. It takes into account each individual's strengths and capabilities whilst making provision for progression and continuity. It is intended to be responsive to the changes in the society and the economy, and will lead students towards lifelong learning. The SPN 21 curriculum places the learner at the heart of teaching and learning process based on an appreciation of the students' individual needs. Optimal opportunities will be provided to accelerate individuals who can progress faster whereas special guidance will be given to individuals who need learning support.

The SPN21 curriculum framework provides an overview of the curriculum design. It is built upon a commitment to the vision and mission of the Ministry of Education that learning is continuous and that the essential purpose of schooling is to nurture well rounded students, raise school improvement, develop lifelong learning skills and prepare students with valuable and marketable skills. The differentiated curriculum comprises eight key learning areas. The key learning areas provide the platform and broad knowledge domain for the development of knowledge, skills and values. The learning areas are: languages; mathematics; sciences; humanities and social sciences; arts and culture; technology; Islamic religious knowledge and Malay Islamic Monarchy; health and physical education. Furthermore, the framework contemplates the inclusion of ICT and entrepreneurship across the curriculum, co-curriculum and the community involvement programme.

All the key learning areas aim at nurturing learners so that they become intellectually, spiritually, emotionally and physically balanced individuals. The delineation of the key learning areas has taken into account the cultural, socio-economic and technological needs of Brunei Darussalam. Subjects are derived from these learning areas for three levels (preschool, primary and secondary). The key learning areas have provided the structure for organizing the curriculum into several sections: subjects, modules, and project works across the learning areas.



The curriculum as an entire planned learning experience is underpinned by a broad set of common values and purposes. All students need appropriate knowledge and understanding and the acquisition of essential skills and values to participate and prosper in a changing world and in the new millennium. Knowledge and understanding covers the content-based subject disciplines to ensure students have a good foundation in content across different areas of studies. The essential skills have been identified as the skills for the 21st century that when combined with relevant knowledge and the inculcation of proper attitudes and values, will provide the basis for lifelong learning and employability in a progressive and challenging world. The essential skills include: communication (combining the four components of listening, speaking, reading, and writing); numeracy; ICTs; thinking and problem-solving skills; self management and competitive skills; study and work skills; social, physical, and aesthetic skills. The embedding of MIB philosophy and ethics within this framework is essential in contributing to the students' sense of pride in themselves, their school, their environment and their country. To ensure a holistic development, the following values are to be embedded throughout the learning areas: self-confidence and self-esteem; empathy and appreciativeness; self-reliance and independence; tolerance and mutual respect; caring, concern and sensitivity; integrity; national patriotism; piety; competitiveness; and commitment. (MOE, 2008).

Learning outcomes are statements that specify what learners will know or are able to do as a result of a learning activity which helps to focus on the student's behaviour that is to be changed. They also serve as guidelines for content, instruction, and evaluation to identify specifically what should be learned, unlearned or relearned. Learning outcomes convey to learners exactly what is to be accomplished. Students' progress can be observed and measures in the acquisition of the required essential skills, knowledge and understanding together with the right attitudes and values. Lessons conducted will have specific objective to be achieved. These objectives are connected to the learning outcomes. The subject content that supports the attainment of these objectives is decided once the objectives have been clearly identified. It will be focusing more on skills to get to the objective.

The SPN21 curriculum has identified curriculum approaches which it considers appropriate for the primary and secondary levels of schooling. At the primary level, the curriculum will be integrated across subject areas using themes and topics that are based on understanding, experience and the surrounding environment. Students will experience connectivity across the learning areas, learning with understanding and are made aware that ideas do not exist in isolation but connected. At the secondary level, the school curriculum will be geared more towards specialisation. At both levels, the teaching and the learning process will be student-centred with students being actively engaged in learning both individually and in group. The teacher's role will change from being transmitter of facts and information to that of facilitator of learning.

The SPN21 curriculum recognises the different learning abilities and learning styles of students. It encourages the school to create effective learning environments. The differentiated syllabus of each learning area will consider the students' ability and capability with the content organised into: core ('must do'), intermediate ('should do'), and extended ('could do'). Teachers are encouraged to make full use of ICT and use a variety of seating arrangements, concrete materials, diagrams and charts,



newspaper clippings and other educational/teaching resources to make lessons more interesting. Practical activities could include the use of educational games, role play, the construction and use of models and experiments to demonstrate concepts. Group discussions are encouraged to promote active students' participation and interaction.

