



كسٲٲر قنڊٲقن
نكارا بروني دارالسلام

MINISTRY OF EDUCATION
BRUNEI DARUSSALAM



سٲسٲر قنڊٲقن نكارا
ابدك-ٲ١

THE NATIONAL EDUCATION
SYSTEM FOR THE 21st CENTURY

SPN21



"The SPN21 Education System is a good improvement on the previous system in that it allows better progression for students through the system and more choice for learners. In terms of the assessment, the improved balance between formative and summative assessment should allow all stakeholders within the education system to better understand each learner's needs and potential. The focus on the broader skill set, as exemplified by the inclusion of 21st Century Skills, is also a positive step to achieving Brunei's aim of developing SPN21 Education System to meet the challenges of the future."

**Dr Newman Burdett
Newman Burdett Consulting
(Former Head of International Education
Cambridge International Examinations)**

"Pearson/Edexcel strongly supports the aims expressed in the Brunei Darussalam Ministry of Education's National Education System for the 21st Century (SPN21). The document sets out a clear vision to further improve the education system in Brunei in order to meet the challenges of the twenty-first century and to realise the Brunei Vision 2035. The document also proposes a number of ways in which the education system of Brunei can fulfil the needs and challenges of the social and economic development of the twenty-first century and develop twenty-first century skills."

**Dr David Davies,
Head of Stakeholder Relations
Edexcel International.**

"Brunei Darussalam's bold move in curriculum reform aligns its school system with global emphases on skills for a digital and information world to enhance Brunei's economic, social and educational capability. SPN21 reinforces the importance of basic information skills and supports shifts in curriculum to build student competence to support emerging ways of working, living and learning in digital society. The basic skills of Literacy, Numeracy and ICT remain critical and a base is established for twenty first century skills of collaboration, critical thinking, creativity, communication, information literacy, citizenship, learning to learn and metacognition. In addition there is an enhanced awareness of the importance of formative assessment (assessment for learning) and its role in improving teaching quality and student achievement."

**Professor Patrick Griffin
Executive Director, Assessment and Teaching of 21st Century Skills Project
Associate Dean, Director, Assessment Research Centre
Melbourne Graduate School of Education, University of Melbourne**

"Educational success is a key driver of national success. Building capability in the young ensures that they – and their society – will not only survive into the twenty-first century but will thrive. The Brunei Darussalam Ministry of Education's National Education System for the 21st Century (SPN21) proposes a creative, integrated and balanced strategy which encourages critical thinking and decision making among students, teachers and policy makers. The strategy is underpinned by a strong moral and ethical sense which inspires a positive mindset of achievement and social integration. The SPN21 positions Brunei well in a competitive future."

**Professor John Toohey,
Business Psychology, Graduate School of Business & Law
RMIT University**

"The Brunei Darussalam Ministry of Education's National Education System for the 21st Century (SPN21) catapults its school system into the 21st Century with a cutting-edge emphasis on higher order knowledge and skills, including creativity and communication. SPN21 is ground-breaking in its focus on school-based assessment for learning, establishing high-quality self-sustaining student-centred assessment practices which will lift standards of student achievement across the curriculum at the same time making learning and teaching more engaging, more interesting and more relevant for all. SPN21 is one of the most exciting and transformational initiatives ever undertaken in Brunei education – it has widespread international credibility, rigour and coherence and yet meets the unique needs of Brunei schools"

**Professor Chris Davison,
Professor of Education and Head, School of Education,
University of New South Wales, Australia
Honorary Professor, Faculty of Education, University of Hong Kong, China**



كاتبون قلد بدين
نكار بوني دارالسلام
MINISTRY OF EDUCATION
BRUNEI DARUSSALAM



سليست قلد بدين نكار
ابدك-21

THE NATIONAL EDUCATION
SYSTEM FOR THE 21ST CENTURY
SPN21



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MESSAGE BY THE MINISTER OF EDUCATION



Yang Berhormat
Pehin Orang Kaya Seri Kerna Dato Seri Setia
Haji Awang Abu Bakar Bin Haji Apong
MINISTER OF EDUCATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Education is often viewed as an effort to create or improve human civilisation. For many years, the strength of education which has grown steadily has been an important instrument to unify people and also, to build the community while meeting the changing political, social and economic needs of a country. Education for an individual is an investment to improve social mobility. Attainment of further education leads to better prospects for job and career opportunities.

In this modern era, many factors need to be considered in planning for the reform of education towards the development of a new education system such as the development of technology with its rapid usages and changes to environment that co-exists with social implications.

In Brunei Darussalam, we are very blessed with education being free for at least 12 years for each and every citizen in Brunei. This has become one of the national investments to develop human resources in order to build the nation and to realise the aims of national development.

To reflect on the historical development of our education system, it was only in the late 60s and 70s of the last century that we set up a government organisation that emphasised education known as the

Education Department comprising of the Examination Board, School Inspectorate, Guidance and Development Division that led to the provision of a common curriculum and public examinations.

Later, a major reform was introduced immediately after our independence in 1984. One of the main aims was to strengthen national identity and to develop human resources. Hence the decision to implement the Bilingual Education Policy, *Melayu Islam Beraja* (MIB) or Malay Islamic Monarchy in education and knowledge provisions to contain the elements of Islam. Alhamdulillah, all policies have been maintained and improved until today, and will continue to be well-emphasised.

With the introduction of the National Education System for the 21st Century (*Sistem Pendidikan Negara Abad ke-21* or SPN21), the Ministry has yet begun on another reform with several measures taken into account. Planning implementation required mindset change from every concerned professional. Such step by step changes also emphasised on character building development or learner personality development, whereby MIB and Islamic Religious Knowledge core subjects have been embedded in SPN21.

I believe that the most important success factor for this system is to increase the quality and competencies of our teachers and school leaders. On behalf of the Ministry, I would like to see the fostering of closer cooperation and support among stakeholders to raise our national standards in education, for the success of our coming generations and also for our nation to excel.

بِإِذْنِ اللَّهِ التَّوْفِيقِ وَالْهُدَايَةِ وَالسَّلَامِ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

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1 INTRODUCTION

As a caring monarch, His Majesty Sultan Haji Hassanal Bolkiah Mu'izzaddin Waddaulah ibni Al-Marhum Sultan Haji Omar 'Ali Saifuddien Sa'adul Khairi Waddien, the Sultan and Yang Di-Pertuan of Brunei Darussalam has always been concerned about the quality of education received by his subjects. This was highlighted in His Majesty's Titah:

"In view of the illuminating influence of education on one's life, it should, therefore, be upheld as a matter of national importance that needs to be fulfilled. This can be done by, among others, providing a national curriculum with the objective of developing a lifelong learning culture, thereby producing knowledgeable Bruneians at all age levels.

In other words, the national education should provide dynamic, forward looking educational programmes to yield the knowledge and skills required by industries and services without ignoring values."

Abstract from His Majesty's Titah
13th Teachers' Day Celebration, 23 September 2003

Being a nation with a small population, education plays a critical role in preparing students to become successful and responsible citizens who can contribute to the social development and economic progress of the community and the country in the future. In the 21st century, Brunei Darussalam, like other countries, is also experiencing an era of globalisation where new challenges are always emerging. To face these challenges, the Ministry of Education (MoE) constantly reviews and fine tunes the National Education System to ensure that it remains relevant at all times.

In the early years of this millennium, the MoE has reviewed the education system and developed plans for improvement. At the end of 2005, with the reshuffling of the Cabinet, followed immediately by the return of the administration of religious education to the Ministry of Religious Affairs, the MoE refocused its attention to general, technical and higher education and considered them as its core business.

Subsequently, the MoE took the following three measures as a plan for improvement:

- § The restructuring of the MoE to make the organisation more efficient and effective (see Appendix 1).
- § The development of the MoE Strategic Plan 2007-2011 (see Appendix 2) which outlined the directions which the MoE would pursue during the 5-year period, particularly in its endeavour to develop the fullest potential of every schooling

- child through the provision of high quality education
- § The formation of the Review Committee on the National Education System with the mandate to review and make improvements to the current system (see Appendices 3 and 4)

The Review Committee recommended that the present education system be improved and fine tuned, and aligned with the MoE Strategic Plan. To differentiate from the previous system, the new education system was named the **National Education System for the 21st Century** or '*Sistem Pendidikan Negara Abad ke-21*', in short, **SPN21**. It was announced in His Majesty's Titah during the 2007 Teachers' Day celebration and His Majesty's 62nd birthday celebration in July 2008.

SPN21, launched in January 2009, serves as a platform while the Ministry of Education Strategic Plan 2007-2011 and subsequently 2012-2017 (see Figure 1), newly launched in May 2012, act as a driving force in achieving the goals of the national vision known as *Wawasan Brunei 2035* (see Figure 2). This alignment with *Wawasan Brunei 2035* also affirms the Ministry's continuous commitment towards quality education for the nation.

Figure 1: Ministry of Education Strategic Plan 2012-2017

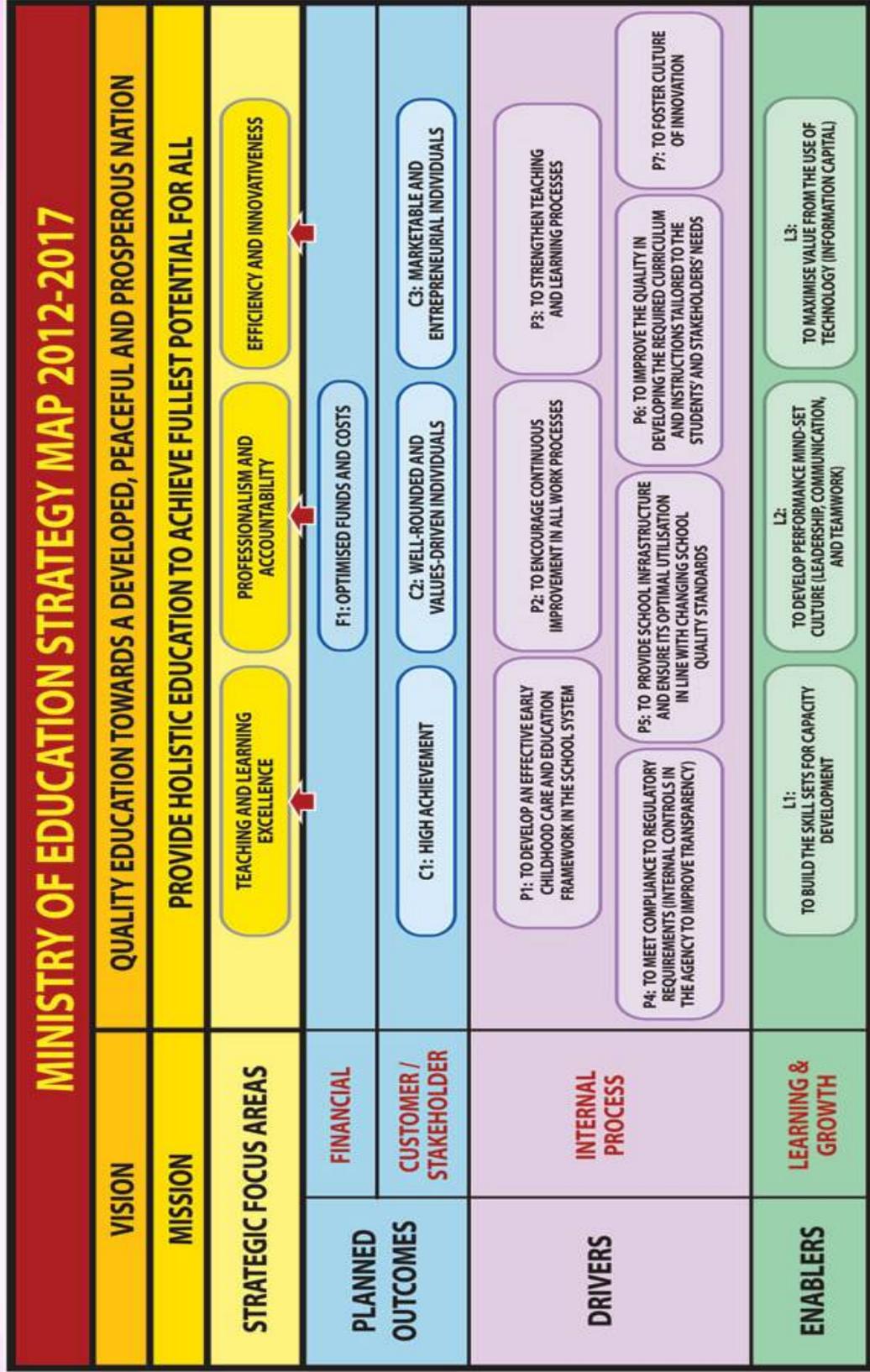
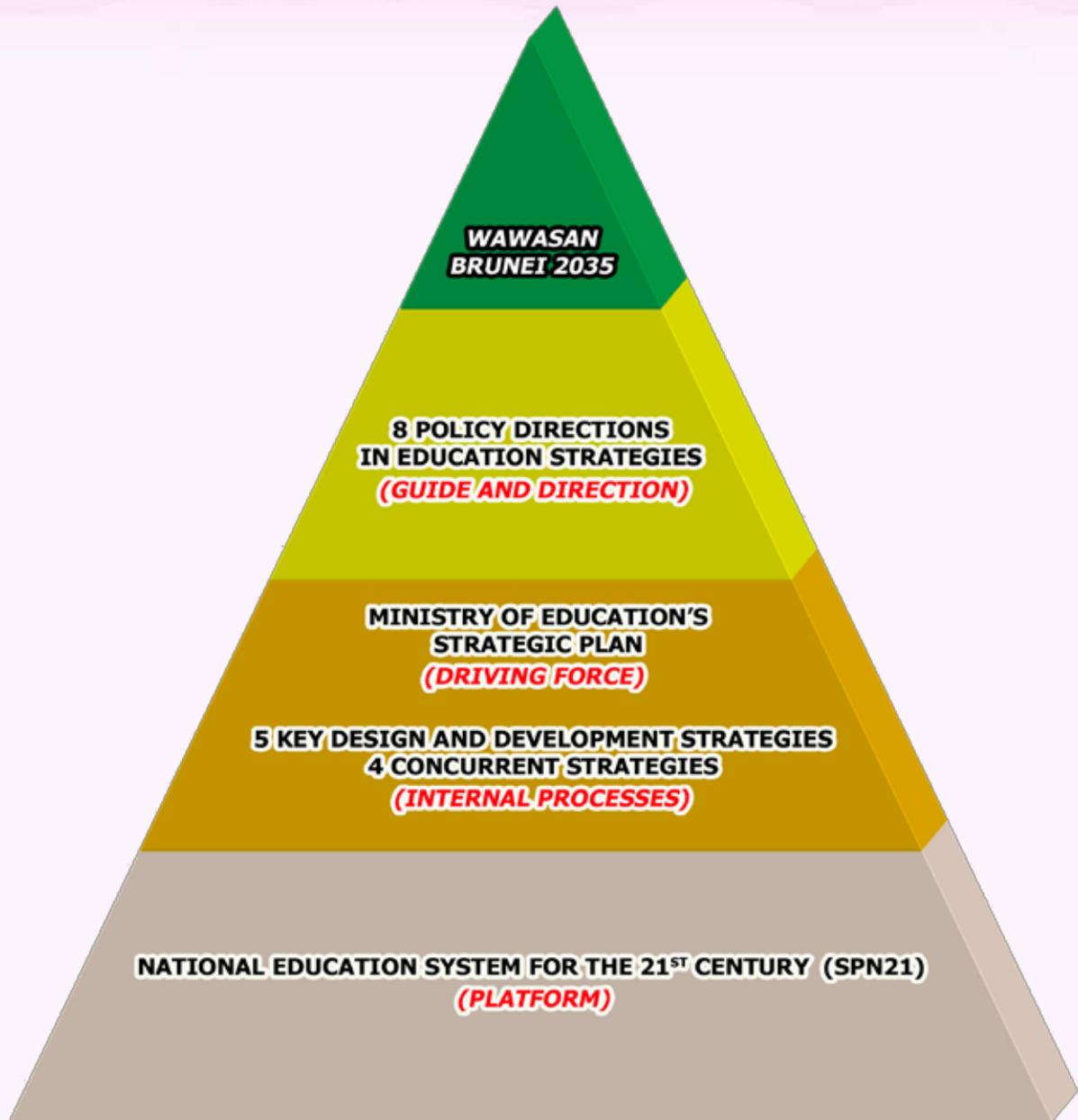


