



The Ministry of Education
STRATEGIC PLAN
2007-2011
BRUNEI DARUSSALAM



The Ministry of Education Strategic Plan 2007-2011

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Brunei Darussalam
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The Ministry of Education Strategic Plan 2007-2011

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Message from The Honourable Minister of Education

Assalamualaikum Warahmatullahi Wabarakatuh

It gives me great pleasure to write the foreword for the Ministry of Education Strategic Plan Book.

Let me begin by reiterating that the Ministry's commitment is towards excellence. I see this as not only an aspiration; but also imperative in view of the current climate of rapid change and increasing competition in the education environment. Faced with the challenges to provide and maintain relevancy to the country's manpower needs, the ministry requires a clear mission and to commit itself to pursuing that mission to fruition. The means to fulfill this mission are outlined as a Strategic Plan in this book.

The Strategic Plan is, by far, the most comprehensive and far-reaching plan ever prepared to meet the country's need for educational change. It sets out a new course which clearly outlines our objectives and how these will be achieved by mapping out the plans that will drive us forward. It also recognises that eminence in the use and application of information technology, build more effective partnerships with other institutions as well as with industry and government.

The plan provides an aggressive and bold, yet thoughtful and measured vision for how education and the Ministry as a whole should develop to lead the country into the next millennium. In a sense, this book serves as a compass, guiding us in the direction towards increased national development and greater progress.

At the same time, the plan is also realistic in that it appreciates the need to balance centralisation in the development of some areas of teaching and learning, and information technology, with individual responsibility within the Ministry and academic groups.

Equally important is the need to upgrade tools and to capitalized through efficiency and cost effectiveness, the training and upgrading personnel skills which will allow the best possible practices and use of human resources in this strategic plan.

The Strategic Plan, though critical, serves as a guide towards the achievement of the Ministry's goal of excellence in education. Its effective utilisation relies on the commitment and support of the stakeholders concerned.

I would like to express my gratitude to the Strategic Planning Working Group and all those who were involved in the process of preparing the Strategic Plan for their dedication and hard work.

Wassalam.

HAJI ABDUL RAHMAN TAIB
[Pehin Orang Kaya Seri Lela]
MINISTER OF EDUCATION



Foreword by The Permanent Secretary

It is a pleasure for me, to present to you all, the Ministry of Education's strategic plan for the period 2007 to 2011. The five year Strategic Plan outlines how we are revitalizing and re-energizing the education system to ensure that our students receive the best quality education required to succeed in the future.

The three broad strategic themes of "Professional, Accountable and Efficient Organization, Teaching and Learning Excellence, and Quality Education" exemplify the ministries pledge to the provision and development of high quality educational services both for now, and in the future.

Through the establishment and implementation of sound educational strategies and planning we are able to confidently shift towards improving student achievement and create a high quality education system which is not only inclusive and accountable across all sectors, but also provides a series of pathways and choices for both students and parents.

Set against rapidly changing educational landscapes, the Strategic Plan has integrated the national context and local priorities into a framework that will expound opportunities for all stakeholders to achieve success and enhance the national image.

I am confident that these changes have laid the foundation for a stronger, more dynamic and more relevant education system, which is responsive to change and purposeful outcomes. The development of strategic themes and a service plan to monitor standards and performance link students to the delivery of quality education equipped with life long knowledge and skills.

I wish to thank each and every person for their commitment and contribution to the development and realization of this plan.

Dato Paduka Haji Sheikh Adnan bin Sheikh Mohamad
Permanent Secretary
Ministry of Education



INTRODUCTION

The Ministry of Education is committed to improving and ensuring a better future for the younger generations, and has made substantial efforts to review and improve its educational services. A working group headed by the Permanent Secretary was formed to develop a strategic plan covering the period from 2007 to 2011, outlining the direction which the Ministry should follow during this 5-year period. The Ministry of Education's strategy is designed to be in alignment with the various strategies formulated by other ministries of His Majesty's Government.