Schools will be required to conduct a 'measure of proficiency' of all students annually with special emphasis on reading/language and mathematics in Year 3 to Year 6. It is recommended that schools provide easy access to high-quality reading materials that includes tutoring and family literacy programmes. The 'fun, play and learn more' approach to learning should be adopted. Early intervention through individualised tutoring and reading recovery should be implemented. Classroom management such as setting up of learning corners and spaces, and parental involvement in organizing activities should also be emphasized. At secondary level the main focus will be on enhancing and reinforcing the skills acquired during the primary years of schooling. There will be a move towards a more discipline-based curriculum which among others includes basic pre vocational, work related courses and the development of values and attitudes.

School-based assessment will play an integral part in the proposed new curriculum. Whether it is formative or summative, school and teachers are empowered to conduct quality on-going assessment of pupil learning outcomes. This assessment is used for diagnostic and intervention purposes, and is an integral part of good teaching practices. Information gained can be used as a basis for the planning of teaching sequences, and the breadth and depth of learning units in subsequent lessons. Learning difficulties that pupils have encountered or misconceptions that they may have at an early stage can be identified so that immediate and effective remedial help can be given. Students with special needs will require adaptations and modifications according to their nature of their special needs.

Pre-primary education

Early childhood intervention focuses on the health, social and developmental growth and early education of young children. The Brunei Government and other local authorities have the responsibility of ensuring that children under 5 years of age undergo developmental programmes to help them achieve their optimum potential growth in these key areas. Early childhood intervention services are provided for children with special needs from birth. The components of early childhood intervention include education, health services, therapy, inclusion support in early childhood services, formal and informal family support, and the provision of information and support for children's transition into the school system. Children aged between 4-5 years may enter the private schools, whilst children under 3 years are catered for by the Community Development Department at the Ministry of Welfare, Youth and Sports.

Early childhood intervention services are delivered in a variety of environments including: the family's home, early childhood intervention centres, preschools, day care centres or hospitals. The Child Development Centre (for children with special needs or children at risk) began its operation in 1999 and offers services under the Ministry of Health in clinical psychology, speech therapy and treatment for those with hearing impairment. The Centre also conducts an Early Development



Programme to cater for children with special needs and multiple disabilities. This programme is for children below 5 years of age and aims to improve children's developmental progress so that they may enter the mainstream education institutions. They will be examined, diagnosed and treated if necessary. (MOE, 2008).

At the preschool level the focus is on key competencies such as socio-emotional development, personality development, and school preparedness skills necessary for pursuing primary education.

The suggested age for a child to enter the education system is 5 years. The age in private preschools may even be as low as 3 years, as the period of preschool attendance is further extended to three years. Preschool education became part of the primary school system in 1979, and since then most of the children at age 5 enrol in preschool classes for one year before being admitted to grade 1.

Five major aspects are taken into account in the teaching and learning process at the preschool level so as to provide opportunities to children to: enjoy exploring things around them; develop physically, emotionally and socially; develop cognitively and intellectually; develop their language skills; express their creativity and enjoy participating in creative activities. Lessons are held on an informal basis. There is no specific allocation time period per lesson since teaching is integrated and delivered through children's activities. Children's abilities are continuously assessed and they are generally promoted to lower primary automatically.

According to MOE statistics, in 2008 there were 3,810 children (of whom 1,848 were girls) in government preschools/preschool classes and an additional 7,775 children (of whom 3,836 girls) in private preschools/preschool classes. There were 236 teachers (of whom 222 women) in government preschools and 445 teachers (of whom 435 women) in private preschools. Some 1,127 children were in private nurseries.

Primary education

The primary level is divided into lower primary (grades 1-3) and upper primary (grades 4-6). One year of preschool education is considered as a stage of primary education. At the lower primary level, the medium of instruction is the Malay language. Pupils at the upper primary level follow the bilingual system of education. Subjects such as Islamic religious knowledge, arts and crafts, physical education and history are taught in Malay, whereas subjects such as mathematics and science are taught in English.

As mentioned, the SPN 21 (National Education System for the Twenty-first Century) was introduced in 2009 and is expected to come into full implementation in 2012 covering all levels of the school system. Traditionally, the aims of primary education have been: giving children a firm foundation in the basic skills of writing, reading and arithmetic; and providing opportunities for their personal growth and character development. As preparation for formal education is steadily built, the teaching of *jawi* writing (Arabic script) was emphasized starting from grade 3. The weekly lesson timetable before the implementation of the SPN21 is shown in the table below:

Primary education: weekly lesson timetable

Subject	Number of weekly periods in each grade					
	Lower primary			Upper primary		
	I	II	III	IV	V	VI
Malay language	10	10	10	10	10	10
English language	10	10	10	10	10	10
Mathematics	12	12	12	10	10	10
General knowledge/Science	4	4	4	3	3	3
Islamic religious knowledge	3	3	3	3	3	3
Physical education	2	2	2	2	2	2
Arts and crafts	2	2	2	2	2	2
Civics	2	2	2	2	2	2
History	–	–	–	2	2	2
Geography	–	–	–	2	2	2
Total weekly periods	45	45	45	46	46	46

Source: Ministry of Education, 1998. Each teaching period lasts 30 minutes.