Figure 2: Achieving the Goals of *Wawasan Brunei 2035*



2 THE EVOLUTION OF EDUCATION IN BRUNEI DARUSSALAM

Formal education in Brunei Darussalam began in 1912. Since then, it has evolved over the years to meet all levels of challenges: local, regional and global. Through the institution of systematic and structured reforms, with respect to education policy, structure, curriculum, assessment and qualifications, and professional development; Brunei aspires to transform its education landscape in support of the nation's drive to realise the national vision, *Wawasan Brunei 2035*.

2.1 Education Policy

The earliest draft on education policy was introduced in the First National Development Plan (1954-1959) (see Appendix 5). It laid down the basic foundation for the infrastructure of Brunei's education system. An important provision was six years of free education in Malay schools for Brunei Malay children aged 6-14 years.

In 1959, the Brunei government commissioned two education consultants from Malaya, Aminuddin Baki and Paul Chang, to conduct a systematic and comprehensive review on the development and progress of education in Brunei. It resulted in a series of recommendations for change in the education system. In 1970, an education commission was set up with the mandate to evaluate the 1962 Aminuddin Baki and Paul Chang Report, and formulate policies and plans to raise education standards in Brunei. The commission came up with the Report of the Education Commission Brunei 1972 which was approved as a document (see Appendix 6). The report became the focal point for future system-wide education reforms. Among its provisions was the extension of free education from six years to nine years in all Brunei schools: six years of primary education, followed by another three years of lower secondary education. Ten years later, in 1982, a review committee was appointed to evaluate the education provisions in the Report of the Education Commission Brunei 1972.

Brunei achieved full independence in January 1984. The historic event provided the impetus for the acceleration of reforms and development in all aspects of education. In an effort to streamline the Malay medium and English medium schooling systems, and to ensure that learners attain a high level of proficiency in both Malay and English, the Bilingual Education Policy (see Appendix 7) was formulated in 1984 and implemented in 1985. With its implementation, all government schools followed a single system with a common national curriculum from preschool until pre-university. The policy was later extended to private schools (except International Schools) in 1992.

In 1993, the 9-Year Education Policy (see Appendix 7) was replaced with the 12-Year Education Policy (see Appendix 8). Every student was provided with 12 years of

education: seven years in preschool and primary, three years in lower secondary, and two years in upper secondary or vocational/technical education.

In 2003, the new Education Order was inaugurated. It aimed to achieve the status of an effective, efficient and equitable system of education that was both consonant with the national philosophy of Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept, as well as the needs of a modern, technological and ICT era. In 2007, the Compulsory Education Order 2007 was enacted. The order mandated that every Bruneian child residing in this country “above the age of six years who has not yet attained the age of 15 years” receives compulsory education for at least nine years.

In 1997, the Inclusive Education Policy was implemented. It makes provision for students with special educational needs to attend mainstream schools. These students are assisted and guided by teachers who work in close partnership with Special Education Needs Assistant (SENA) teachers.

Education in Brunei has come a long way since 1912, with the onset of formal education. The success of educational policy changes through those years was seen in Brunei’s progressive improvements in its literacy rates. In 1971, it was 69%. It progressively increased to 80.3% in 1981, 89.2% in 1991, and 94.7% in 2001.

2.2 Structure of the Education System

The first school in Brunei was a Malay medium primary school, which was established in 1912. This was followed by the building of similar schools in other parts of the country. In 1916, the first Chinese vernacular school was established, followed by the establishment of the first non-government English medium primary school in 1931 in Seria. By the time the Second World War broke out in 1941, there were 32 primary schools, comprising a mixture of Malay, Chinese and English vernacular types.

Before the war, only primary education was available in Brunei. There were no secondary schools. With the establishment of the Education Department by the government in 1951, the first Government English Preparatory School was set up in 1952. English medium preparatory pupils, who graduated in 1953, were able to proceed to secondary education with the establishment of the first English medium secondary school the same year. Secondary education in the Malay medium was not available in the country then. It was only in 1966 that Malay medium secondary education became available in Brunei, with the establishment of the



First Malay Secondary School or *Sekolah Menengah Melayu Pertama* (SMMP).

The First National Development Plan (1954-1959) laid the foundation for the basic structure of the education system in Brunei. The education pattern was 6-3-2. It represented six years of primary education, three years of lower secondary and two years of upper secondary. The Report of the Education Commission Brunei 1972 provided the basis for initiating further changes and development of the structure. With the adoption of the report in 1979, preschool became compulsory for all children at the age of five years before they could enrol in Primary 1. When the Bilingual Education Policy (see Appendix 7) was implemented in 1985, a more comprehensive education pattern of 7-3-2-2 evolved. Education provision was made for seven years at primary level (including preschool); three years at lower secondary; two years at upper secondary; and two years at pre-university, post-secondary training, or technical and vocational education. Several higher educational institutions were established to provide for post-secondary and tertiary education namely Universiti Brunei Darussalam (UBD) in 1985, Institut Teknologi Brunei (ITB) in 1986 (upgraded to university status in 2008), technical and engineering colleges, vocational schools, and Pengiran Anak Puteri Rashidah Sa'adatul Bolkihah College of Nursing in 1986. Subsequently, to meet the ever-increasing demand for technical and vocational and higher education, new institutions were established, for example Wasan Vocational School in 2005, and Universiti Islam Sultan Sharif Ali (UNISSA) in 2007. The new polytechnic known as Brunei Polytechnic received its first intake in January 2012.

To ensure that pupils progressed smoothly through the different levels in mainstream schooling, and to lower attrition rate, criteria for pupil retention were set up. In the early 1960s, retention of pupils was based on performance in school and public examinations. Those who failed could repeat only once at each level, for all levels of schooling. However, a more restricted new ruling on retention was later introduced in 1969, whereby pupils were allowed to repeat only once at specific levels: Primary 4 and 6 (Malay stream), English Preparatory 3 (English stream), Secondary 3 and 5, and Upper 6. In 1976, the criteria were extended to include school attendance, whereby pupils with less than 85% attendance were not allowed to sit for public examinations.

In an effort to encourage pupils to stay longer in the schooling system, at least up to upper secondary (to reduce attrition rate), the MoE introduced the Extended Secondary Programme or *Program Menengah Lanjutan* in 1989 (see Appendix 9). In this programme, lower secondary students who obtained Grades 1 and 2 in their Brunei Junior Certificate of Education (BJCE) examination could proceed to upper secondary and sit for the Brunei Cambridge General Certificate of Education Ordinary Level (BC GCE 'O' Level) examination after two years. However, those who obtained Grade 3 in the BJCE examination were given an extra year (three years) to prepare for the same public examination. For the latter group of students, the education pattern was modified to 7-3-3-2. Unfortunately, the intentions of the Extended Secondary Programme were

not fully realised, nor was the programme well received. It was later phased out and replaced with the Brunei Cambridge General Certificate of Education Normal Level (BC GCE 'N' Level) programme in 1996. With the institutionalisation of the BC GCE 'N' Level, the education pattern was further differentiated into 7-3-2-2-1: seven years at primary level (including preschool), three years of lower secondary, two years of upper secondary BC GCE 'N' Level, and another one year of upper secondary leading to BC GCE 'O' Level. However, after eight years of implementation, and upon evaluation, the 'N' Level was withdrawn in 2005.

The Lower Secondary Level II Programme was introduced in 1997 for students who failed twice in their *Penilaian Sekolah Rendah* (PSR) examination at Primary 6. These students underwent the 3-year programme before sitting for their *Penilaian Menengah Bawah* (PMB) Level II. Students who passed the examination were channelled to the 'N' Level. Subsequently, in 2005, the 'N' Level programme was replaced by an early intervention programme, known as the Secondary Vocational Programme or *Program Menengah Vocational* (PMV). This 'practically-oriented' programme allows Level II students to proceed to the technical and vocational stream through the mainstream schooling system. The programme consists of six months in the preliminary Stage 1, and 18 months in Stage 2, and led to either the National Vocational Certificate (NVC) or the National Trade Certificate 3 (NTC 3).

When formal schools were first established, pupils tended to leave the schooling system early to look for jobs. During that period, the highest level of schooling was only primary, for example Primary 5 in 1938 and Primary 6 in the 1950s. However, the situation improved in the 1960s and 1970s, whereby most of the school leavers completed their Form 3 examination (either Lower Certificate of Examination [LCE] or BJCE). In the 1980s and 1990s, many school leavers completed their upper secondary education. The fact that pupils were staying longer in the schooling system was largely attributed to the Ministry's persistent effort to improve and develop its education system so that pupils were encouraged to stay longer in the schooling system, and parents became more aware of the importance of education.

2.3 Curriculum

In the early 20th Century, schools in Brunei Darussalam were established with the aim of providing all Bruneian citizens with the opportunities to learn and become literate. The focus of education was to provide knowledge and the basic skills of reading, writing and arithmetic (3Rs) besides general knowledge in subjects such as Geography, Health Science, Physical Education, Handicraft and Gardening. The curriculum and text books used were mainly from Malaysia and Singapore.

Preschool education which was introduced in 1979 was made compulsory for 5-year old children. The curriculum at this level was more focussed on the basic skills of 3Rs, civics,

basic Islamic Religious Knowledge, physical education, singing, and development of creativity.

Immediately after Independence in 1984, a very significant change in the Brunei Darussalam education system occurred with the introduction of the bilingual education policy which resulted in a single mainstream schooling system. The two types of schooling; Malay medium and English medium school systems were consequently phased out. All subjects at the preschool and lower primary (up to Primary 3) were taught in Malay except the English Language subject. The medium of instruction for the Mathematics subject at lower primary (Primary 1 to Primary 3), however, has been changed to English since 2008. At the upper primary level, all subjects were taught in English except *Bahasa Melayu*, Islamic Religious Knowledge, Physical Education, Art and History. Prior to 1995, the medium of instruction for the History subject was English.

In the following years, changes in the school curriculum were focussed on the needs of the country, especially in producing human resources with the capabilities and skills in areas such as science and technology. Rapid advancement in science and technology has brought about an awareness of the importance of science and mathematics education at all levels of schooling. Science became a compulsory subject in 1988 at secondary level. In 1992, Science was upgraded to the status of a subject on its own in upper primary. With the implementation of the 'National Education System for the 21st Century' or '*Sistem Pendidikan Negara Abad ke-21*' (SPN21) in 2009, this status has now been extended to Year 1 Science, while retaining the use of English as its medium of instruction.

New subjects such as Computer Studies and Design & Technology were introduced at the secondary level in 1993 and 2002 respectively. This is in line with the global importance and development of ICT. The importance of IT was further emphasised through the teaching and learning of ICT across the curriculum.

In further efforts to improve the national education system, and to ensure that it is in line with the Education Policy of providing 12 years of education (see Appendix 8) to all Bruneian citizens, various programmes and projects were implemented. These included the introduction of the following:

- § The Extended Secondary Programme (*Program Menengah Lanjutan*) (1989), which was later replaced by the BC GCE 'N' Level programme;
- § The Technical Programme (1989), which incorporated technical subjects into the secondary school curriculum;
- § The Special Educational Needs Programme in 1996;
- § The 'N' Level Programme (1997), which was discontinued in 2005 and replaced by the Upper Secondary Vocational Programme; and
- § The Lower Secondary Level II Programme (1997), which was replaced by the

Secondary Vocational Programme or *Program Menengah Vocational* (PMV) in 2005.

Other value-added projects introduced included the **Reading and Language Acquisition** (RELA) project in 1989, the **Cognitive Research Trust** (CoRT) thinking skills programme in 1993/2008, **Learning Programme Styles** (LEAPS) in 1994, Specialist Mathematics and Science Teachers Project for Primary Schools in 1994, and **Active Mathematics in Classroom** (AMIC) Project in 2004.

The provision for students with special educational needs was met through the implementation of the Inclusive Education Policy (1997). This enables students with special educational needs to attend their schooling in the normal school environment with special guidance from **Learning Assistant Teachers** (LAT) now known as **Special Education Needs Assistants** (SENA).

2.4 Assessment and Qualifications

The Department of Education which was established in 1951 administered all public examinations. Pupils aged 12 years and below from Malay medium schools who wished to gain acceptance into government English medium schools had to sit for a public entrance examination at Primary 4. If they passed the examination, they would spend another three years at the preparatory level before they could proceed to secondary level.

At lower secondary level, English medium students sat for the Lower Certificate of Education (LCE) examination while Malay medium students sat for their *Sijil Rendah Pelajaran* (SRP) examination at Secondary 3. Both public examinations were set by the Malaysian Examination Board. In 1974, LCE was replaced by the BJCE, a local public examination which was fully administered and accredited by Brunei's Department of Education, so that it was aligned to the local curriculum.