In formulating the Ministry of Education's strategic plan, the following fundamental issues have been taken into consideration:

- Identifying the stakeholders in the strategy formulation and implementation
- The vested interests of the stakeholders
- Appropriate strategies to deal with changes
- Prioritization of the strategies
- Links between and within the education system to implement strategies
- Identifying and linking the different educational pathways
- The relation between economic values and social values of education
- Strategy implementation and strategy evaluation
- The framework for implementation and the evaluation process

The Strategic Plan 2007 – 2011 provides a broad strategy framework for a range of internal and external plans which contributes to the education service in Brunei Darussalam. It is a contextual framework for development to be undertaken

by the Ministry of Education in order to provide and develop high quality education services for the future of the nation. This Strategic Plan also serves as a communication tool in raising awareness for the stakeholders. It brings together the key priorities of the Ministry in developing and promoting quality, effectiveness and efficiency in the services it provides. It also provides a platform for departments to align and synchronize their plans, thereby ensuring focused attention on key national priorities.

The plan aims to illustrate the relationship between the vision, mission, objective and outcome statements of the Ministry of Education. This is to ensure that a clear and consistent message is conveyed concerning the Ministry of Education's purpose, role and functions.

The document is important as a statement of public intent and commitment by the Minister of Education and his staff to the provision and development of high quality educational services, now and for the future. It highlights the efforts of the Ministry of Education alongside that of other Ministries in contributing to the National Development Plan.

VISION AND MISSION

The revised Vision and Mission Statements of the Ministry of Education were the impetus for change. These revisions provided the foundations for strategic planning and helped establish priorities. The revised Vision, Mission and Strategic issues of the Ministry of Education are outlined below:

VISION: “Quality Education towards a Developed, Peaceful and Prosperous Nation”

The Ministry of Education acknowledges the relationship between education and economic performance, participation in the global economy and the development of a knowledgeable society through quality education.

A Quality Education seeks to develop and equip our children morally, intellectually, physically, socially and aesthetically with the right values and skills to become responsible dynamic citizens, who are able to contribute positively to the nation.

The Ministry of Education is committed to providing an educational system that prepares young people for future adult roles as capable, creative, thinking citizens who can contribute to and benefit their families, community, and society.

The Ministry of Education recognizes that growing globalisation, together with increased sensitivity to national, regional and cultural issues affects the individual and group identity, places fresh demands upon the education system and is challenging assumptions about the purpose and functions of education. Issues concerning the quality of

education must embrace these developments. Education is hence the cornerstone of a prosperous nation within which societies are built, based on peace, equality, and democratic practice.

The Ministry of Education is committed to developing and providing quality education for our stakeholders, which has the following characteristics:

- Quality education that moulds individuals within our society to be balanced and well-rounded.
- Quality education that develops the personal attributes (spiritual, mental, physical and aesthetics values, leadership, entrepreneurship, morale) of the students.
- Quality education that produces team players, caring individuals, good communicators, accountable and responsible citizens.
- Quality education that produces an education system of international standard, which fosters valuable and marketable skills, and encourages a life-long learning orientation that will contribute to a harmonious and politically stable society.
- Quality education that sets the basis for a knowledge-based economy.
- Quality education in which our students' learning attainments are comparable with international standards.

It is this provision of Quality Education that will provide a firm foundation for Brunei Darussalam to become a Developed, Peaceful and Prosperous Nation with the following features:

- A Knowledge based economy
- Security assurance
- Political stability
- Civil service excellence
- Excellent human resources
- A balance of social-cultural, economic and political environments
- Equitable socio-economic development
- High standards of health
- High quality sustainable environment
- The ability to compete in a globalized economy while retaining strong religious and social values, and national identity
- An entrepreneurial and resilient society

MISSION:
Provide Holistic Education
To Achieve Fullest Potential for All

The Ministry of Education as a professional and dynamic organisation will provide a holistic education system of an international standard that comprises educational programs with a relevant and balanced curriculum which will develop students to their fullest potential. The Ministry of Education will nurture students with spiritual strength; a healthy body and mind; high social, moral, aesthetic and cultural values together with excellent cognitive skills. Besides nurturing, the Ministry is also focused on creating opportunities for expanding the field of excellence.

THE CURRENT SITUATION

The Education System in Brunei Darussalam is one that fosters growth and nurtures the potential of the individual in the broad sense. It shares the following attributes with strength and some components which need strengthening.