The SPN21 curriculum framework comprises eight key learning areas: languages; mathematics; sciences; humanities and social sciences; arts and culture; technology; Islamic religious knowledge and Malay Islamic Monarchy; health and physical education. Furthermore, the framework contemplates the inclusion of ICT and entrepreneurship across the curriculum, co-curriculum and the community involvement programme. The new SPN 21 curriculum has identified the smooth transition and continuity from preschool to the primary and secondary levels in a developmentally appropriate setting.

At the primary level, in grades/years 1-3 the emphasis on the 3Rs, socio-emotional development and personality development will enable learners to:

- master basic skills in reading, writing and numeracy and develop an interest in and a habit of reading;
- develop social skills and cooperative attitudes, mutual respect for others, reasoning ability and problem solving skills;
- be equipped with basic skills of utilizing ICT to learn;
- be engaged in explaining concept, recognising objects and ideas, and in creative works.

In grades 4-6, the application of the 3Rs, complex skills and knowledge, development of personality, attitudes and values aim to enable learners to:

- master basic reading and writing skills and be able to read and communicate effectively at a higher level, both orally and in writing;
- master basic understanding of scientific and mathematical concepts;
- participate actively in group life and develop emotional health and physical fitness;
- develop basic learning, reasoning and problem solving skills and learn to look for various learning resources and obtain knowledge independently;



- develop positive values and attitudes, to learn to care about the society and environment and to identify themselves with their nation;
- appreciate beauty and arts.

A number of value-added skills will be integrated into the eight learning areas. As the core philosophy of Brunei Darussalam, Malay Islamic Monarchy (*Melayu Islam Beraja* MIB) will be integrated across the whole curriculum with the aim of helping students achieve the following learning outcomes: inculcate a sense of self worth and being true to one's identity as a Bruneian *menanamkan rasa jati diri dengan falsafah MIB*; demonstrate love for the country, nation and ruler; uphold and practise the values of Islam; contribute positively towards the progress of the community, demonstrate a caring nature and become part of a responsible society.

The development of thinking skills is key to learning. An important objective of the school curriculum is to enable learners to develop their ability to reason and solve problems both within formal school situations and daily life. The teaching of thinking skills enables students to practise and develop a variety of concepts and skills in a meaningful context and to communicate ideas they have learned meaningfully. 'Digital age literacy' serves as a tool for teaching and learning. Students need to attain certain levels of mastery in the fields of science, technology and culture, as well as acquire full understanding of any information that they acquire through various means. Social skills programmes (a community-based initiative) engage students on social welfare and development activities such as campaigns for environmental conservation, helping the needy and workplace attachment. The activities are conducted out of school hours in the classroom, school or community where the school is located. Co-curricular activities support the school curriculum to achieve holistic education. Every student in primary and secondary levels is able to participate in co-curricular activities such as sports and games, uniformed units, clubs and societies, arts and cultural groups/teams.

The curriculum will be integrated across subject areas using themes and topics that are based on understanding, experience and the surrounding environment. Pupils experience connectivity across the learning areas, learning with understanding and are made aware that ideas do not exist in isolation but connected. Teachers are encouraged to make full use of ICT and use a variety of seating arrangements, concrete materials, diagrams and charts, newspaper clippings and other educational/teaching resources to make lessons more interesting. Practical activities could include the use of educational games, role play, the construction and use of models and experiments to demonstrate concepts. Group discussions are encouraged to promote active participation and interaction. The teaching and the learning process is child-centred with pupils being actively engaged in learning both individually and in group.