At Secondary 5 and Upper 6, English medium students sat for the Malaysia Certificate of Education (MCE) and Higher School Certificate (HSC) examinations respectively, while Malay medium students sat for their *Sijil Pelajaran Malaysia* (SPM) and *Sijil Tinggi Pelajaran Malaysia* (STPM) examinations respectively. Other examinations were administered by the Royal Society of Arts (RSA), London Chamber of Commerce and Industry (LCCI), and City and Guilds of London Institute (CGLI).

In 1974, the Brunei Examination Board was established within the structure of the Department of Education. It was mandated to administer all public examinations. In 1976, the Board of Examination conducted all local examinations such as the entrance examination to preparatory school, the Primary Certificate of Education (PCE), BJCE and Brunei Cambridge GCE 'O' and 'A' Levels (BC GCE 'O' and 'A' Levels).

After independence (1984), the Brunei Examination Board introduced public examinations at key levels. The public examination for entrance to preparatory school was abolished. At Primary 6, pupils sat for the PCE which was later replaced by the Primary School Assessment or *Penilaian Sekolah Rendah* (PSR) in 2002. Students who passed the examination will proceed to lower secondary level. In 1987, the Brunei Examination Board was upgraded to that of the Department of Examination within the organisational structure of the Ministry of Education (MoE). In 1997, the Lower Secondary Assessment or *Penilaian Menengah Bawah* (PMB) replaced the BJCE. By 2009, PMB examination had been replaced by the Student Progress Assessment (SPA). At present, at the end of upper secondary, students sit for the BC GCE 'O' Level examination. Those who have obtained the required number of 'O' Levels can further their studies in sixth form centres, enrol into vocational and technical institutions (VTIs) or teacher training colleges, or seek employment.

2.5 Teaching Staff

In the early 1950s, the qualifications of local teachers were only at Primary 4. The introduction of new subjects, increase in the number of students each year, and the short supply of qualified local teachers, were some of the reasons leading to the recruitment of foreign teachers. Most of the foreign teachers were recruited from countries such as Malaysia, the United Kingdom, the Indian sub-continent, Australia and New Zealand. In the 1950s and early 1960s, the Brunei Government also sent locals to be trained as teachers mainly at teacher training colleges in Malaysia, at Tanjong Malim in Perak, Batu Lintang in Sarawak and Malacca.

In an effort to increase the number of local teachers, a teacher training centre was established in Brunei in 1956. In 1960, this centre was known as the Brunei Malay Teachers' College. However, there was still a critical shortage of teachers, especially in subjects such as English Language, Mathematics, Science, Home Crafts and Physical Training. As a result, in 1963, the college made provision for the training of teachers for English medium subjects. In the 1960s and early 1970s, the qualifications of most local teachers were either LCE or Cambridge School Certificate.

In the 1970s, the Brunei Malay Teachers' College was renamed Brunei Teachers' College. In 1972, the Brunei Teachers' College was known as Sultan Hassanal Bolkiah Teachers' College. It provided a variety of courses for preschool, primary and secondary levels. In 1984, this college was upgraded and renamed Sultan Hassanal Bolkiah Institute of Education (SHBIE) and was incorporated into the Faculty of Education, UBD in 1988. Since then, various courses at certificate, diploma and degree levels for pre-service and in-service teachers have been offered. As a result, the proportion of local teachers holding degrees has increased significantly over the years.

2.6 Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET) was formally introduced in Brunei Darussalam in 1970 with the formation of two trade schools, namely the *Sekolah Pertukangan Bangunan* (Building Trade School) in the Brunei-Muara District and the *Sekolah Kejuruteraan Kerajaan* (Government Engineering School) in the Belait District. These schools offered UK-based craft level programmes to meet the needs of Form Three school leavers. The establishment of these schools marked the beginning of a separate TVET system led by the Organiser of Technical Education, which was a small section of the Education Department at that time.

In 1977, the Brunei Technical Training Centre or *Pusat Latihan Teknikal Brunei* was established. Foreign accredited programmes were conducted at these schools, such as City & Guilds of London Institute (CGLI), Pitman, London Chamber of Commerce and Industry (LCCI) and the Royal Society of Arts (RSA). To further meet the needs of Form Five secondary school leavers, the UK-based Business and Technology Education Council (BTEC) technician level programmes were introduced in 1982. In addition, a number of local institutions also introduced their own locally-awarded programmes.

TVET continued to expand and many more institutions were built to meet the manpower requirements of the country. In 1985, the Sultan Saiful Rijal Technical College was established through the merger of the Brunei Technical Training College and the Sultan Saiful Rijal Building Trade School (formerly known as the Building Trade School). Also in 1985, the Jefri Bolkiah School of Engineering (formerly known as the Government Engineering School) was upgraded to the Jefri Bolkiah College of Engineering. Other institutions which were built included the *Institut Teknologi Brunei* (ITB) in 1986 to offer higher technician level programmes; the *Pusat Latihan Mekanik* in 1986 to offer programmes in Heavy Vehicle Machinery Mechanics; the *Maktab Jururawat Pengiran Anak Puteri Rashidah Saadatul Bolkiah* in 1986 to offer programmes in the field of nursing; the *Sekolah Vokasional Nakhoda Ragam* (Nakhoda Ragam Vocational School) in 1992 and the *Sekolah Vokasional Sultan Bolkiah* (Sultan Bolkiah Vocational School) in 1995 to offer trade level programmes.

A new school known as *Sekolah Perdagangan* (Business School) was established on 1st February 2005. This school took over from the Business & Management Department of Sultan Saiful Rijal Technical College as the sole technical and vocational institution under the Department of Technical Education offering business-related education and training programmes in the Brunei-Muara District. The rationale behind its establishment was primarily to cater for the increasing demand for business-related education and training programmes, which have always been greatly sought after by secondary school leavers. Besides offering the business-related programmes, the school also functions as an Enterprise Development Centre for graduates of the Brunei Darussalam Technical and Vocational Education Council (BDTVEC) programmes wishing to embark on a career as

entrepreneurs through its Business Incubator Programme.

Another new vocational school known as *Sekolah Vokasional Wasan* (Wasan Vocational School) was completed in 2005 to provide education and training in agriculture, fisheries, forestry and other related fields. The inauguration of its programmes began in July 2006 when the school started enrolling students for the very first time. In January 2012, the new polytechnic known as *Politeknik Brunei* received its first intake.

Other major changes, which took place towards the end of the 20th Century, included the move away from total dependence on foreign accredited programmes and awards towards locally developed equivalents. This move was prompted by the need to be more responsive to the demand of the local industry, and was in line with the need for greater flexibility and effectiveness in the delivery of human resource development in order to meet the specific demands of the local economy. This led to the establishment of the Vocational Programme Development Centre in November 1989. The centre's main role was to develop the curriculum for use by the TVET institutions. The production of locally produced curriculum materials was prompted by the desire to match the skills training needed by local industries. This centre is now known as the Curriculum Development Division, under the Department of Technical Education.

In May 1991, the Brunei Darussalam Technical and Vocational Education Council (BDTVEC) was established to take over the responsibility of awarding TVET qualifications. The first programme to be accredited by the BDTVEC in 1992 was the National Diploma in Business & Finance. By 1994, all trade and technician level programmes were locally awarded by the BDTVEC, and the foreign-awarded programmes were gradually phased out and discontinued.

In recognition of the growing importance of TVET in meeting the manpower requirements of the country, the MoE established a separate department known as the Department of Technical Education in January 1993. Prior to this, TVET was one of the sections under the jurisdiction of the Department of Schools. This separation recognised the need to ensure effective management of TVET programmes.

2.7 Statistics

In 1912, there were only 53 male pupils in the first government Malay vernacular school. With the rapid development of education, the number of students from preschools to Form 6 in government schools reached 68,706 in 2007 (Table 1). At the same time, the number of students who enrolled into TVIs and other higher educational institutions has also increased as the result of the successful implementation of the 12 Years Education Policy.

The development of TVET has seen some improvements over the years. In 1971, the

enrolment was 111 students with 19 teaching staff while in 2007, it rose to 2,551 students with 470 teaching staff.

To accommodate the growing number of students, more schools and colleges, TVIs, and higher educational institutions were built (Table 1). These are:

- § *Maktab Sains Paduka Seri Begawan Sultan* (1971), previously known as *Maktab Melayu Paduka Seri Begawan Sultan* – MSPSBS
- § *Maktab Duli Pengiran Muda Al-Muhtadee Billah* (1974), previously known as Sixth Form Centre
- § *Universiti Brunei Darussalam* – UBD (1985)
- § *Institut Teknologi Brunei* – ITB (1986), which was upgraded to university status in 2008
- § Pengiran Anak Puteri Hajah Rashidah Saadatul Bolkiah College of Nursing (1986)
- § *Sekolah Sukan* or Sports School (2003)
- § *Sekolah Vokasional Wasan* or Wasan Vocational School (2005)
- § *Sekolah Perdagangan* or Business School (2005)
- § *Universiti Islam Sultan Sharif Ali* – UNISSA (2007)
- § *Politeknik Brunei* (2012)

Table 1: Number of Schools, Teachers and Students According to Levels of Schooling (1951 – 2011/2012)

YEAR		1951	1961	1971	1981	1991	2001	2011/ 2012
SCHOOL	Primary	8	50	115	112	117	120	123
	Secondary	1	3	12	14	18	31	26
	Nursing/Technical & Vocational	0	0	2	3	4	8	6
	Higher Education	0	0	1	1	2	3	2
TEACHING STAFF	Primary	34	NA	1 168	1 622	2 198	2 640	2 637
	Secondary		NA	482	1 084	1 557	3 096	2 383
	Nursing/Technical & Vocational	0	0	19	117	293	470	486
	Higher Education	0	0	17	61	211	539	403
STUDENTS	Primary	300	16,679	22,235	22 012	32 136	32 524	32 679
	Secondary			8,684	13 677	20 149	36 182	28 715
	Nursing/Technical & Vocational	0	0	111	527	1 208	2 551	2 557
	Higher Education	0	0	349	572	1 047	4 526	3 830

2.8 Organisational Structure

The establishment of the Department of Education in 1951 was the starting point for the development of Brunei's organisational structure for education. The department was headed by the British Resident and assisted by a Superintendent of Malay Education, a School Inspector, a Visiting Teacher and a School Supervisor. With the declaration of the Brunei Constitution in 1959, all the administration of internal affairs, including education, was put directly under the charge of His Majesty, Sultan Omar 'Ali Saifuddien III. However, the Department of Education was still headed by a State Education Officer who was a British officer.

In 1970, the Education Advisory Commission was formed to review the education planning and development, and come up with proposals for improving the education in Brunei Darussalam. In 1974, based on the recommendations put forth in the Report of the Education Commission Brunei 1972 (see Appendix 6), the Inspectorate Unit, Examination Board and Education Council were formed within the administrative structure of the Department of Education. In 1976, the first local Malay became the Director of Education. In 1980, three new sections were added to the department. These were the Administration and Services Section, Educational Planning and Development Section, and the School and College Section.

After independence, the Department of Education came under the Ministry of Education and Health, which was headed by a Minister. New sections or units, such as the Curriculum Development Section, Extra-Curricular Activities Section, Publication Unit, Secondary Section, Planning and Information Unit, and Primary Section, were added to the department. In 1987, some units or sections were upgraded to departments. These include the Department of Curriculum Development, the Department of Schools, the Department of Examination, the Department of Schools Inspectorate, the Department of Administration and Services and the Department of Planning, Development and Research.

In 1989, the Ministry of Education and Health was split into the Ministry of Education and the Ministry of Health. The latest change in the organisational structure was the localisation of the whole education system in terms of the school curriculum, certification and text books. To ensure the smooth implementation and monitoring of educational changes, and to achieve the aspiration and educational aims of the nation, new bodies and departments were formed. These include the:

- § Brunei Darussalam National Qualifications Accreditation Council (1990)
- § Brunei Darussalam Technical and Vocational Education Council – BDTVEC (1991)
- § Department of Technical Education (1993)
- § Special Education Unit (1994)
- § Department of Co-Curriculum (1995), later known as Department of Co-Curriculum

Education (1997)

- § National Education Council (1999)
- § The Science, Technology and Environment Partnership (STEP) Centre (1999)
- § Department of Information and Communication Technology (2001)
- § Department of Planning and Estate Management (2002)

In order to meet the challenges of the 21st Century, some educational services were upgraded. At the same time, new educational services were also developed, for example, the ICT programmes, which focus on the provision of e-education (edunet, e-learning, education information, digital library and human capacity building). In order to carry out the various ICT programmes both at the ministry as well as at the school levels, the Department of Information and Communication Technology was formed in 2001.



3 MOVING FORWARD – THE NEW EDUCATION SYSTEM FOR THE 21ST CENTURY

The Ministry of Education (MoE) Brunei Darussalam is committed to providing an educational system that prepares our young generation for future roles as capable, creative, thinking and innovative citizens who would uphold the local social values inherent in the national philosophy embedded in the Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept. This is highlighted in the National Vision known as *Wawasan Brunei 2035*, which envisions that Brunei Darussalam, by 2035, will be widely recognised widely for:

- the accomplishments of its well-educated and highly skilled people as measured by the highest international standards;
- a quality of life that is among the top 10 nations in the world; and
- a dynamic and sustainable economy with income per capita within the top 10 countries in the world.

Towards this, a sound educational system is vital to our nation and its people. The present education system has, to some extent, proven over the years that it is capable of providing quality education to its people. A number of changes have been made along the way in response to the changes that have occurred both regionally and globally. However, more needs to be done in view of the economic, technological, informational, demographic and political forces that have transformed the way people work and live. Students will spend their adult lives in a multi-tasking, multi-faceted, technology-driven, diverse and vibrant world, and they must be equipped to do so. Today's education system faces irrelevance unless we bridge the gap between how students will learn and how they will live because what is ideal today may not be so in the future.

The MoE has produced a report on a general study of the education development of the

country in retrospect of the past 20 years. It ascertained that there are some milestones of success as well as shortcomings in the present system of education. In an effort to address those issues and concerns, the MoE recently laid out a broad overview plan for the next 20 years.

It has formulated a strategy map that encompasses all efforts to advance its educational reforms to new levels by focusing on three strategic themes, namely: professional, accountable and efficient organisation; quality education; and teaching and learning excellence. Subsequently, the MoE has introduced necessary and drastic changes to the education system through a newly proposed system known as the National Education System for the 21st Century or in Malay, *Sistem Pendidikan Negara Abad ke-21* (SPN21). The MoE also considers the SPN21 as a platform to realise the many objectives of *Wawasan Brunei 2035*, the national vision.