- The Education Act of 2003
- Large number of qualified and trained personnel (teachers and administrators)
- Extensive assets in buildings and facilities
- A well-established and internationally-recognised system of examinations, school inspections, quality assuring bodies (Education Council, BDTVEC, BDNAC)
- A bilingual curriculum
- Links with international and regional organisations such as UNESCO, SEAMEO, ISESCO and APEC

The areas to be strengthened include:

- The strategic plan
- The degree of autonomy for schools and departments
- The provision of sufficient school infrastructure across all sectors
- Attainment in public examinations
- Research and Development (R&D)
- Human resource planning and development
- Effective communication/leadership and performance management
- Review and development of the curriculum

Associated pull factors include:

- Brunei as an Education Hub
- Emerging national mega projects
- Excellent e-education
- A good supply of skilled teachers
- Collaboration and partnership with private sectors
- The generation of income and goodwill from current assets



Statistics and Benchmarks

1. Human Development Index

This is a composite index developed by the United Nations Development Program based on three indicators: longevity, as measured by life expectancy at birth; educational attainment, as measured by adult literacy and total primary, secondary and tertiary enrolment ratios; and standard of living, as measured by GDP per capita. The Human Development Report 2005 indicates that Brunei Darussalam is in the high HDI level with an HDI of 0.8766 and ranks 33 out of 177 countries. [UNDP Human Development Report 2005]

2. Teacher-Student Ratio

	2003	2004	2005
Schools	249	252	254
Teachers	8671	9534	10191
Students	103409	106483	107946
Ratio of Students to a Teacher	2003	2004	2005
Kindergarten and Primary	12	12	11
Secondary	13	11	11
Nursing/Vocational/Technical	6	6	6
Institut Teknologi Brunei	4	5	5
Universiti Brunei Darussalam	11	10	10

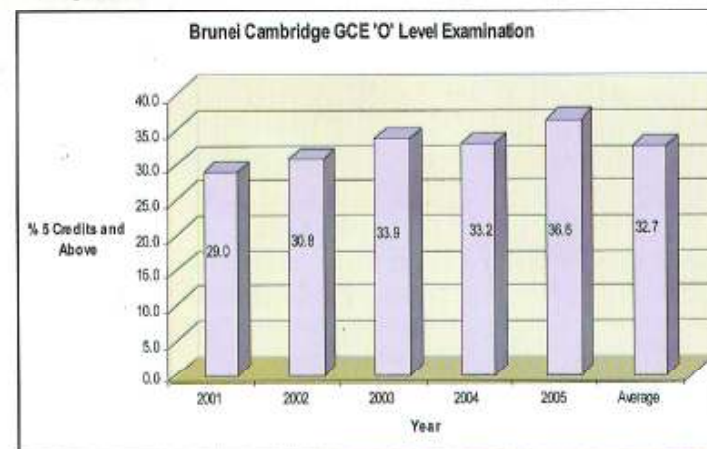
3. Public Examination Results



Penilaian Menengah Bawah (PMB)

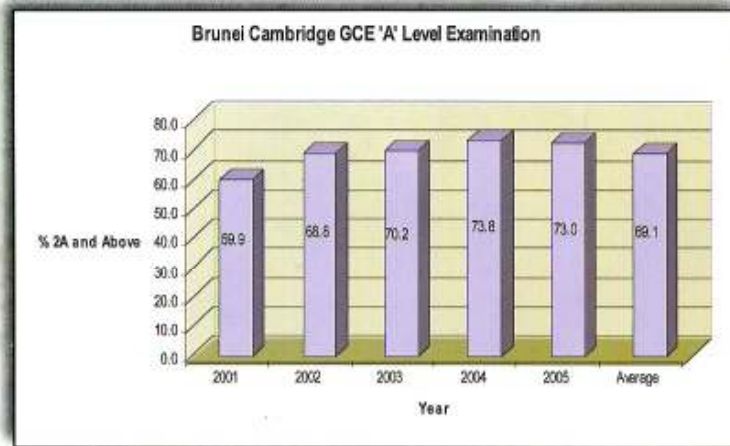
Taken by Menengah 3/Menengah 2 students; also offered to private candidates.

PMB Passes - At least 5 passes including credit in Bahasa Melayu and pass in English Language or 3 or 4 credits including Bahasa Melayu and at least pass in English Language
Subjects taken: Minimum 7 subjects and maximum 9 subjects



Brunei-Cambridge GCE 'O' Level Examinations

Taken by Menengah 5 students or private candidates at similar level.
Credits - 'O' Level standard with grade C and above.