In lower primary (grades 1-3) subject areas will be combined and teachers will be encouraged to teach using an integrated approach. At this level, learning will focus on laying the foundations of literacy and numeracy (3Rs), ICT and the acquisition of social and personal skills. As pupils move to the upper primary level (grades 4-6), they will learn the content areas in greater breadth and depth. The weekly lesson timetable according to the SPN21 is presented below:

Brunei Darussalam. Primary education: yearly lesson timetable according to the SPN 21

Learning area/subject	Number of yearly hours in each grade					
	Lower primary			Upper primary		
	1	2	3	4	5	6
<i>Core subjects:</i>						
Malay language	160	160	160	128	128	128
English language	160	160	160	128	128	128
Mathematics (in English)	128	128	128	128	128	128
Science (in English)	64	64	64	80	80	80
<i>Compulsory subjects:</i>						
Islamic religious knowledge	48	48	48	48	48	48
Malay Islamic Monarchy	–	–	–	32	32	32
Physical education	64	64	64	48	48	48
Co-curriculum	32	32	32	32	32	32
Social studies (in English)	–	–	–	48	48	48
Creative art and technology	64	64	64	48	48	48
Total yearly hours	720	720	720	720	720	720

Source: Ministry of Education, *Sistem Pendidikan Negara Abad Ke 21 (SPN 21)*. ‘Creative art and technology’ covers two learning areas, e.g. ‘Art and culture’ and ‘Technology’; in grades 1-6 it consists of three modules: ICT (in English), Art and design (in Malay), and Music and drama (in Malay/English). Elements of civics, entrepreneurship and social studies are integrated into suitable themes/topics. Malay Islamic Monarchy, ICT and thinking skills are applied across the curriculum. Co-curricular activities include: sports and games; uniformed units; clubs and societies; arts and cultural groups/teams.

Schools will be required to conduct a ‘measure of proficiency’ of all pupils annually with special emphasis on reading/language and mathematics in year 3 to year 6. It is recommended that schools provide easy access to high-quality reading materials that includes tutoring and family literacy programmes. The ‘fun, play and learn more’ approach to learning should be adopted. Early intervention through individualized tutoring and reading recovery should be implemented.

Assessment focuses on how pupils learn and encourages pupils to engage in self-assessment to improve their learning through constructive guidance. It is important to recognise the central role of classroom practice in which both the processes and products of learning are assessed by methods most suited to them. Educators must be sensitive and constructive in giving feedback and reporting, hence fostering students’ motivation. School and teachers are empowered to conduct quality on-going assessment of learning outcomes.

School-based assessment will play an integral part in the proposed new curriculum. Whether it is formative or summative, school and teachers are empowered to conduct quality ongoing assessment of pupil learning outcomes. This assessment is used for diagnostic and intervention purposes, and is an integral part of good teaching practices. Information gained can be used as a basis for the planning of teaching sequences, and the breadth and depth of learning units in subsequent lessons.



Learning difficulties that pupils have encountered or misconceptions that they may have at an early stage can be identified so that immediate and effective remedial help can be given. A greater emphasis will be placed on student-centred learning and activity oriented pedagogy. There will also be more emphasis on the process of learning (learning to learn) and less on drilling for examinations. Students with special needs will require adaptations and modifications according to their nature of their special needs.

At the end of upper primary education, pupils sit the Primary School Assessment examination. According to a research conducted by the Special Education Unit on grades 1-6, a total of 1,597 pupils failed and repeated their respective grade in 1998. That number represented about 5% of the total number of primary pupils.

The current vision of inclusive education in Brunei Darussalam focuses mainly on students with learning difficulties and special educational needs in the school system, namely: (a) students with learning difficulties who are on a Remedial Education Plan (students who have been identified as requiring learning support to cope with schoolwork; this includes students who were not in schools but have been admitted and provided with learning support as part of their educational programme); and (b) students with high support/dependency needs who are on an Individual Education Plan (students with intellectual, sensory, physical, emotional, behavioural, and other medical/health conditions/impairments who require an adapted/modified individualized education programme). The Special Education Unit of the MOE has been mandated to become the focal agent in addressing the needs and implementation of inclusive education. Support is provided through close collaborative partnerships. Different services within the Special Education Unit as well as professionals in the Ministry of Health are actively involved in providing support to the children in schools. One example is the Inter-agency Student Progress Meeting, attended by representatives from the MOE Unit, the Child Development Centre, the Ministry of Health and Department of Community Development, and the Ministry of Culture, Youth and Sports.

The participation rate of students with special needs in the national education system is approximately 4% of the total school population. This figure does not include students with other learning needs who may be provided with learning support in schools.

During the period of 2005-2008, the net enrolment ratio in primary education was more than 96% for both boys and girls. Furthermore, the proportion of grade 1 pupils who successfully reach grade 5 (survival rate to grade 5) is about 99%. Almost all pupils complete primary education. (Government of Brunei Darussalam, 2010).