The introduction of the MoE Strategic Plan 2007-2011 and, subsequently, Strategic Plan 2012-2017, signalled MoE's 'case for change' in upgrading teaching and learning in schools, with the aim of improving educational achievement, as well as the holistic development of the individual in Brunei Darussalam. The MoE's commitment towards excellence in education is reflected in its vision and mission statements. These are imperative in view of the current climate of rapid changes such as increasing competition and globalisation.

The SPN21 Curriculum and Assessment Framework for schools sets out to meet the MoE Strategic Plan initiative on Quality Education. It includes critical skills in mathematics, science, languages and ICT; entrepreneurial skills and lifelong learning; and study skills and values education. It sets out the foundation policy for learning and assessment in schools to bring it in line with 21st Century demands and needs.

The phenomena of globalisation and digitalisation in the 21st Century have brought about new educational challenges. Instead of just focussing on cognitive and skills development, other aspects of a holistic education such as the inculcation of spiritual, moral, social, cultural attitudes and values, as well as physical development, are also emphasised.

3.1 Education Aims: Vision, Mission and Towards Brunei Vision 2035 and Globalisation

To sustain and enhance its achievements, the Government of Brunei Darussalam has formulated a long-term development framework for a 30-year period. The framework provides for a National Vision, Outline Strategy Policy Directions (OSPD) and the National Development Plan or *Rancangan Kemajuan Negara* (RKN). The National Vision called *Wawasan Brunei 2035* has well-defined goals: by 2035, Brunei Darussalam as a nation is to be recognised 'for the accomplishment of its educated and highly skilled people as measured by the highest international standards; quality of life that is among the top 10 nations in the world; and a dynamic and sustainable economy with income per capita among the top 10 countries in the world'.

In moving towards 2035, an education strategy puts in place 8 Outline Strategy Policy Directions (OSPD) which are translated into education reform and Ministry of Education's Strategic Plan. They are:

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

Hence, SPN21 aims to:

- § be the Ministry of Education's platform for achieving *Wawasan Brunei 2035*;
- § realise the Ministry of Education's Vision and Mission;
- § add value and raise the quality of education in line with current/contemporary needs

- and the anticipated needs in future years;
- § fulfil the needs and challenges of the social and economic development of the 21st Century;
- § develop 21st Century skills amongst students; and
- § uphold and develop desired values and attitudes amongst students in line with the Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept as the national philosophy.

The vision statement of the MoE is "*Quality Education towards a Developed, Peaceful and Prosperous Nation*" and the Mission Statement is to "*Provide Holistic Education to achieve Fullest Potential for All*". These statements are upheld in the Ministry of Education's Strategic Plan (see Figure 1 and Appendix 1). The strategic plan envisages the need for change through the provision of a sound education system that is more meaningful and ultimately, more effective in preparing students for learning in this complex digital society.

The MoE also has a policy of providing a minimum of 12 years of education. This comprises seven years in primary education (inclusive of one year in preschool) and five years in secondary. In view of the importance of education in the life of an individual, the MoE has made the basic 9-year education mandatory for every child.

3.2 Rationale

To keep up with the fast changing world, Brunei Darussalam has reviewed and will change its current education system to one that prepares our students with the relevant knowledge, skills, values and attitudes to meet the changing needs of a forward looking economy, and is responsive to the needs of various stakeholders. The rationale for change is also based on the following reports and references:

- § The Eight (8) Policy Directions set out in Outline of Strategies for Development (OSPD) for the Education Strategy of *Wawasan Brunei 2035*;
- § Report by the Special Working Committee on Human Resources – Brunei Darussalam National Human Resource Development Policy and Plan (extract from Draft 5, 4th January 2005). The report stated that the current education system did not provide enough skills required by school leavers in preparation for the world of work, especially to meet the globalisation and a knowledge-based economy in the 21st Century;
- § Reference to the education systems and curricula of other countries indicate the need to emulate international best practices.
- § Two reports by Hugo Baetens Beardsmore – Report to the MoE of Brunei Darussalam on the Visits to Schools and Discussions with Ministry Officials (1993), and

- Implementation Proposal for Improved Bilingual Education Brunei Darussalam (1998);
- § Brunei Bilingual Child Report (1998) – UBD in collaboration with the MoE;
 - § Report on Science Education Provision in Secondary Schools in Brunei Darussalam by Sharifah Maimunah, IIEP, UNESCO (1995) – It reported on the low enrolment rate into the Science Stream at the secondary level, and the low achievement in science subjects in the BC GCE 'O' Level examinations; and
 - § The promising results of a trial that had been done on a very small scale involving selected students doing the PMB in at Form 2.

SPN21 also addresses concerns on:

- § the need to sustain and strengthen performance in *Bahasa Melayu*;
- § low English Language proficiency;
- § poor performances in mathematics and the sciences; and
- § increasing the percentage of students' enrolment to higher education.

4 LEVELS OF PLANNING AND STRATEGIES IN IMPLEMENTING SPN21

4.1 Levels of Planning in SPN21

The planning process in SPN21 was thorough and involved three stages (see Table 2). The first stage of planning involved the formulation and documentation of policies and guidelines. This included preparing the draft for the formation of a holistic education system based on the Ministry of Education's Vision and Mission. It involved both local and foreign consultants. During the process, the then existing education structure, learning pathways, curriculum and assessment, and teacher education were reviewed and revised.

The second stage of planning involved research, design, development and monitoring of changes for reforms according to the stated policies and guidelines of SPN21. The Ministry of Education commissioned three consultants from the Qualifications and Curriculum Authority (QCA), United Kingdom to critically analyse and formatively review the proposed reforms in the draft SPN21 main document and any other documents related to SPN21 for preliminary familiarisation with context, identify issues and questions.

From 3rd to 10th January 2008, the QCA consultants visited schools, technical and vocational institutions and higher education institutions as well as the Youth Development Centre to look closely at the current education system. At the same time, the consultants conducted several dialogue sessions with Ministry of Education internal and external stakeholders. The external stakeholders included private agencies like Brunei Shell Petroleum (BSP), Brunei Liquefied Natural Gas Sendirian Berhad (BLNG), banks, Brunei Accenture Group (BAG) Networks, Authority for Info-Communications Technology Industry of Brunei Darussalam (AiTi) and Centre for Strategic and Policy Studies (CSPS). The purpose was to gather relevant inputs on human resource needs and requirements, as well as to discuss issues and concerns pertinent to the national education system.

The full report, with comments and views from the QCA consultants, was submitted to the Ministry of Education in mid February 2008.

The third stage of planning involved the gradual implementation of SPN21. At this stage, monitoring is being carried out on its progress. This is done to identify and rectify any weaknesses for improvement.

Table 2: Stages of Planning for SPN21

STAGES OF PLANNING	DESCRIPTION	CONSULTANCY	CONCURRENT STRATEGIES
Policies and Guidelines	<ul style="list-style-type: none"> § Education System as a whole § Schooling structure and learning pathways § Curriculum and assessment framework § Interim Stage (Partial implementation of SPN21) § Teacher education programme 	QCA & SPN Review Committee	<p>Strategy 1</p> <p>Strategy 3</p> <p>Strategy 4</p>
Research, Design and Development	<ul style="list-style-type: none"> § Curriculum and assessment comprehensive document § Instructional materials § Assessment research § Teacher education programme 	QCA & SPN Review Committee CIE and other consultants ACER UBD	<p>Strategy 3</p> <p>Strategy 2</p> <p>Strategy 4</p>
Implementation Strategy	<ul style="list-style-type: none"> § Gradual implementation § Selected schools implementation § Progress monitoring and rectification of teething problems 	SPN Review Committee UBD	Implementation Strategy

4.2 Key Design and Development Strategies

In the MoE Strategic Plan 2007-2011, various policy statements were presented. These have been translated into five Key Design and Development Strategies.

4.2.1 Education for Nation Building and Human Capital Development

- § Education for nationhood/citizenry
- § Generation of workforce for a knowledge-based economy
- § 9 years compulsory education by law through Education Order 2003 and Compulsory Education Order 2007
- § Provision of at least 12 years education for all Bruneians
- § Inclusive Education Policy
- § Schooling aids for poor/needy or socially/economically deprived children
- § Lifelong learning
- § Education for sustainable development
- § Co-curriculum and Physical Education policies
- § Counselling Policy in Schools

4.2.2 Quality Education through Balanced, Relevant, Dynamic and Differentiated Curriculum

- § Multiple/flexible pathways to higher education
- § Curriculum that incorporates entrepreneurship and marketable skills
- § Broad curriculum to meet students' inclinations, interests and abilities

4.2.3 Quality Education through Creditable Quality Assurance and an Assessment System of International Standard

- § Assessment on Bruneian students' achievement and benchmarking with international standards
- § Quality teaching standards
- § Collaboration with credible and reputable international examination bodies such as Cambridge International Examinations (CIE)
- § Partnership/collaboration with local industries and international bodies on technical skills development and competency
- § National Qualifications Framework

4.2.4 Professionalism and Clear Career Pathway for Teaching Staff

- § Teacher Training (a variety of in-service and pre-service teacher training programmes)
- § Attractive scheme of service
- § Development of professional teaching standards
- § School leadership development

4.2.5 Quality and High Standard of Government Schools – Enticing and Conducive Learning Environment

- § Physical infrastructure and educational resources such as the Building Improvement of Schools and Infrastructure (BISAI) Project
- § ICT (e-Government Project)
- § School leadership
- § School ethos
- § Teaching-learning atmosphere to create enjoyment for learning
- § School educational achievement
- § School Quality Standards

4.3 Concurrent Preparation And Implementation Strategies

The SPN21 is being implemented through the following four strategies (see Table 2) that run concurrently:

- Strategy 1: Interim Stage Strategy
- Strategy 2: On-going Improvement
- Strategy 3: Curriculum and Assessment
- Strategy 4: Teacher Preparation and Training

During the implementation, steering and working committees were formed (see Appendix 7).

4.3.1 Strategy 1: Interim Stage Strategy

The partial implementation of SPN21 started with Year 7 in 2008 using Schemes of Work (SoWs) that cascaded from BC GCE 'O' Level. This partial implementation was officially announced to schools and the public through the Ministry of Education Circular 7/2008.

a. Preparation of Schemes of Work (SoWs)

- The SoWs for the Interim Stage included the teaching and learning resources. Steps were taken to ensure that the SOWs cascaded from 'O' Level to Secondary 1 by looking at the BC GCE 'O' Level as well as the Lower Secondary syllabi. The required resources such as relevant websites to assist teaching and learning were also included.
- Workshops for the preparation of SoWs and teaching resources were conducted since 15 January 2007.
- Around 235 secondary teachers were involved, facilitated by officers from the Department of Curriculum Development; Department of Planning, Development and Research; Department of Schools; and Department of Schools Inspectorate.
- From 5th to 7th June 2007, consultants from Cambridge International Examinations (CIE), United Kingdom, Dr Newman Burdett and his team of Mathematics, Science and English Language experts conducted workshops on the basic skills and knowledge required in the SoWs preparation, as well as in diagnostic and checkpoint assessment.
- The SoWs were handed over to school principals by the Deputy Permanent Secretary (Policy and Planning) at a ceremony held on 20 November 2007.
- SoW orientation sessions for 2008 Year 7 subject teachers were held from 20th to 24th November 2007.
- SoWs for Years 9, 10 and 11 were completed in August 2008, and handed over to schools in September 2008. Meanwhile the orientation programme for Years 9, 10 and 11 school teachers was held in October 2008.

b. Enrichment and Refresher Training for Teachers

- From 27th to 28th August 2007, the second workshop on assessment for the Interim Stage was conducted.
- From 5th to 9th May 2008, a team of consultants from the Cambridge International Examination (CIE) conducted workshops on Student Progress Assessment (SPA) and School-based Assessment (SBA) for school administrators and secondary school teachers on the following aspects:

- Preparation of specimen paper
 - Development of data bank
 - Training on the preparation of test items for SPA
 - Construction of valid and reliable test items
 - Moderation
- A workshop on Design and Technology (D&T) was conducted from 7th to 12th April 2008
 - A workshop on Diagnostic Assessment was conducted in August 2008

c. SPN21 Promotion and Socialisation Programme

Several briefings were held for the Ministry of Education internal and external stakeholders to inform them about the intended educational reforms and to get relevant inputs, to further improve the SPN21 draft document.

- **Internal Stakeholders**
 - All Directors/Assistant Directors - 10/11/2006
 - All principals/Deputy Principals/Senior Officers - 15/11/2006
 - All Head Teachers/Assistant Head Teachers - 20/11/2006
 - SHBIE staff, UBD - 10/3/2007
 - All B2 Officers and below - 15/9/2007 to 29/11/2007
 - All Education Officers in the Primary Education Section - 13/11/2007
 - All government and private secondary school Principals - 4/12/2007
- **External Stakeholders**
 - Officers from the Department of Labour, Civil Service Department, Brunei Economic Development Board, Civil Service Commission - 3/2/2007
 - Officers from the Department of Islamic Studies, Ministry of Religious Affairs - 10/2/2007
 - PTA/Officers from Ministry of Culture, Youth And Sports - 17/2/2007
 - Meeting with PTA of Yayasan Sultan Haji Hassanal Bolkiah School - 7/4/2007

Further dialogue sessions and socialisation briefings for all teachers, students and parents of government and private schools were scheduled from February 2008 onwards.

4.3.2 Strategy 2: On-going Improvement

- a. Consultants from the Australian Council for Educational Research (ACER) were engaged to conduct a 'National Study of Student Competency in Mathematics and English (NSSCME)' from July 2007 to December 2007.
- b. The aims of this project amongst others were:
 - § to determine the level of competency or proficiency in English Language and Mathematics of Bruneian students at particular levels of schooling, assessed against an international standard;
 - § identify the 'gaps' in the curriculum and our present assessment methods;
 - § to recommend improvement on the curriculum, and the teaching and learning in order to address these 'gaps';
 - § to produce comprehensive reports of the findings together with sound recommendations; and
 - § to bring local personnel into the project so they can grasp some of the know-how of conducting such an assessment.
- c. The students involved in the NSSCME are those from Primary 4, Primary 6 and Lower Secondary 2. For the field trial conducted from 30th-31st October 2007, only 10% of the 2007 student cohort was involved.
- d. Hand scoring, data entry and management training for teachers and relevant officers in the Ministry of Education were conducted in November and December 2007.
- e. The main study was conducted in May 2008 to assess 100% of the Primary 4, Primary 6 and Lower Secondary 2 student cohorts in government schools.
- f. Officers and teachers were sent for training at the ACER Headquarters in Melbourne on data analysis in September 2008.