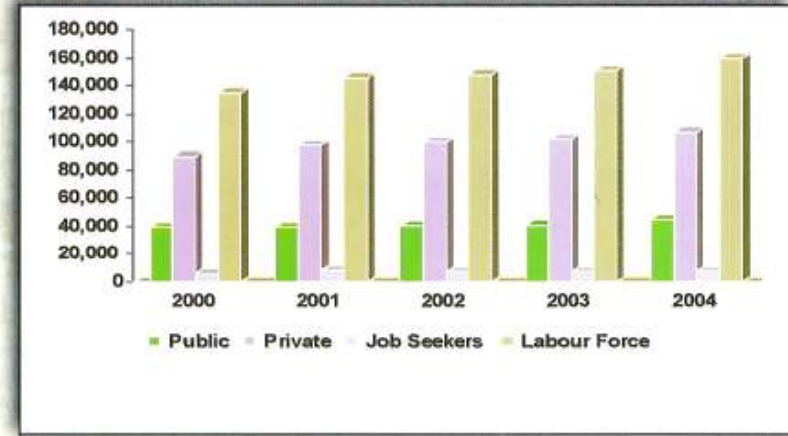
Brunei-Cambridge GCE 'A' Level Examination
 Taken by Upper 6 students or private candidates at similar level.
 'AS' - 'A' Level standard with grade E and above.

4. Enrolment to Tertiary Education

HDI Rank	Country	% of Tertiary Students
9	Japan	23
12	France	25
13	United Kingdom	29
17	Germany	31
33	BRUNEI	6
70	Thailand	21
110	Indonesia	28
130	Cambodia	23

5. Employment Rate

Labour Force, Employment & Job Seekers (2000-2004)



6. Dropout rate

	2003	2004	2005
Primary	0.42	0.42	0.17
Secondary	2.51	2.16	1.81
Nursing/Technical/Vocational	3.85	3.41	2.86
Higher Institutions	0.07	0.07	0.09

CASE FOR CHANGE

His Majesty's Titah on Education,

"...a system that will always prepare policy and curriculum that are relevant to the job market and national needs, especially at tertiary and vocational levels"

[UBD 13th convocation, 6th September 2001]

"Investment in human resources can raise human capital. The special nature of human capital is that it will never be obsolete or reduced even when used, different from other capital. So education has to be viewed seriously, not only by educators but by every individual, because it is a question of national survival and the future"

[National Day, 23rd February 2003]

"National Education should provide a dynamic, forward looking educational programme to provide knowledge and skills required by industry and services without ignoring values"

[National Day, 23rd February 2003]

"Prepare curriculum with the objective of inculcating a life-long learning culture, so that the Bruneian society is well educated"

[National Day, 23rd February 2003]

Quality education as main provider of quality manpower

The drive for diversification away from oil and gas had been in the forefront of the National Development Plan. The Ministry of Education sees itself as playing an important role in supporting the government's diversification objectives

through the enhancement of the quality of education system and lifelong learning experiences. These are essential cornerstones for expanding individual options for youth and adults, enhancing business and community organisations, and strengthening families.

Alignment to National Development Plan

In building a globally dynamic and competitive knowledge-based economy, education is central to the strengthening of human capital. The economies of the 21st century require workers to be life long learners with the capacity to continuously adapt and change as opportunities and labour market of the knowledge economy change. The education system of Negara Brunei Darussalam therefore has to evolve and align with the direction espoused in the National Development Plan. The close alignment of its strategic plan to the National Development Plan ensures its support in achieving the nation's objectives. Objectives relevant to the Ministry of Education as highlighted by the Economic Planning and Development Department are those related to efforts in strengthening Brunei's economic leverages, the intensification of economic diversification agenda, acceleration of human resource development with particular focus on ICT, transiting into a knowledge-based economy and furthering the country's socio-economic progress.

At the core of the Ministry of Education's remit is the enhancement of quality educational experience within the percept of life long learning. Learning is the critical renewable resource which the nation can capitalize on. The Ministry of Education supports the development and implementation of programmes which allow for learning throughout life in a variety of contexts, encompassing all levels from preschool through to tertiary and extending to those even outside the education system.

Impacts of Globalisation

Globalisation has a multi-dimensional impact on the system of education. The impact has underlined the need for us to reform our educational system with particular reference to the wider utilisation of information technology, giving a productivity dimension to the educational system and placing emphasis on research and development. Education is the key to a knowledge economy that will enable us to compete effectively on the global front. We need to produce higher quality manpower with the ability to create, share and use knowledge that will enable us to tap into the global bank of knowledge, by assimilating, adapting and innovating to local needs.