According to MOE statistics, in 2008 there were 120 government primary schools with a total of 27,713 pupils enrolled (of whom 13,103 were girls); an additional 16,918 pupils (of whom 8,211 girls) were enrolled in private schools. There were 2,437 teachers (of whom 1,737 women) in government schools and 984 teachers (of whom 802 women) in private primary schools.



Secondary education

In the traditional system, secondary education is divided into two cycles: lower secondary (Forms 1-3) and upper secondary (Forms 4 and 5). At the end of lower secondary education pupils sit the Lower Secondary Assessment (PMB) examination as a non-terminal public examination. It assists the channelling of students to either vocational schools or to the academic stream and it serves as a national assessment for students' achievement after three years of secondary education. The upper secondary cycle is divided into two streams of study lasting two or three years. Students who pass the Lower Secondary Assessment examination with grade "O" (Ordinary) are streamed to a two-year upper secondary programme leading to the Brunei-Cambridge GCE O-level examinations, and those who pass with grade "N" (Normal) follow a two-year normal course and sit the Brunei-Cambridge GCE N-level examinations since 1997. Only those who obtain enough credits proceed to the GCE O-level programme.

Students who have adequate and relevant O-level results may proceed to the pre-university level. At this level, most students follow a two-year course leading to the Brunei-Cambridge GCE A-level examination. Those students who complete A-level courses with adequate and relevant passes may be eligible for entry to the University or other tertiary institutions (or be awarded scholarships for further studies abroad).

The weekly lesson timetables for lower and upper secondary education before the introduction of the SPN 21 are shown below:

Lower secondary education: weekly lesson timetable

Subject	Number of weekly periods in each form		
	I	II	III
<i>Examination subjects:</i>			
Malay language	4	4	4
English language	7	7	7
Mathematics	6	6	6
Integrated science	6	6	6
History	3	3	3
Geography	4	4	4
Religious knowledge	3	3	3
<i>Non-examination subjects:</i>			
Physical education	2	2	2
Malay Islamic Monarchy	2	2	2
<i>Optional subjects (one among the following):</i>			
Commercial studies			
Woodwork			
Home science			
Arts			
Arabic language	3	3	3
Food and nutrition			
Metalwork			
French language			
Computer studies			
Agricultural science			
Total weekly periods (min.)	40	40	40

Source: Ministry of Education, 1998. Each teaching period lasts 35 minutes.

Upper secondary education: weekly lesson timetable

Subject	Number of weekly periods in each form	
	IV	V
Malay language	4-5	4-5
English language	6-8	6-8
Mathematics	6	6
Additional mathematics	4-6	4-6
Biology	5-6	5-6
Physics	5-6	5-6
Chemistry	5-6	5-6
Combined science	5-7	5-7
'Double science' [sic]	5-7	5-7
Human and social biology	5-7	5-7
History	4-6	4-6
Geography	4-6	4-6
Principles of accounting	4-6	4-6
Commerce	4-5	4-5
Economics	4-6	4-6
Malay literature	4-5	4-5
Woodwork	4-6	4-6
Home management	4-5	4-5
Malay Islamic Monarchy	2	2
Arts	4-6	4-6
Religious knowledge	4-5	4-5
English literature	4-5	4-5
Agricultural sciences	4-5	4-5
Computer studies	4-5	4-5
Geometric and mechanical drawing	4-6	4-6
Food and nutrition	4-6	4-6
Total weekly periods (min.)	40	40

Source: Ministry of Education, 1998. Each teaching period lasts 35 minutes.

Students who have completed the PMB, the N-level or the GCE O-level examinations can pursue technical, vocational or career courses in a vocational school, technical or engineering college offering crafts or technician programmes (two and a half years of study).

National Trade Certificate III (NTC-3) courses are one and a half years' in duration, which include a period of industrial attachment. The minimum entry qualification into a NTC-3 course is completion of Form III. However, priority is given to applicants who have passed the PMB. On successful completion, students will be awarded the National Certificate III. National Trade Certificate II (NTC-2) courses last one year. The minimum entry qualification into a NTC-2 course is successful completion of a related NTC-3 course (or equivalent) and at least one year of relevant working experience. On successful completion, students are awarded the National Trade Certificate II. The assessment of students' performance at craft level is based on their marks in semester assignments which make up 70% of the total marks, with the remaining 30% coming from a project. A full-time craft course is two and a half years in duration (including six months of industrial attachment). The entry requirement is a completion of Form III or a pass in the PMB examination.



The technician courses consist of two levels: a pre-national diploma or certificate course, and a national diploma or certificate course. On successful completion of the courses, students are awarded a diploma by the Brunei Darussalam Technical and Vocational Education Council. Technician-level courses of 2½ years duration are offered on a “sandwich” basis and lead to the Brunei National Diploma (BND). The sandwich method of course delivery consists of alternate periods of instruction at the College and training with an employer on-the-job.