4.3.3 Strategy 3: SPN21 Curriculum and Assessment

The SPN21 Curriculum took effect in January 2009 starting with Year 1 and Year 4 concurrently, and will gradually move on to the secondary level. The first batch of students from the 4-Year General Secondary Education Programme will sit for their BC GCE 'O' Level examination in 2015, whereas those in both the 5-Year General and Applied Secondary Education Programme will do so the following year, in 2016. The Curriculum Development Department is heading the implementation of this strategy. Some new subjects will be introduced both at primary and secondary levels. The

curriculum aims to be seamless, to ensure a smooth transition from primary to secondary level.

The UK Qualifications and Curriculum Authority (QCA) was engaged to critically review and give recommendations on the Draft SPN21 Curriculum Framework. The final document for SPN21 Curriculum Framework for the primary level was distributed to all government and private school headteachers in November 2008.

Other matters pertaining to the designing and developing of the SPN21 curriculum being considered are:

- a. monitoring, supervision and inspection
- b. assessment and evaluation
- c. professional development in the above areas

4.3.4 Strategy 4: Teacher Preparation and Training

The strategies for teacher preparation and training include:

- a. Recruitment of teachers
- b. School Leadership Programmes
- c. Retraining on:
 - § Living skills
 - § Art and Design
 - § Introduction to Technology at Primary Level
 - § Pre-service teacher training

The pre-service training concentrates mainly on courses that prepare future teachers with the content and pedagogy of specific subject areas. This is to ensure that the courses taken at pre-service training are in line with the subjects or curriculum being offered in schools.

The in-service training for teachers will include:

- a. strengthening and enriching teachers' content knowledge in their respective subjects;
- b. using ICT as a teaching and learning tool to develop learning skills;
- c. effective classroom management;
- d. identifying and promoting innovative learning and teaching strategies which motivate teachers and students, promote interactive learning, improve students'

- experiences, and raise attainment;
- e. using various assessment tools to gauge students' attainment;
 - f. courses like Postgraduate Diploma in Education (PGDE) in Secondary Design and Technology, as well as in other technology-based subjects;
 - g. Special Education Programme for gifted and talented students; and
 - h. Work attachment programmes for school leaders, heads of academic departments and subject teachers.



5 SIGNIFICANT CHANGES

Education is dynamic in nature. The Ministry of Education has to be responsive in order to keep up with the changes around us and worldwide. The SPN21 will bring about **three** main changes to ensure that our education system stays relevant and provide high quality education at all times.

5.1 Education Structure

SPN21 was designed with the firm commitment of the ministry to ensure that it will bring the best out of students in the school system and beyond when they enter the world of work. It is designed with the intention to fit the system to students rather than the other way round. It allows highly capable students to complete their secondary education in a shorter period of time (four years). This will benefit the nation in its efforts to optimise human resource development.

It also reflects the ministry's desire to ensure that our students complete at least five years of secondary education before embarking on post-secondary education or employment. This is enshrined in its policy of providing every student with at least 12 years of education. An increase in the number of students joining technical education is also anticipated. This will reduce the problems of early attrition among students, as well as provide more time to nurture students to become more mature individuals before they leave the school system. The SPN21 structure (see Figure 3) provides multiple pathways for students to choose programmes that suit their capabilities, interests, inclinations, growth and development; thereby catering to their needs. This feature enables students to be channelled towards a variety of career pathways or higher education based on their eligibility and qualification. This is one of the new developments brought about by the SPN21 as compared to the previous system (see Figure 4).

The actual implementation of SPN21 commenced in 2009 involving Year 1 and Year 4 pupils. The full-fledged implementation of SPN21 will be completed by 2015 (see Figure 5). With the implementation of SPN21, primary and secondary levels have been renamed Year 1-Year 6 replacing Primary 1-Primary 6 and Year 7-Year 11 replacing Form 1-Form 5.

5.1.1 Preschool and Primary Education

Formal schooling begins at the preschool level at the age of five years. From the age of six years onwards, students follow six years of primary education, after which they proceed to secondary level. All students will have a common curriculum, and at the end of Year 6, they will sit for the Primary School Assessment (PSR). Students who obtained five A's in their PSR will be channelled to the science schools.



Students who have been identified as having special educational needs require a curriculum that is modified and/or adapted according to their ability and needs based on the Individualised Education Plan and Remedial Education Plan. Individualised Education Plan (IEP) is for students who have been identified with special educational needs, in particular, those with high support needs. These students will require adaptations and/or modifications in the curriculum as well as changes in learning/teaching strategies according to the nature of their special needs. Remedial Education Plan (REP) is mainly for students with learning difficulties especially in basic skills such as reading, writing and mathematics.

Figure 3: SPN21 Education Structure

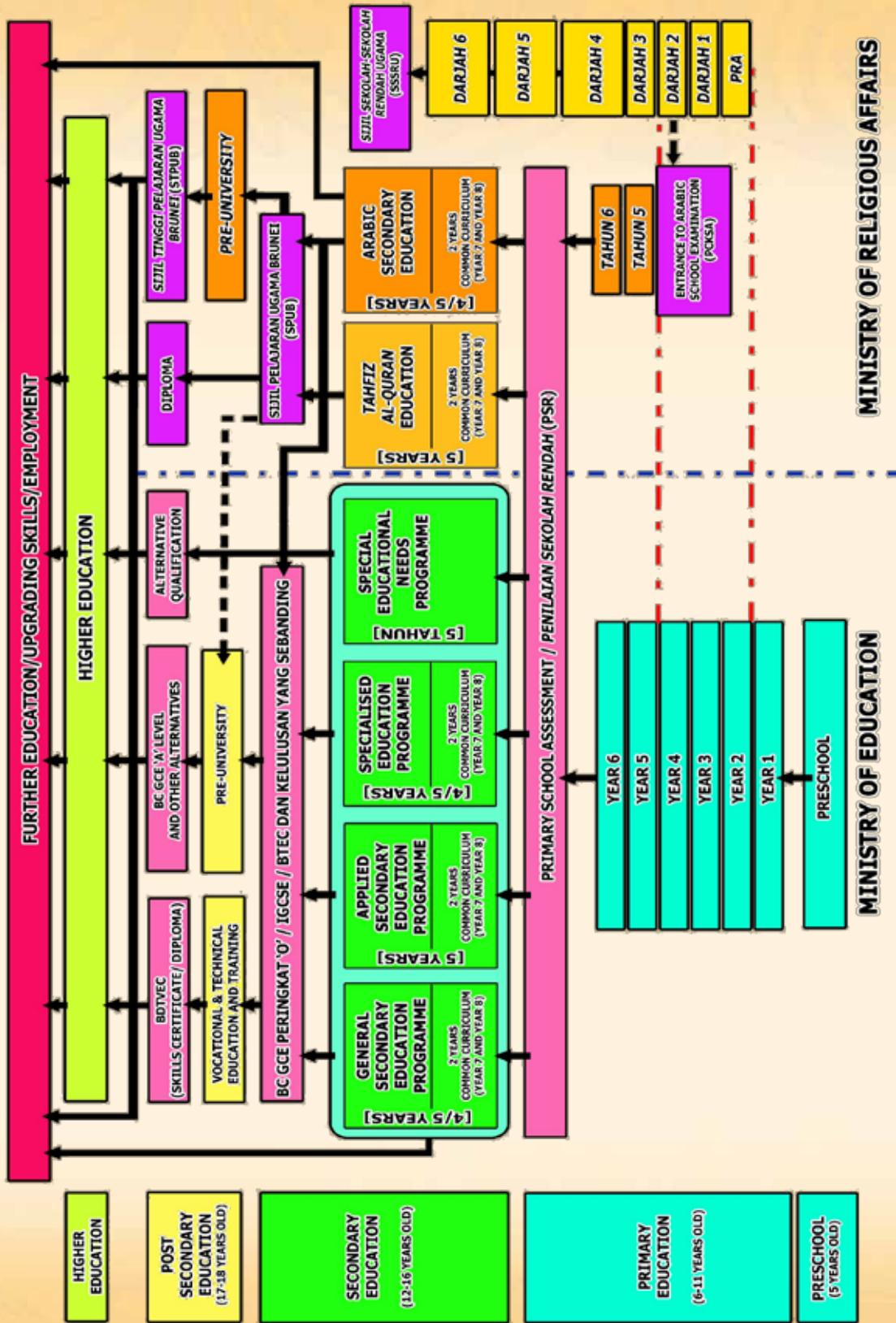


Figure 4: Pre-SPN21 Education Structure

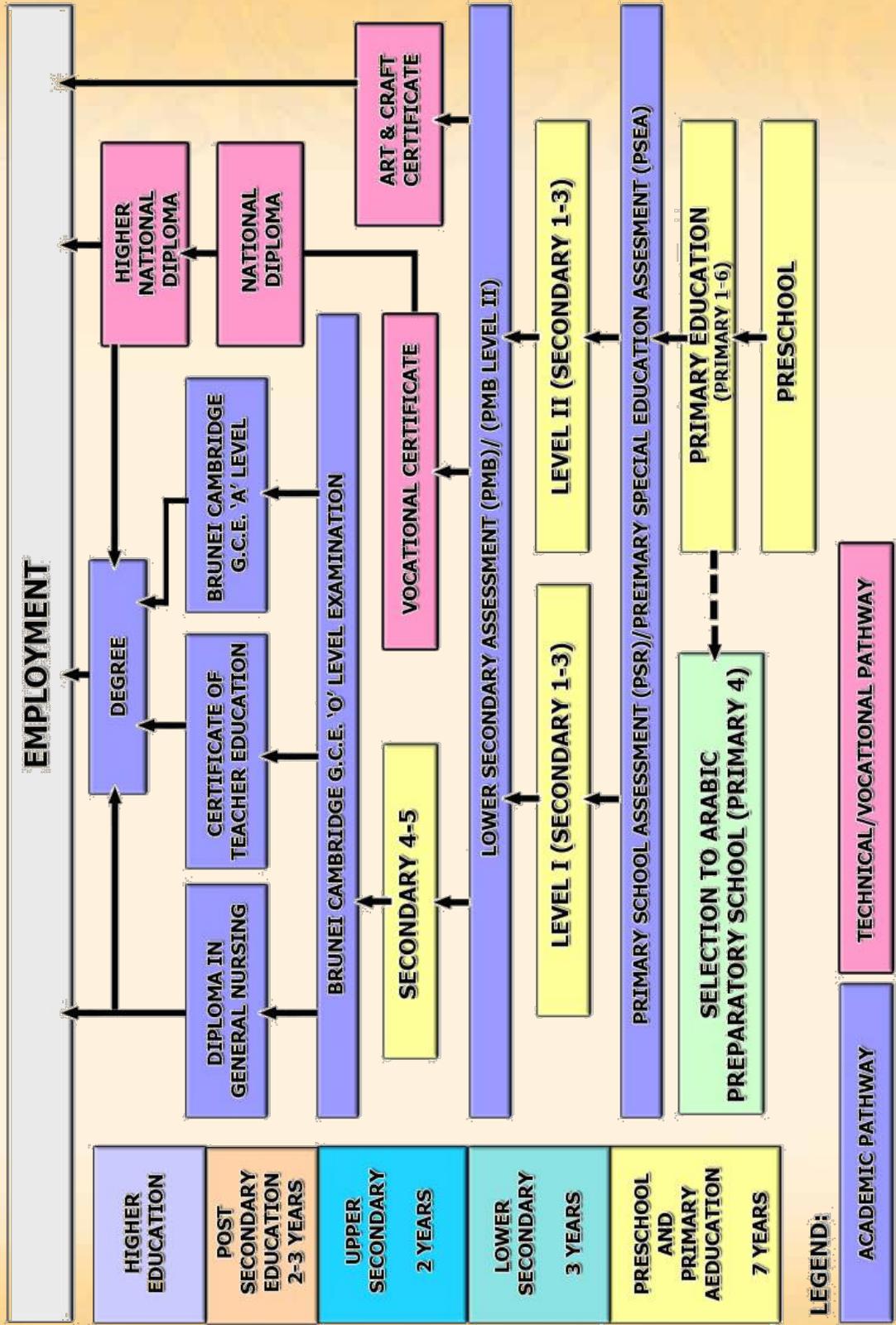


Figure 5: SPN21 Implementation Stages

	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRIMARY 1/YEAR 1	EXI	SPN21							
PRIMARY 2/YEAR 2	EXI	EXI	SPN21						
PRIMARY 3/YEAR 3	EXI	EXI	EXI	SPN21	SPN21	SPN21	SPN21	SPN21	SPN21
PRIMARY 4/YEAR 4	EXI	SPN21							
PRIMARY 5/YEAR 5	EXI	EXI	SPN21						
PRIMARY 6/YEAR 6	EXI	EXI	EXI	SPN21	SPN21	SPN21	SPN21	SPN21	SPN21
FORM 1/YEAR 7	INT	INT	INT	INT	SPN21	SPN21	SPN21	SPN21	SPN21
FORM 2/YEAR 8	EXI	INT	INT	INT	INT	SPN21	SPN21	SPN21	SPN21
FORM 3/YEAR 9	EXI	EXI	INT	INT	INT	INT	SPN21	SPN21	SPN21
FORM 4/YEAR 10	EXI	EXI	EXI	INT	INT	INT	INT	SPN21	SPN21
FORM 5/YEAR 11	EXI	EXI	EXI	EXI	INT	INT	INT	INT	SPN21
TECHNICAL AND VOCATIONAL EDUCATION	EXI	EXI	EXI	EXI	SPN21	SPN21	SPN21	SPN21	SPN21

LEGEND:

EXI EXISTING SYSTEM

SPN21 SPN21 CURRICULUM AND ASSESSMENT

INT INTERIM STAGE

SPN21 THREE-TIER QUALIFICATION SYSTEM

SPN21 FIRST COHORT OF STUDENT UNDERGOING SPN21 CURRICULUM SITTING PUBLIC EXAM

5.1.2 Secondary Education



It is at the secondary level that the SPN21 education structure (see Figure 3) differs markedly from the previous education structure (see Figure 4). At the secondary level, students will be channelled into the 4-year (Year 7-Year 10) programme or the 5-year programme (Year 7-Year 11). Students following a 4-year (Year 7-Year 10) programme will sit for their BC GCE 'O' Level at Year 10, while those in the 5-year programme will sit

for their BC GCE 'O' Level at Year 11. All students in both programmes will follow a common curriculum for the first two years of their secondary education (Year 7 and Year 8).

a. General Secondary Education Programme

This programme is meant for students who are more inclined towards academic subjects. Most students will complete the 5-year programme, before sitting for BC GCE 'O' Level examination. A selected number of students will complete the 4-year programme before sitting for the same examination. Students in the 5-year programme will have the option of sitting for the BC GCE 'O' Level examination at Year 10 for certain subjects, for example *Bahasa Melayu*, Art or *Sastera*.

b. Applied Secondary Education Programme

This is a 5-year programme where the students concerned will take up technology and business-oriented subject combinations that adopt a practical and hands-on teaching and learning approach. Work attachment will be incorporated into the programme, and plans are in the pipeline to collaborate with the Science, Technology and Environmental Partnership (STEP) Centre to improve the level of cooperation and communication among educational institutions, government departments, business and industry. The Applied Secondary Education Programme is to be carefully articulated with technical education programmes in the three-tier qualification framework. The articulation will take various forms such as credit transfer or exemption.