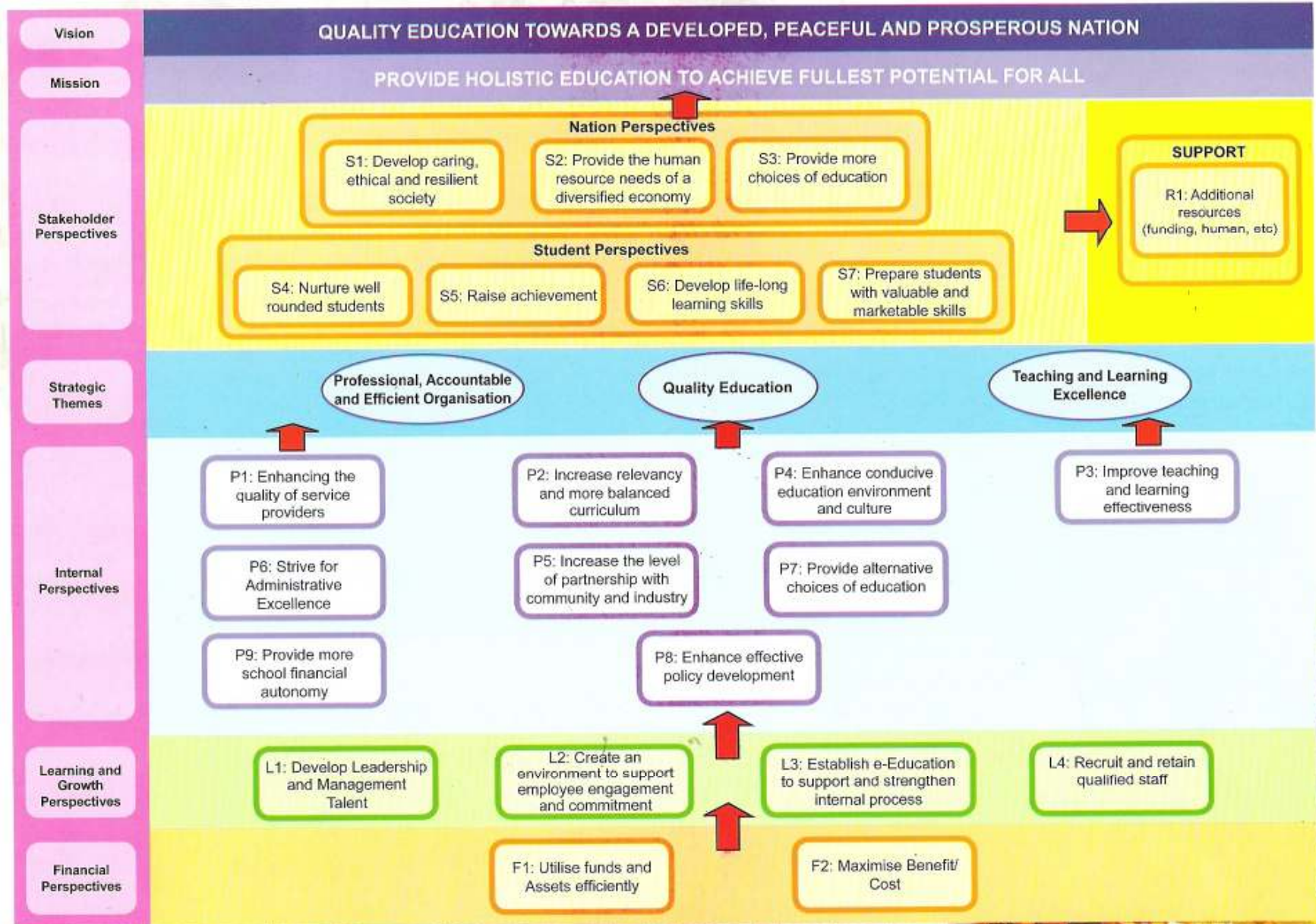
The Ministry of Education's membership in UNESCO as well as to other international organisations reflects the Ministry of Education's firm commitment to enhancing the quality of education and developing a contextual framework that will propel Brunei's education internationally and clearly within a global context. It will consequently complement the Millennium Development Goal, as enshrined in UNESCO DAKAR 2000.

The education system needs to be adaptable to changes in demands of society and market economies. We need to invest more in a knowledge infrastructure with quality institutions, a flexible curriculum at all levels of education, new kinds of teacher training, and use of ICT to enhance the teaching and learning process. Students should learn by doing and discovering. Flexibility in the education system in accommodating the students' needs as well as having efficient assessment capability are ways that can maximise learners' potential.