In the new SPN 21 (National Education System for the Twenty-first Century), students will follow a four-year (for highly capable students) or a five-year programme before sitting the BC-GCE O-level examinations. All students will follow a common programme in grades/years 7 and 8; after year 8, they will be streamed into the general education programme (years 9 and 10 or years 9-11), the applied education programme (years 9-11), or the specialized education programme (years 9-11). The PMB at the end of lower secondary is being phased out in 2010 and replaced by the Student Progress Assessment (SPA, applied continuously in years 7 and 8), consisting of two components: school-based assessment and student progress examination (at the end of year 8). SPA will be used to stream students into the general or applied programme. Lateral transfers between the four- and the five-year programme will be allowed subject to the students’ achievement and specific requirements.

In grades 7 and 8 (common programme), general education, the consolidation of skills and the development of aptitude and interests, personality, attitudes and values aim to enable learners to:

- learn independently;
- be confident in applying ICT in learning;
- develop capability for reasoning, problem-solving, knowledge application and creativity;
- master the Malay language and English;
- experience all round development in academic, social and cultural arenas;
- master basic concepts in all key learning areas;
- develop a deep love for the country Brunei Darussalam and a good understanding for the MIB philosophy;
- develop health consciousness;
- develop interest in arts and aesthetic appreciation.

In grades 9 to 10/11, the consolidation of skills; the development of aptitudes and interests, personality, attitudes and values; pre-vocational specialized education aim to enable learners to:

- establish a sound foundation of skills in preparation for lifelong learning;
- develop a solid grounding in science, mathematics, languages and other learning areas in preparation for higher education;
- develop an understanding and a foretaste of the career to be chosen and of the job market;
- enjoy and possess the ability of aesthetic appreciation.



The weekly lesson timetables for the common programme (grades 7 and 8), the general programme (grades 9 to 10/11), the applied programme and the specialized applied programme are presented below:

Brunei Darussalam. Secondary education, grades 7 and 8 (common programme): yearly lesson timetable according to the SPN 21

Learning area/subject	Number of yearly hours in each grade	
	7	8
<i>Core subjects:</i>		
Malay language	96	96
English language	96	96
Mathematics (in English)	96	96
Science (in English)	96	96
<i>Compulsory subjects:</i>		
Islamic religious knowledge	64	64
Malay Islamic Monarchy	32	32
Physical education	64	64
Co-curriculum	32	32
Social studies (in English)	48	48
Business and technology	48	48
<i>Elective subjects:</i>		
Arabic, French or Mandarin (students must choose one)	48	48
Total yearly hours	720	720

Source: Ministry of Education, *Sistem Pendidikan Negara Abad Ke 21 (SPN 21)*. 'Business and technology' covers two learning areas, e.g. 'Art and culture' and 'Technology'; in grades 7 and 8 it consists of four modules: Science and technology (including design and technology, home economics, and agriculture; in English); ICT (in English), Commercial studies (in English), and Music and art (in Malay/English). Elements of entrepreneurship are integrated into suitable themes/topics. Malay Islamic Monarchy, ICT and thinking skills are applied across the curriculum. Co-curricular activities include: sports and games; uniformed units; clubs and societies; arts and cultural groups/teams.

Brunei Darussalam. Secondary education, grades 9 to 10/11 (general programme): yearly lesson timetable according to the SPN 21

Learning area/subject	Number of yearly hours in each grade		
	9	10	11
<i>Core subjects:</i>			
Malay language	112	112	112
English language	112	112	112
Mathematics (in English)	112	112	112
Sciences (in English)	112	112	112
<i>Compulsory subjects:</i>			
Malay Islamic Monarchy	32	32	32
Physical education	32	32	32
Co-curriculum	48	48	48
<i>Elective subjects (at least two among the following):</i>			
<i>Languages:</i> Malay literature, English literature, Arabic, French, Mandarin			
Additional mathematics			
<i>Sciences:</i> physics, chemistry, biology			
Islamic religious knowledge			
Humanities and social sciences: geography, history, economics, principles of accounts			
<i>Art and culture:</i> art and crafts, music			
<i>Technology:</i> design and technology, computer studies/ICT, food and nutrition			
Total yearly hours	720	720	720

Source: Ministry of Education, *Sistem Pendidikan Negara Abad Ke 21 (SPN 21)*. Concerning 'Sciences' under core subjects, students must take at least one of the subjects offered (physics, chemistry, biology or combined science). Malay Islamic Monarchy, ICT and thinking skills are applied across the curriculum. Co-curricular activities include: sports and games; uniformed units; clubs and societies; arts and cultural groups/teams.