§ Special Applied Programme (SAP)

Within the Applied Secondary Education Programme, the Special Applied Programme (SAP) is offered at Year 9 to Year 11 to channel students to Vocational and Technical Education. In addition to local subjects such as *Tarbiyah Islamiah*, *Melayu Islam Beraja* (MIB), *Kemahiran Bahasa Melayu*, Functional English and Communication and Numeracy, the students will sit for one of the BTEC Certificate programmes. Currently, the programmes offered are:

- i. Art & Design;
- ii. Business;
- iii. Creative Media Production;
- iv. Hospitality;
- v. IT Users; and
- vi. Sports & Active Leisure.

c. Specialised Education Programme

This is a programme for the gifted and talented students who by virtue of outstanding abilities are capable of exceptional performance in general or specific ability areas. Giftedness refers to an innate ability which shows up with little or no systematic training or development. Talent refers to innate but developed ability resulting from support, systematic training, teaching and home/school input.

The curriculum designed for the gifted and talented students focuses on differentiating the content, process, product and/or the learning environment with increased breadth and depth of the subject matter. This ensures that it covers the same content as the mainstream curriculum, but to a greater extent with due emphasis on the needs of gifted learners which cut across the cognitive, affective, social and aesthetic areas of curriculum experiences.

Opportunities are made available for extension, enrichment and acceleration, or the appropriate combination of these approaches within the differentiated curriculum. These will be determined by considering the students' various learning needs and strengths. The programme includes differentiated individual assignments and innovative project work, as well as the creation of a highly intellectual/creative atmosphere for mental stimulation, and talent development.

The programme enables this category of students to realise their full potential, and acquire the values, skills and competencies essential for responsible citizenship, to themselves, the country and society in general.

d. Special Educational Needs Programme

Special Educational Needs Programme at the secondary level is a continuity of the *Individualised Education Plan* (IEP) in primary schools. One such Special Educational Needs Programme that is currently implemented in secondary schools is the Pre-Vocational Programme.

§ Pre-Vocational Programme

This five-year programme will cater to the needs of selected/identified students with special educational needs at the secondary level. Besides developing their basic academic, living and social skills, the programme also seeks to instil vocational and work skills through appropriate work placements. Completion of the programme aims to produce independent individuals striving towards their fullest potential.

5.1.3 Statistical Projections

a. Projected Percentages of Students to be Channelled to the SPN21 Secondary Education Programmes

Table 3 and Figure 6 provide the projected percentages of students who will be channelled to the various SPN21 programmes:

§ 4-year General Secondary Education Programme

About 15% of students are projected to be channelled to the 4-year programme. The projection is based on analysis of past PSR examination performances.

§ 5-year General Secondary and Applied Secondary Education Programmes

About 30% of students are projected to be channelled to the 5-year General Secondary Education Programme, and 50% to the 5-year Applied Secondary Education Programme. The projections are based on the percentages of students who scored 5 'O' levels and 3 'O' levels and below respectively in the past BC GCE 'O' Level examinations.

§ Specialised Education Programme

About 5% of the students will be channelled to the Specialised Education Programme. The projected percentage is based on past PSR examination performances, as well as the 5-year enrolment of students into the Sports School Programme.

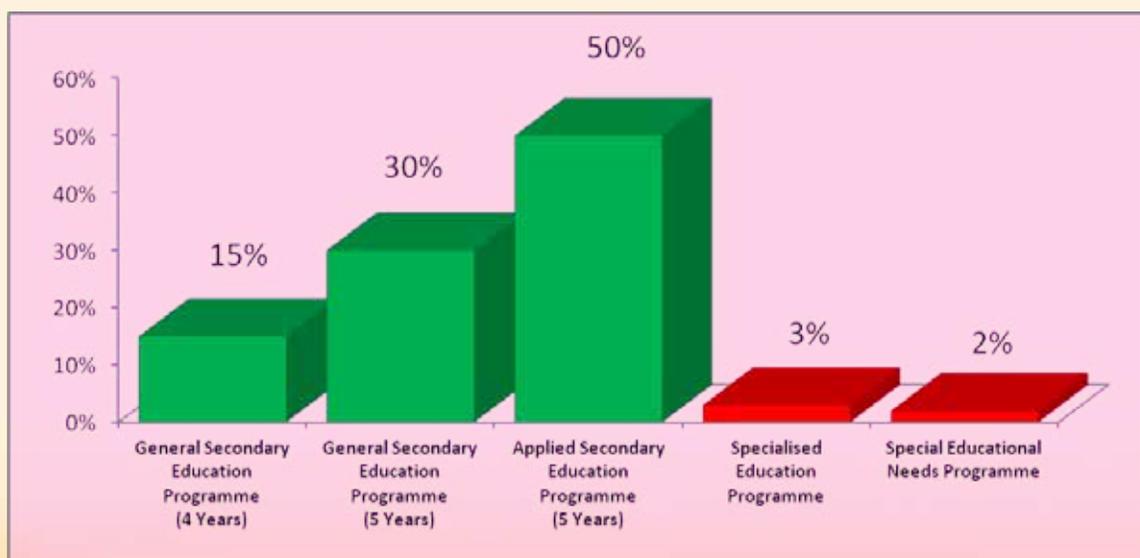
§ **Special Educational Needs Programme**

An estimate 5% of students is expected to be channelled to the Special Educational Needs Programme. This projection is based on the total number of students already enrolled in the programme, which is aligned to the Inclusive Education Policy.

Table 3: Projected Percentage of Students to be Channelled to the SPN21 Secondary Education Programmes

PROJECTIONS BASED ON PERFORMANCES IN PUBLIC EXAMINATIONS FOR 2003-2007			SPN21 PROGRAMMES
TYPES OF EXAMINATIONS	RESULTS	PROJECTED PERCENTAGES (%)	
PSR	Obtained 5A, 4A + 1B	15%	General Secondary Education (4 Years)
BC GCE 'O' Level	Obtained 5 'O'	30%	General Secondary Education (5 Years)
BC GCE 'O' Level	Obtained 3 'O' and below	50%	Applied Secondary Education (5 Years)

Figure 6: Projected Percentage of Students to be Channelled to the SPN21 Secondary Education Programmes

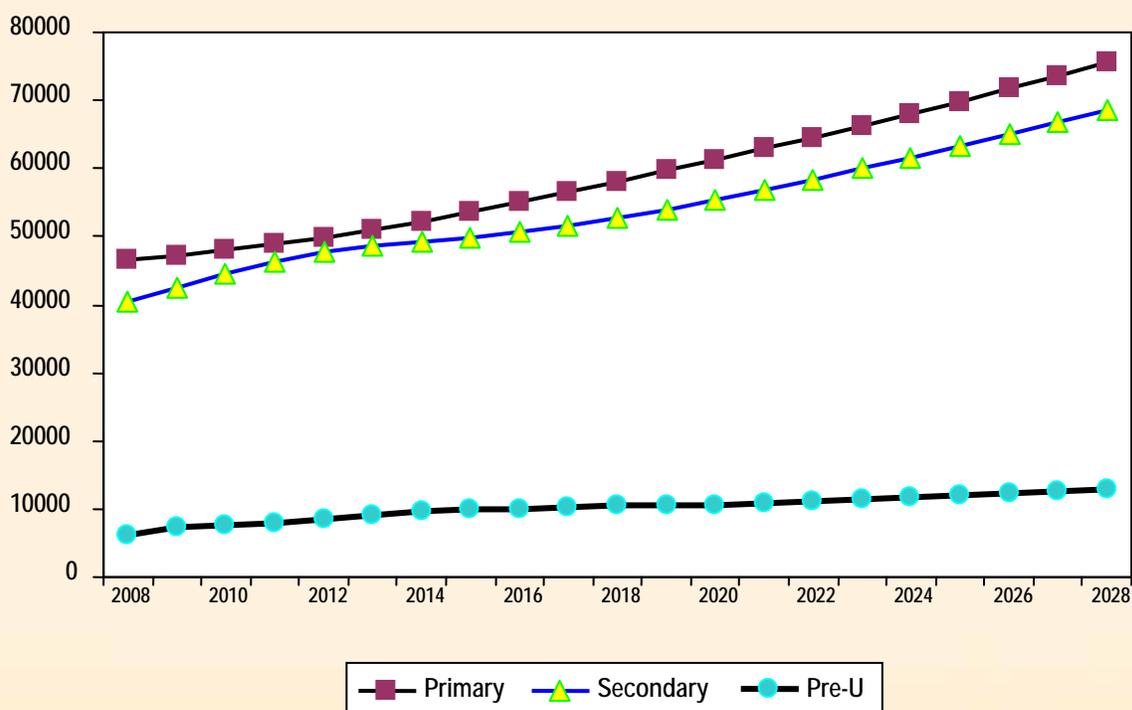


b. Projected Student Enrolment from 2008-2028

The projection for student enrolment from 2008-2028 shows an increasing trend. The total number of students enrolled at primary level in 2008 was around 45,000 pupils, and this number will reach about 80,000 in 2028. According to the projection, the percentage increase is estimated to be around 78% i.e. an average annual increase of 1750 for a period of 20 years.

The projection of secondary students enrolled also shows the same trend. In 2008, it was about 40,000 and the number will increase to about 70,000 in 2028. This also shows an estimated 75% increase, i.e. an average annual increase of 1,500. The same trend is projected at the pre-university level for the same period of time. In 2008, the enrolment to Pre-University was above 6,000 and this number is expected to increase to above 13,000 in 2028 (see Figure 7), a percentage increase of about 120%.

Figure 7: Projection of Student Enrolment from 2008-2028



5.1.4 Selection Criteria for Channelling Students to the 4-Year or 5-Year Secondary Education Programme

In the SPN21, secondary school students will be channelled either to a 4-year programme (Year 7-Year 10) or a 5-year programme (Year 7-Year 11). Students will sit for BC GCE 'O' level examination at Year 10 for the 4-Year Programme and at Year 11 for the 5-Year Programme. All students will follow a common curriculum for the first two years, i.e. at Year 7 and Year 8.

Selection of students to the next two years of education (for the 4-Year Programme) or the next three years of education (for the 5-Year Programme) depends on their Student Progress Assessment (SPA) performance.

5.1.5 Post-Secondary Education

Upon completion of Year 10 (4-year programme) and Year 11 (5-year programme), students are able to choose different programmes and learning modes according to their abilities, interests, inclinations and needs. At the same time, students have to meet certain requirements outlined by the institutions that offer such programmes and courses.

The various programmes offered at the Post-Secondary Education are Nursing Education, Pre-University, Specialised Education and Vocational and Technical Education (see Figure 3). Details and further information on Technical Education can be found in section 5.3.

5.2 Curriculum and Assessment

The school curriculum and assessment are an integral part of any education system. The school curriculum comprises all formal and non-formal learning experiences that are to be taught to our learners, which are necessary to achieve the aims of education in Brunei Darussalam. The school curriculum and assessment set out clear guidelines for teaching and learning as aspired by the country's education vision and mission. They set out what we want learners to know and be able to do. We want them to be lifelong learners who are confident and creative, connected, and actively involved in the quest for knowledge. The curriculum sets out the desired attitudes and values that are to be encouraged, modelled and explored whereas the assessment determines how the learner's performance is assessed and reported. They give teachers, learners, parents/guardians, employers and the society a clear and shared understanding of the knowledge, skills, desired attitudes and values to be gained at school. Through the school curriculum, we intend to offer our learners the most effective and engaging learning experiences possible in order for them to achieve to their fullest potential and be successful citizens of Brunei Darussalam in the 21st century.

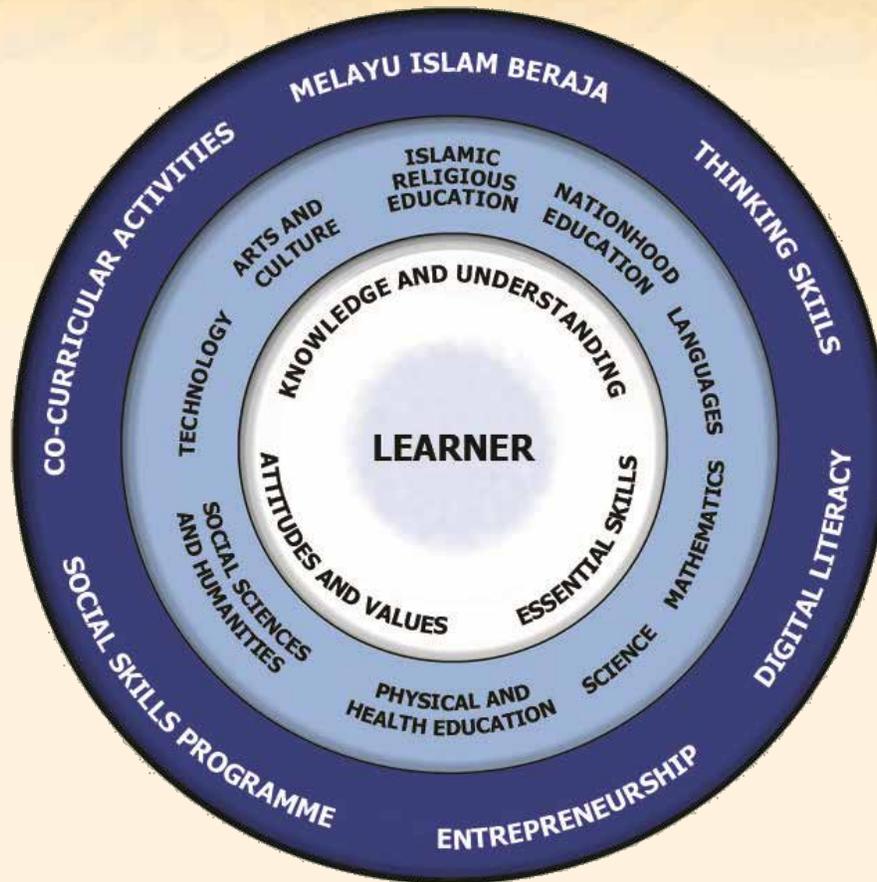
The school curriculum and assessment is the main strategy towards the key development of quality education which is balanced, relevant, dynamic and differentiated as envisioned in the Ministry of Education Strategic Plan. Quality education can be achieved through the nine key learning areas which focus on knowledge and understanding, essential skills, attitudes and values.