Each individual needs knowledge, skills and competencies to meet changing economic conditions, job requirements, and new technology. They need to be encouraged to take risks, be more flexible and adaptable, with marketable skills. Further, individuals need to demonstrate resourcefulness, self-reliance and work well with others.



MINISTRY OF EDUCATION STRATEGY MAP

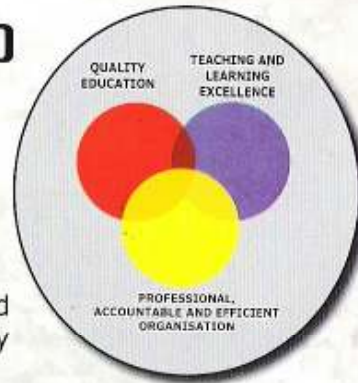


The Ministry of Education Strategic Plan 2007-2011

THE WAY FORWARD

Strategic Themes

The Ministry of Education subscribes to three strategic themes: Professional, Accountable and Efficient Organisation, Teaching and Learning Excellence, and Quality Education.



These themes are integral parts of each and every department, division and unit within the Ministry of Education. These tie them together to achieve common goals. The diagram shows the co-existence of these themes, each playing an important and inseparable role. Each theme contains a set of achievable aims.

Theme I: Professional, Accountable and Efficient Organisation

Accountability

- to ensure that our organisations and educational institutions including schools remain accountable to stakeholders
- to be accountable for all learning outcomes
- to evaluate effectiveness in implementing national policies, school policies and programmes through the use of school appraisal as an accountability exercise



Professional, Accountable & Efficient Organisation

Internal process

- To have effective governance which is transparent and accountable
- To provide resources, services and support for teaching and learning excellence

School Administrators and Teachers

- School administrators as transformational and instructional leaders
- Teachers have appropriate knowledge of the significance of the teaching profession and teacher's role i.e. coaching, mentoring, guiding and facilitating learning in the classroom and beyond

Theme II: Quality Education

Holistic education

- to provide all-round development of the individual
- to provide opportunities to enhance individual strengths and abilities
- to provide students with a well-balanced education which allows them to draw from a wide range of knowledge areas and learning experiences



Quality Education

Curriculum

- Re-structure the curriculum to bring it in line with 21st Century needs
- Critical skills for 21st century are Mathematics, Science, Languages and ICT
- Emphasis on the development of students' study skills and values education
- students to become more resourceful and responsible members of society, and to master the challenges of a global, knowledge-based economy
- Entrepreneurial skills, self-directed learning for lifelong learning and communication skills are equally important

Sixteen indicators on the quality of school education that we subscribe to:

- Indicators on attainment
 - Mathematics
 - Reading
 - Science
 - Information and Communication Technologies (ICT)
 - Foreign languages
 - Learning to learn
 - Civics
- Indicators on success and transition
 - Dropout rates
 - Completion of upper secondary education
 - Participation in tertiary education
- Indicators on monitoring of education
 - Evaluation and steering of school education
 - Parental participation
- Indicators on resources and structures
 - Education and training of teachers
 - Participation in pre-primary education
 - Number of students per computer
 - Educational expenditure per student

[Source: EUROPEAN REPORT ON THE QUALITY OF SCHOOL EDUCATION (2000)]

Theme III: Teaching and Learning Excellence

Benchmarking

- schools to benchmark educational capabilities and outputs with those of comparable schools. This serves to raise the profile of schools and further enhance the image of our education system.



Teaching and Learning Excellence

Teaching & Learning Excellence

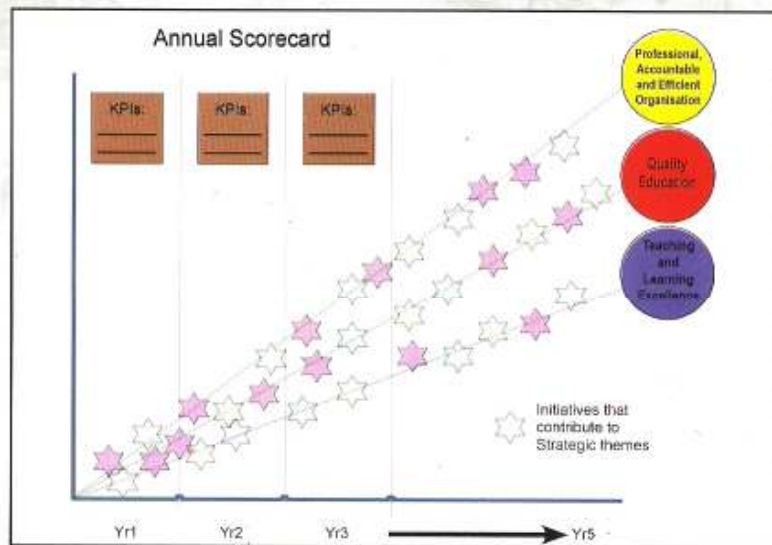
- employ new teaching styles, encourage inquiry learning and cooperative learning
- develop and enhance teaching materials
- use appropriate learning programme and pedagogical tools to engage and motivate students in their learning