Brunei Darussalam. Secondary education, grades 9 to 10/11 (applied programme): yearly lesson timetable according to the SPN 21

Learning area/subject	Number of yearly hours in each grade		
	9	10	11
<i>Core subjects:</i>			
Malay language	96	96	96
English as second language	96	96	96
Mathematics (in English)	96	96	96
Combined science (in English)	96	96	96
<i>Compulsory subjects:</i>			
Islamic religious knowledge	64	64	64
Malay Islamic Monarchy	32	32	32
Physical education	32	32	32
Co-curriculum	48	48	48
<i>Elective subjects (at least two among the following):</i>			
<i>Humanities and social sciences:</i>			
geography, travel and tourism, commercial studies, development studies, commerce, accounting, food and nutrition, business studies	80 yearly hours per subject		
<i>Art and culture:</i> art and design, art, drama, music			
<i>Technology:</i> design and technology, computer studies, information technology, woodwork, fashion and fabrics, agriculture			
<i>Health and physical education:</i>			
Physical education			
Total yearly hours	720	720	720

Source: Ministry of Education, *Sistem Pendidikan Negara Abad Ke 21* (SPN 21). Malay Islamic Monarchy, ICT and thinking skills are applied across the curriculum. Co-curricular activities include: sports and games; uniformed units; clubs and societies; arts and cultural groups/teams.

Brunei Darussalam. Secondary education, grades 9 to 11 (specialized applied programme): yearly lesson timetable according to the SPN 21

Learning area/subject	Number of yearly hours in each grade		
	9	10	11
<i>Core subjects:</i>			
Malay language	96	96	96
Language and communication (in English)	96	96	96
Functional mathematics (in English)	96	96	96
Functional science (in English)	96	96	96
<i>Compulsory subjects:</i>			
Islamic religious knowledge	64	64	64
Malay Islamic Monarchy	32	32	32
Physical education	32	32	32
Co-curriculum	48	48	48
<i>Elective subjects (at least six modular electives over the three-year course among the following):</i>			
<i>Production:</i> production and artistic furniture, sign design, multimedia production, food processing, computer graphics, landscape and nursery, crop production, aquaculture, dress-making and design	160 yearly hours		
<i>Services:</i> household electricals, catering, facial and hair dressing, servicing freezers and air-conditioning, interior decoration, servicing automobiles, performing arts, music			
<i>Commerce:</i> basic enterprise skills, basic bookkeeping, basic clerical skills, typing			
Total yearly hours	720	720	720

Source: Ministry of Education, *Sistem Pendidikan Negara Abad Ke 21* (SPN 21). Malay Islamic Monarchy, ICT and thinking skills are applied across the curriculum. Co-curricular activities include: sports and games; uniformed units; clubs and societies; arts and cultural groups/teams.

The Student Progress Assessment (SPA) is a new assessment approach replacing the Lower Secondary Assessment (*Penilaian Menengah Bawah*, PMB). It represents a shift from a summative assessment orientation to a system of assessment characterized by the measurement of student progress and achievement; it serves as the basis for selection to the 4- or 5-year programme, i.e. for two or three years of study after having sat the student progress examination at the end of grade 8. It is also



intended to facilitate the school, students' and parents' selection of subject combinations to be offered in the general education or applied programmes.

The main objectives of the new assessment approach are to: assess student achievement through valid, reliable and meaningful means/instruments; assess other dimensions of educational development (skills, knowledge, attitudes/values); identify strengths and weaknesses in student learning in order to take the appropriate steps towards intervention and remediation; enable school administrators and teachers to conduct assessment that is not only suitable and accurate but valid and reliable; and set national standards as benchmarks for all schools, especially for the centrally-administered student progress examination in at the end of grade/year 8.

School-based assessment (SBA) will be administered throughout grades 7 and 8. At the end of grade 7 students sit the school examination. In the case of the student progress examination (end of grade 8), the Examination Department at the central level will prepare question papers, guidelines and mark schemes for core subjects (Malay, English, mathematics and science) to ensure national standards. For other subjects, the Scheme of Work Preparation Committees will prepare the question paper, guidelines and mark scheme. Marking and reporting will be done by teachers of the schools concerned. The distribution of overall SPA weighting for core and other subjects is 30% for SBA (subject to change based on future developments and progress) and 70% for the student progress examination. To qualify for the four-year general education programme or the five-year general education programme science stream, students must have attained the expected average percentage of marks for relevant subjects in the SPA. Students who do not attain the expected results are automatically channeled into the five-year general education programme or the applied programme, at the discretion and consideration of the school. The specialized applied programme is for students with low achievement in the SPA who are more inclined towards hands-on learning and concrete learning.