5.2.1 The SPN21 Curriculum Model

The SPN21 curriculum is designed to provide learners with broad, balanced, relevant and differentiated learning experiences and takes into account each learner's needs whilst making provision for progression and continuity. It is intended to be more responsive to changes in the society and the economy, and will lead learners towards lifelong learning. The SPN21 curriculum places learners at the heart of teaching and learning based on an appreciation of their individual needs. Optimal opportunities are provided to accelerate individuals who can progress faster whereas special guidance is given to those who need help.

The Curriculum Model presented in Figure 8 acts as a platform for developing the school curriculum for SPN21.

Figure 8: The SPN21 Curriculum Model



This SPN21 Curriculum Model will be described as follows:



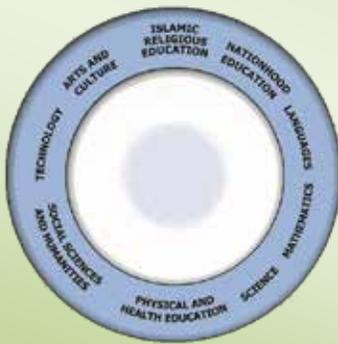
Core: Learner

The main target of the curriculum is the learner. The teaching and learning process is tailored to the needs, ability and learning styles of the learner so as to actively engage them in all learning activities effectively.



Second Circle: Knowledge and Understanding; Essential Skills; and Attitudes and Values

To provide a holistic development of the learner by emphasising knowledge and understanding, essential skills, attitudes and values in the teaching and learning process to enhance the learner's strengths and abilities.



Third Circle: Islamic Religious Education; Nationhood Education; Languages; Mathematics; Science; Physical and Health Education; Social Sciences and Humanities; Technology; Arts and Culture

To provide broad, balanced, relevant and differentiated learning experiences for the learner in the acquisition of knowledge, essential skills, attitudes and values through the nine learning areas.



Fourth Circle: Malay Islamic Monarchy (MIB); Thinking Skills; Digital Literacy; Entrepreneurship; Social Skills Programme; and Co-curricular Activities

To widen the learner's perspectives and develop understanding, various value-added aspects are integrated across the curriculum. These include: MIB concept as the national philosophy; Thinking Skills as a key feature of learning; Digital Literacy as an essential learning skill; Entrepreneurship as a means of developing transferable skills of all kinds associated with actual business that is applicable in real life; Social Skills Programme as a means of developing the ability to work with others in harmony and respectfulness; and Co-curricular activities which are given prominence to augment a holistic education.

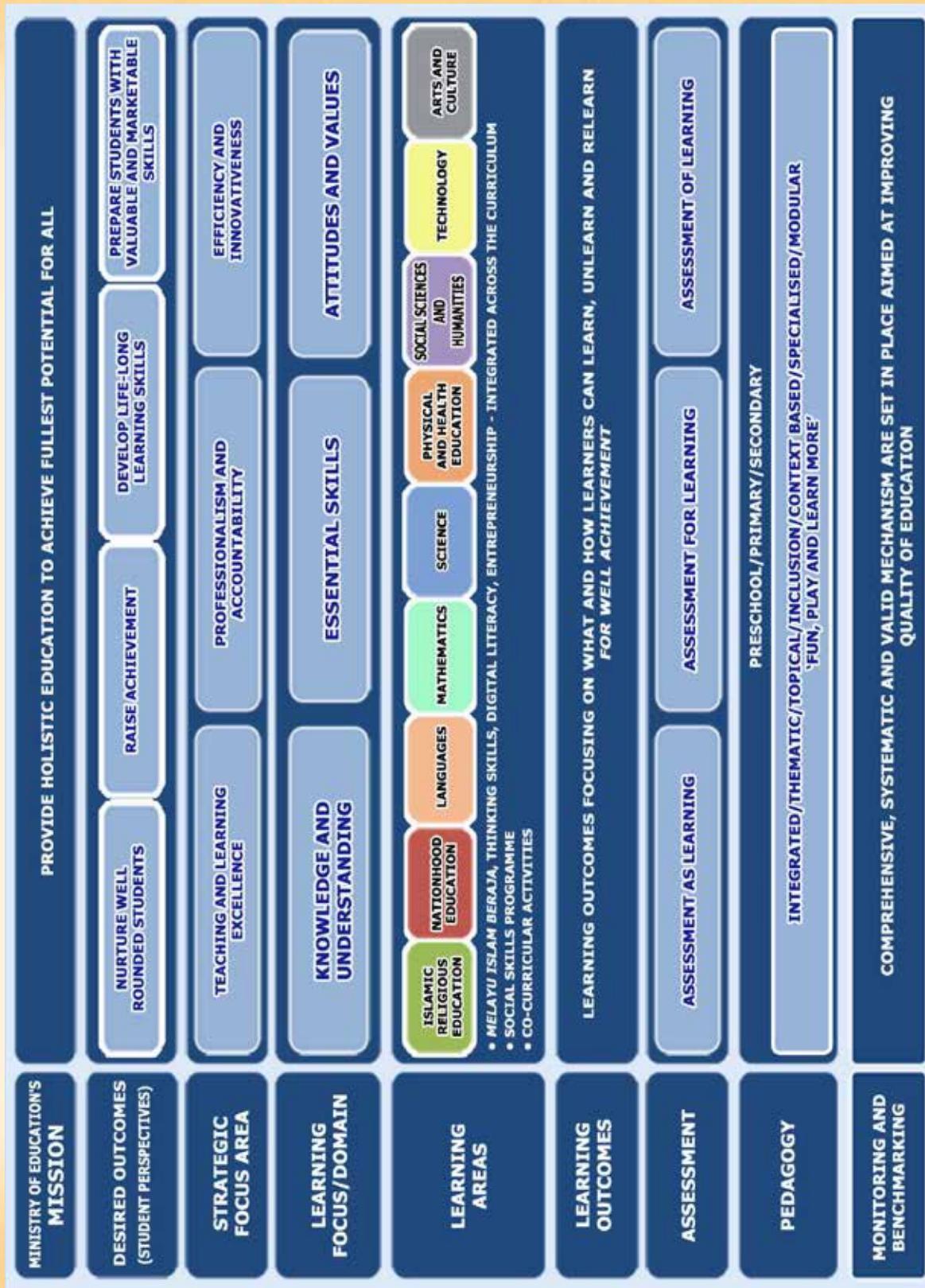
5.2.2 The SPN21 Curriculum Framework

The SPN21 curriculum framework as shown in Figure 9 provides an overview of the curriculum design aimed at addressing three key questions. These questions are: what to achieve, how learning is organised and how well we achieve our aims. 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 learners to be holistic, raise achievement, develop lifelong learning skills and prepare learners with valuable and marketable skills. This will be achieved through the three strategic themes of the Ministry of Education, namely teaching and learning excellence; professionalism and accountability; and efficiency and innovativeness.

The framework focuses on learning focus/domain, learning areas, learning outcomes, assessment, pedagogy, monitoring and benchmarking which is expected of all learners from preschool to Year 11. The subsequent sub-chapters illustrate each of these components in a much broader term. Rather than being prescriptive, the Curriculum Framework will be used by schools to develop and implement their teaching and learning programmes according to the needs and characteristics of their learners.

The curriculum represents an entire planned learning experience underpinned by a broad set of common values and purposes. All learners need appropriate knowledge, understanding, skills and values to participate and compete in an era of globalisation that is ever-changing. The embedding of the Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept and ethics within this framework is essential in motivating learners' sense of patriotism and citizenship for their country.

Figure 9: The SPN21 Curriculum Framework



5.2.3 Learning Focus/Domain

The SPN21 curriculum ensures that within broad learning areas, learners will develop knowledge and understanding, essential skills with the attitudes and values to ensure holistic development within the context of the 21st century.

a. Knowledge and Understanding

Knowledge and understanding covers the content-based subject disciplines to ensure learners have a good foundation in content across different areas of studies.

b. Essential Skills

The essential skills listed below have been identified as the skills for the 21st Century which, 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 are as follows:

- **Worshipping Skills**

These skills include *ibadah Fardhu 'Ain* and *Fardhu Kifayah*, and are specifically for Muslim learners.

- **Communication Skills**

These skills refer to the development of communication that includes listening, speaking, reading and writing.

- **Numeracy Skills**

These skills refer to numerical literacy, which is the ability to handle numbers and mathematical concepts.

- **Information Communication Technology (ICT) Skills**

These skills have become an integral part of the 21st Century education. They should be mastered by learners in line with the rapid technological advancements and globalisation.



- **Thinking and Problem Solving Skills**

These skills involve acquisition of knowledge, dispositions, and cognitive and meta-cognitive operations. The problem solving skills are linked to the process of thinking, hypothesis formation, investigating, analysing and decision making. These tools are needed in a society characterised by rapid changes which involve many alternative choices, individual and collective decisions and actions.

- **Self-Management and Competitive Skills**

Self-management is the outcome when a person systematically uses behaviour-change strategies by adapting to new ideas, technologies and situations. The ability to plan, implement and evaluate outcomes represents aspects of self-management and being competitive. These skills are essential in developing an enterprising attitude in learners.

- **Study and Work Skills**

Effective study and work skills are essential for learners to perform well in the course of achieving excellence in lifelong learning. They are useful in developing the learner's ability to learn independently, to manage time efficiently, acquire effective revision and examination techniques, to plan their study effectively and work collaboratively as a team while engaging in the learning activities. These skills will help learners to choose and decide their interest and career in the near future.

- **Social Skills**

Social skills involve interpersonal and intrapersonal skills. When learners have mastered these skills, they will be able to understand themselves better and interact with members of society effectively.

- **Physical Skills**

Physical skills focus not only on improving fitness but also involve the development of various other skills that will help an individual achieve a happy and healthy life.

- **Aesthetic Skills**

Mastering these skills will allow learners to be more creative, with openness and interest to show their appreciation and value towards works of art and their own creations.



c. Attitudes and Values

Attitudes and values are interrelated with each other. Attitudes are personal dispositions needed to perform a task well. Values are qualities associated with conduct, behaviour, morals and courtesy.

The SPN21 curriculum aims to strengthen positive attitudes and values in learners to live in harmony and to respect one another.

To ensure a holistic development, the following values and attitudes need to be embedded throughout the learning areas:

- § Piety
- § Responsibility
- § Commitment
- § Honesty
- § Trustworthiness
- § Patriotism
- § Confident and self-esteem
- § Empathy
- § Independence
- § Thoughtfulness
- § Mutual respect
- § Care, concern and sensitivity
- § Integrity
- § Cooperation
- § Competitiveness
- § Proactiveness

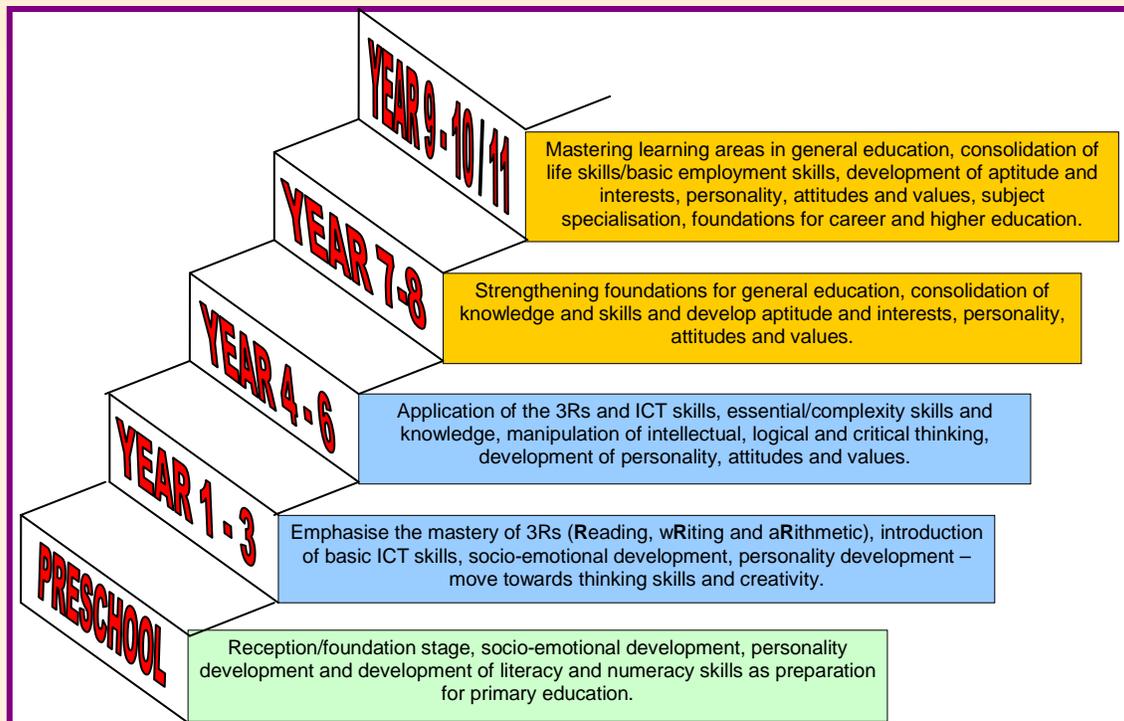
d. Islamisation of Knowledge Concept

The integration of Islamic values and the Islamisation of Knowledge based on sources from al-Quran and as-Sunnah will be intensified in all subjects. The integration of knowledge across the curriculum including Islamisation of Knowledge is realised through the concept of merging and assimilating the relevant Islamic knowledge and values with the subject per se.

5.2.4 Stages of Schooling and Development of the Learner

The SPN21 curriculum has identified stages of continuous development for the learner from preschool to primary as well as secondary levels of schooling as shown in Figure 10.

Figure 10: Stages of Schooling and Development of the Learner



The development process of the learner as illustrated in the above figure affects the learner as a whole from the spiritual, emotional, physical, intellectual and social aspects.