IT

- IT infrastructure: provide connectivity and Internet access
- ensure quality and equity of access for all
- provide a wide range of quality resources to support teaching and learning
- Evaluate and select software that matches curriculum needs and standards

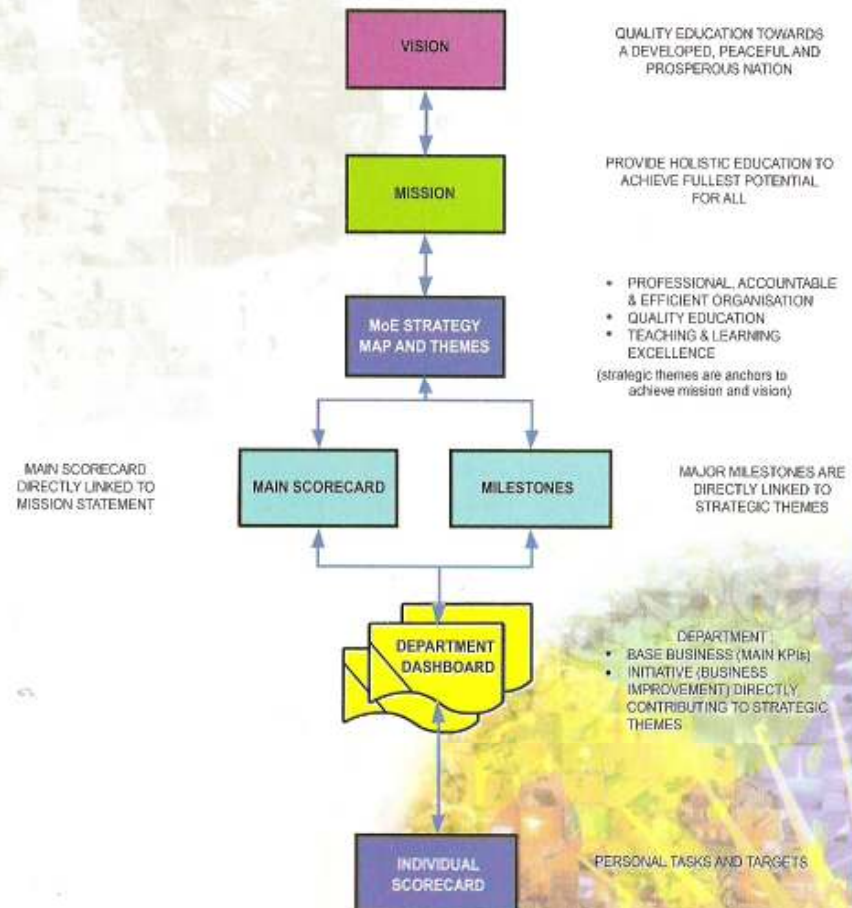
IMPLEMENTATION OF MISSION AND VISION

All the activities and objectives described above will require different levels of involvement by departments, divisions and units. Each respective department, division and unit will need to formulate their key initiatives and key performance indicators (KPI) which will be aligned to Ministry of Education strategic themes and key processes in the strategy map.



The Ministry of Education will continue to work with all departments, divisions and units through the Ministry of Education's strategic management office with their coordinators to ensure that decision-making and planning processes are aligned, coherent, efficient and fully meet the strategic objectives. Besides the monitoring and

review processes associated with target setting, we will develop a formal mechanism to monitor performance and targets. Departments, divisions and units will provide an action plan which will encompass all the targets against which performance is being measured, including financial expenditure and budgets, and resources that may be needed in the strategic plan.