As regards technical and vocational education, in the new SPN 21 system students can pursue: (a) the National Skill Certificate (NSC, equivalent to the National Diploma), a three-year programme including a six-month industrial attachment that will replace the present National Vocational Certificate (NVC)/National Trade Certificate 3 (NTC3) and National Trade Certificate 2 (NTC2); the minimum entry requirement is the completion of year 10 or year 11; (b) the Diploma (equivalent to the Higher National Diploma), a three-year programme including a six-month industrial attachment that will replace the present Pre-National Diploma, National Diploma, and the Higher National Diploma; the minimum entry requirement is five BC-GCE Ordinary or one BC-GCE Advanced or equivalent qualifications or pass the NSC, and passes the aptitude test and interview; and (c) the Degree, a four-year sandwich programme including a one-year industrial attachment; the minimum entry requirement is two BC-GCE Advanced or equivalent qualifications in relevant subjects or a pass in the Diploma, and passes the aptitude test and interview. This new three-tier qualification system will be implemented as from January 2012 for students who have completed their year 10 or 11 of secondary education.

According to MOE statistics, in 2008 there were 30 government secondary schools with a total of 36,583 students enrolled (of whom 18,079 were girls); an additional 5,661 students (of whom 2,658 girls) were enrolled in private schools.



There were 3,213 teachers (of whom 2,083 women) in government schools and 488 teachers (of whom 279 women) in private schools.

In the same year, there were seven government technical and vocational schools with a total of 2,063 students enrolled (of whom 778 were girls); an additional 425 students (of whom 160 girls) were enrolled in private schools. There were 374 teachers (of whom 157 women) in government schools and 44 teachers (of whom 18 women) in private schools.

Assessing learning achievement nationwide

Public examinations are the main means of assessment. Pupils and students sit mid-year and end-of-year exams, and they also sit national examinations. At the end of the primary level, pupils sit the Primary School Assessment examination conducted nationwide. At the secondary level, the Student Progress Assessment (SPA) is a new assessment approach replacing the Lower Secondary Assessment (*Penilaian Menengah Bawah*, PMB). It serves as the basis for selection to the 4- or 5-year programme, i.e. for two or three years of study after the student progress examination at the end of grade 8.

At the end of secondary education students sit the Brunei-Cambridge GCE O-level examination. Students who have adequate and relevant O-level results can follow a two-year course leading to the Brunei-Cambridge GCE A-level examination. Those students who complete A-level courses with adequate and relevant passes may be eligible for entry to the University or other tertiary institutions.

To ensure that the quality of education and students' achievement in the country are at least on a par with the international level, the Ministry of Education has established links with the Cambridge Board of Examinations for the upper secondary and the tertiary education levels.

Teaching staff

Teachers at the primary level are required to have a minimum academic qualification of GCE O-level (others join after their A-level) and follow a three-year training programme at the Institute of Education.

At the secondary level, teachers are required to have a first degree. Graduates in disciplines other than education must enrol into the one-year postgraduate certificate of education programme within the first three years of their service before they can be confirmed in their position.

The Sultan Hassanal Bolkhiah Institute of Education is one of the faculties at Universiti Brunei Darussalam. The Institute's main purpose is the preparation of primary, secondary and technical school teachers and educational administrators. In addition, it provides introductory courses related to more specialized educational roles such as guidance and counselling, remedial teaching and curriculum design. The Institute's teaching programme is guided by the belief that the professional education of teachers is an ongoing process. It begins with the pre-service training and continues



throughout the teachers' careers, through their participation in upgrading and in-service courses. The Institute therefore gives high priority to the upgrading of teacher's qualifications and the provision of short in-service courses. (MOE, 2008).

Principals are also sent to Singapore to enrol in a one-year programme leading to the Diploma in School Management, while school inspectors are also sent in the United Kingdom for the Her Majesty Inspectors (HMI) course lasting three months. Short- and long-term professional training programmes are also arranged for headmasters according to the needs. These courses are: school management; supervisory and leadership teaching; school staff development; skills for preparing school programmes; skills for guidance and counselling; implementation and evaluation of school curriculum; public relations; financial management.

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University of Brunei Darussalam: <http://www.ubd.edu.bn/> [In English. Last checked: May 2011.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>