Ministry of Education Strategic Objectives and Key Initiatives

1. Enhance the quality of service providers

- Effective management of schools
- Increase the capacity and capabilities
- Availability, optimal utilisation of resources
- Provide discretionary authority to schools
- Effective school leaders
- Improve Teachers Incentives and Recognition
- Quality professional support & personnel service
- Optimal autonomy in the management of institutions
- Reform organisational culture

2. Increase relevancy and more balanced curriculum

- Review and refine curriculum, materials and resources
- Monitor and evaluate the implementation of curriculum
 - Increase participation of stakeholders
 - Improve research and development capacity
 - Monitor and evaluate the implementation of curriculum
 - Improve the quality of materials and resources
- Develop effective national assessment policy

3. Improve teaching and learning effectiveness

- Improve teacher professionalism
 - Establish National Teachers Registration Council
 - Develop a systematic evaluation guideline for teachers
 - Develop and advocate a robust model of teacher professionalism

- Establish professional standard and outcomes for the teaching force
- Enhance Scheme of Service for teachers making clear teaching career pathways.
- Provide incentives to ensure sustained professional growth at all levels
- Place quality teachers in educational institutions at all levels of education
- Identify relevant training agencies and high quality and relevant education programmes
- Refine and strengthen the role of Schools Inspectorate Department
- Develop improved methods of measuring teacher quality including assessment of classroom performance – to ensure that all teachers are meeting standards of quality
- Improve professional accountability
- Develop regional and international networking and establish research that focuses on strategies to improve teaching and learning e.g. The Effective Teaching & Learning Network – SEAMEO, UNESCO, ISESCO
- Develop a framework of inspection on teaching and learning effectiveness
- Conduct research and develop criteria for teaching and learning effectiveness.

4. Enhance conducive education environment and culture

- Strengthen positive school ethos and culture
- Improve responsiveness to the individual needs of students
- Provide adequate conducive physical and ICT infrastructure

5. Increase the level of partnership with community and industry

- Increase participation in professional community and international bodies
- Strengthen partnership and collaboration with industries & community

6. Strive for administrative excellence

- Practise good governance
 - Monitor and evaluate the implementation of Education Act 2003
 - Engage strategic ministries in active dialogue
 - Encourage active community participation in schooling
 - Practice transparency in management
 - Establish specific standards of accountability
 - Improve operation management

7. Provide alternative choices of education

- Encourage more investment by providers
- Provide multiple pathways in education

8. Enhance effective policy development

- Continuously review current policies
- Constantly monitor and review management process and procedures in schools and institutions
- Regularly review and evaluate schools' and institutions' curricula and programmes

9. Provide more school financial autonomy

- Develop efficient financial management

Ministry of Education Key Performance Indicators

1. Indicators on attainment:

- a. 5% annual increase in PSR passes at national level.
- b. 5% annual increase in PMB passes at national level.
- c. 5% annual increase in GCE "O" passes at national level (at 5 "O")
- d. 5% annual increase in GCE "A" passes at National Level (AT 2 "A")
- e. 40% of students enrolled in the science stream at upper secondary level
- f. 5% annual increase in credit passes in core subjects namely Bahasa Melayu, Mathematics, English and Science at PSR, PMB, GCE "O" Level and GCE "A" Level
- g. 80% students successfully complete tertiary education.
- h. 80% of VTE students successfully complete their education.
- i. 100% of teachers and students are computer literate.

2. Indicators on success and transition:

- a. Drop-out rates at secondary level do not exceed 1% annually.
- b. 30% of students in secondary level progress to tertiary education.
- c. 50% of students in secondary schools progress to vocational and technical education.

3. Indicators on monitoring of education:

- a. All schools establish and register Parent-Teachers Associations by 2006.
- b. School inspection and educational evaluation in place.
- c. TIMMS and PISA Benchmark Studies

4. Indicators on resources and structures:

- a. Introduction of the Compulsory Education Act – 9 years of compulsory schooling
- b. All students at schools will have access to broadband internet connectivity by 2010
- c. Computer-to-students ratio of 15:1
- d. 1500 teachers will have obtained ICDL certification
- e. All 30 e-education projects implemented
- f. 50% of all teachers in primary education are graduates
- g. 80% of all teachers in secondary education are graduate.
- h. 80% of all instructors in vocational and technical education are graduates
- i. 100-hour training requirement fulfilled by all
- j. 10 new schools from 8th National Development Plan
- k. Additional infrastructure for vocational, technical and tertiary education

Ministry of Education Strategic Planning Working Group

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**Yang Berhormat Pehin Orang Kaya Seri Lela Dato Seri Setia
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