The teaching and learning process in the curriculum at each stage of schooling are as follows:

a. Preschool

This reception/foundation stage emphasises the socio-emotional and personality development and prepares the learner for primary education.

The main aspects that need to be considered in the process of teaching and learning at this stage are to:

- § inculcate interest in exploring the environment;
- § emphasise spiritual, emotional and social development;
- § emphasise cognitive development;
- § emphasise the development of motor skills and coordination;
- § emphasise the mastery of language and numeracy skills; and
- § develop creativity and fun in every activity.

b. Year 1 to Year 3

This stage emphasises the mastery of the 3Rs, socio-emotional development and personality building, and moves towards thinking skills and creativity which will enable students to:

- § develop the 3Rs and communicate effectively in Malay and English;
- § foster a culture of love for reading;
- § foster social skills and cooperative attitudes, mutual respect for others, reasoning ability and problem solving skills;
- § equip themselves with the basic skills of utilizing information and communication technology (ICT) to learn;
- § identify concepts, objects and develop ideas and creativity; and
- § develop spiritual and aesthetic sensitivities.

d. Year 4 to Year 6

This stage allows learners to apply the 3Rs to develop essential and complex skills and knowledge, personality, attitudes and values and manipulation of intellectual, logical and critical thinking to:

- § master and apply 3Rs skills and communicate effectively in Malay and English;
- § master and understand the basic scientific and mathematical concepts;
- § participate actively in group work and strengthen emotional growth and physical fitness;
- § apply ICT skills in learning;
- § develop knowledge, ability to think and solve problems independently;
- § develop positive attitudes and values, learn to care about the society and environment and recognise and understand their identity, race, religion and nation; and
- § develop and foster interest in culture and arts.

e. Year 7 to Year 8

This stage allows learners to strengthen the foundations of general education, consolidate knowledge and skills, aptitudes and interests, and develop self-esteem, personality, attitudes and values to:

- § learn independently;
- § be confident in applying ICT in learning;
- § develop capability for reasoning, problem solving, knowledge application and creativity;
- § strengthen the mastery of Malay and English Language;
- § gain experience in the following aspects: academic, social, values and cultural;
- § master basic concepts in all key learning areas;
- § inculcate a deeper love for the country and a good understanding of the Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept as the national philosophy;
- § appreciate and develop health consciousness; and
- § develop interest and appreciation of culture and arts.

f. Year 9 to Year 10/11

This stage allows learners to master learning areas in general education, consolidate life skills/basic employment skills, development of aptitude and interests, personality, attitudes and values, and develop talents and interests to:

- § strengthen the skills of lifelong learning;
- § strengthen the mastery of science, mathematics, languages and other areas to prepare them for pre-vocational and higher education;
- § develop an understanding of the career pathway available in the job market either in government or private sectors;
- § acquire knowledge in entrepreneurship; and
- § strengthen their interest and appreciation of culture and arts.

The development criteria of the learner at each level of schooling are fine-tuned and assigned with respective standards which are then translated into the learning outcomes.

5.2.5 Key Learning Areas and Learning Outcomes

The SPN21 curriculum specifies nine key learning areas which describe in broad terms the knowledge and understanding that all learners need to acquire. The delineation of the key learning areas has taken into consideration the cultural, socio-economic and technological contexts of Brunei Darussalam. These delineations can vary according to changes in future development and progress. The key learning areas are:

- § Islamic Religious Education
- § Nationhood Education
- § Languages
- § Mathematics
- § Science
- § Physical and Health Education
- § Social Sciences and Humanities
- § Technology
- § Arts and Culture

All the nine key learning areas aim to mould the learners to be intellectually, spiritually, emotionally and physically balanced individuals. These key learning areas have provided the structure for organising the curriculum through the subjects offered.

Each subject will have its own specific learning outcomes where learner progress is observed and assessed based on the acquisition of essential knowledge and understanding, skills, attitudes and values as required in the area concerned.

Learning outcomes are:

- § statements that specify what learners will know or are able to do through the learning activities;
- § guidelines for content, instruction and evaluation to identify specifically what should be learned, unlearned or relearned; and
- § guidelines for learners on what needs to be accomplished.

a. Islamic Religious Education

This learning area is intended for learners to achieve the following learning outcomes:

- § foster and promote basic Islamic education amongst Muslim learners that can be practised daily as a way of life;
- § inculcate and develop sound spiritual values using the Islamic religion as a basic guideline for living within their society in order to benefit their religion, race and nation;
- § instil the belief that Islam is a complete way of life and a sound and solid mechanism for developing the community, society and nation;
- § introduce learners to Islamic knowledge and understanding in terms of its laws, history, virtues and others, which will provide awareness that Islam is a religion held in high esteem and suitably applicable to achieving fulfilment in life; and
- § foster a harmonious society regardless of race and religion.

b. Nationhood Education

This learning area is intended for learners to achieve the following learning outcomes:

- § inculcate praiseworthy virtues and moral values to maintain social solidarity and well-being;
- § understand and appreciate moral values in line with the MIB concept as the national philosophy;
- § inculcate and foster understanding and cooperation through a responsible and caring attitude in every task mandated;
- § contribute positively to the advancement of society, nation and country in terms of religion, culture, society, economy and politics;



§ love and be responsible towards their religion, race, monarch and nation; and

§ develop harmonious living as one community regardless of race, ancestry and beliefs.

c. Languages

This learning area is intended for learners to achieve the following learning outcomes:

§ an appropriate level of mastery over grammar, spelling conventions, pronunciation and intonation, and correct and appropriate use of vocabulary and structure;

§ the ability to read and understand information that is stated and implied for the purpose of gaining knowledge;

§ an increase in writing efficiency in order to express ideas from various disciplines and subjects;

§ enhanced critical and creative thinking skills;

§ linguistic efficiency in understanding, interpreting, manipulating as well as responding to information heard, viewed and written;

§ effectively communicate and interact in various forms in order to fulfil a range of needs, situations and purposes;

§ master aspects of literacy which will help them develop appreciation for the beauty and intricacy of literary works; and

§ build and cultivate an attitude of open-mindedness to diverse sources of information and evaluate and filter information that is useful.



d. Mathematics

This learning area is intended for learners to achieve the following learning outcomes:

§ develop learning skills, concepts, understanding, and attitudes to cope confidently with the mathematics of everyday life;

- § understand and develop mathematical thinking and reasoning through solving mathematical problems;
- § develop the learner's ability to interpret and communicate clearly and precisely mathematical ideas both orally and in writing and to read and comprehend a mathematical text; and
- § develop an appreciation of the nature of mathematics and mathematical processes.

e. Science

This learning area is intended for learners to achieve the following learning outcomes:

- § reason, think creatively, make logical and responsible decisions and solve problems;
- § understand the impact of science on the phenomenal technological changes that have accompanied it and its effects on medicine and to improve the quality of life, on industry and business and on the environment;
- § develop process skills (scientific enquiry, science-based skills and other accompanying generic skills such as communication skills, critical thinking skills, problem solving skills and creativity) and possess appropriate values and attitudes for personal development to participate in a world of technological change;
- § observe phenomena and events, and to carry out experiment(s); and
- § know and understand things around them through stimulation and cultivation of their curiosity.



f. Physical and Health Education

This learning area is intended for learners to achieve the following learning outcomes:

- § enhance and maintain physical fitness and mental intelligence;
- § develop motor skills and coordination in games and sports;
- § inculcate, develop and enhance spiritual, emotional and social well-being;
- § enhance personal health during their school years and throughout life; and
- § develop talent, knowledge and leadership in games and sports.

g. Social Sciences and Humanities

This learning area is intended for learners to achieve the following learning outcomes:

- § learn the ways in which people from different cultures, periods, and places make decisions and attain their physical, social, emotional and spiritual needs;
- § understand their rights, roles, and responsibilities as members of a family and as citizens in a society;
- § develop skills in research, critical and creative thinking, communication, and social participation;
- § learn how and why change and continuity have affected people's lives in various contexts and times;
- § examine the events, beliefs, and forces (economy, politics, culture and others) which shape our past, present and future;
- § know and understand how societies from different cultures and places manage and deal with environmental pollution;
- § identify and appreciate the optimum usage of natural resources to avoid wastage; and
- § instil awareness on the importance of economics and the role of occupation on their lives.

h. Technology

This learning area is intended for learners to achieve the following learning outcomes:

- § live and work in a technological society through the applications of practical or scientific knowledge;
- § develop and enhance technology literacy through the use of ICT;
- § develop knowledge and skills through multiple approaches such as design process i.e. problem solving skills through analyzing problems, gathering information, suggesting alternative solutions, making judgments and decisions, and within certain defined constraints, plan, organise, create, communicate ideas and evaluate solutions.
- § use technology efficiently and effectively in solving problems and increase productivity;
- § develop creativity and innovativeness; and
- § instil awareness about consumer needs and desires.

i. Arts and Culture

This learning area is intended for learners to achieve the following learning outcomes:

- § develop arts skills, knowledge and values through the construction of experience, practice and increasing maturity in an active learning environment;
- § appreciate and be sensitive towards environment and cultures in contexts within and outside the country;
- § develop self esteem with regards to one's race and culture;
- § observe, evaluate and analyse all forms of art processes and products rationally;
- § appreciate aesthetic values in visual arts expression; and
- § express emotions and feelings through visual arts, fine arts and performing arts.

5.2.6 Value-Added Aspects Integrated into the Learning Areas

A number of value-added aspects are integrated into the nine learning areas, namely:

a. Malay Islamic Monarchy

This aspect is integrated to help learners achieve the following:

- § inculcate a sense of self worth in line with the Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept as the national philosophy;
- § love for their religion, race, monarch and nation;
- § uphold and practise the values of Islam, culture and tradition; and
- § develop a positive thinking, caring and responsible society.

b. Thinking Skills

This aspect is integrated to help learners achieve the following:

- § provide constructive views and opinions;
- § view critically and analytically;
- § be competent and proficient in making decision;
- § produce quality works;
- § solve problems effectively;
- § develop courage, confidence and skilfulness; and
- § act logically and rationally.

c. Digital Literacy

This aspect is integrated to help learners achieve the following:

- § apply ICT skills for creativity and communication in learning;
- § retrieve, analyse, process, present and exchange information;
- § communicate information electronically through the local and global network; and
- § improve ability in informational skills, instrumental skills and strategic skills which make up the digital literacy concept.

d. Entrepreneurship

This aspect is integrated to help learners achieve the following:

- § foster awareness the importance of entrepreneurial values;
- § instil entrepreneurial traits of honesty and trustworthy;

- § learn basic entrepreneurial skills and manage financial records and resources;
- § acquire knowledge about financial planning; and
- § inculcate positive attitude towards the practice of saving money.

e. Social Skills Programme (SSP)

This programme is introduced to help learners achieve the following:

- § involve in charity work in and outside school;
- § love and appreciate the environment;
- § become a responsible, caring and loving member of society; and
- § adapt to situations in life and employment.

f. Co-curricular Activities

This aspect is integrated in the school curriculum to involve learners in the following activities:

- § sports and games;
- § uniformed units;
- § clubs and societies; and
- § arts and cultural groups/teams.



5.2.7 Subjects Offered

Subjects offered are categorised into:

- **Core Subjects**

These are subjects that all learners are required to take to support the following policies and expectations:

- i. Islam as the official religion of the country.
- ii. Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept as the national philosophy.
- iii. Malay Language or *Bahasa Melayu* as the national language.
- iv. The importance and requirement of English Language, Mathematics and Science in the 21st Century.

- **General Subjects**

These are subjects which are essential and are meant to support the core subjects for holistic development and progress of the learner. The subjects encompass knowledge and understanding, essential skills, attitudes and values.

- **Optional Subjects**

These are subjects taken by learners depending on their needs, interests and aptitudes or inclinations.

The SPN21 curriculum includes recommended time allocation to ensure the desired learning outcomes for all learning areas can be achieved. The allocation of time is 25 minutes or 30 minutes for one period, subject to the particular condition of each school. A minimum of two periods (50 minutes or 60 minutes) is set for each lesson.

a. Preschool

Preschool education is an informal programme for children aged within five years. An outline of the programme is given in Table 4 below.

Table 4: Programmes in Preschool

Development	Content	Medium of Instruction	Assessment
Self and Social	<ul style="list-style-type: none">- Moral Education (Islamic education, moral values)	All the content is taught in Malay except for English Language lessons.	School-based Assessment (SBA)
Cognitive	<ul style="list-style-type: none">- Malay Language- English Language- Mathematics- Early Science		
Aesthetics and Creativity	<ul style="list-style-type: none">- Art and Crafts- Singing- Stories and Drama		
Physical	<ul style="list-style-type: none">- Health and Safety aspects- Movements and Games		
Information and Communication Technology (ICT)	<ul style="list-style-type: none">- Introduction to early ICT		

b. Year 1 to Year 3

Learners are required to study all the core and general subjects as shown in Table 5.1 and Table 5.2 respectively.

Table 5.1: Core Subjects for Year 1 to Year 3

Learning Areas	Subjects	Medium of Instruction	Assessment
Islamic Religious Education	<i>Pengetahuan Ugama Islam</i>	Malay	School-based Assessment (SBA)
Nationhood Education	<i>Melayu Islam Beraja (MIB)</i>	Malay	
Languages	<i>Bahasa Melayu</i>	Malay	
	English Language	English	
Mathematics	Mathematics	English	
Science	Science	English	

Table 5.2: General Subjects for Year 1 to Year 3

Learning Areas	Subjects	Medium of Instruction	Assessment
Physical and Health Education	Physical Education	Malay/English	School-based Assessment (SBA)
	Co-curricular Activities	Malay/English	
Social Sciences and Humanities	<i>Seni Kreatif dan Teknologi:</i>	English	
	<ul style="list-style-type: none"> • ICT • <i>Lukisan dan Reka Bentuk</i> 		Malay/English

c. Year 4 to Year 6

Learners are required to study all the core and general subjects as shown in Table 6.1 and Table 6.2 respectively.

Table 6.1: Core Subjects for Year 4 to Year 6

Learning Areas	Subjects	Medium of Instruction	Assessment
Islamic Religious Education	<i>Pengetahuan Ugama Islam</i>	Malay	<ul style="list-style-type: none"> · School-based Assessment (SBA) · Primary School Assessment (PSR) Year 6
Nationhood Education	<i>Melayu Islam Beraja (MIB)</i>	Malay	
Languages	<i>Bahasa Melayu</i>	Malay	
	English Language	English	
Mathematics	Mathematics	English	
Science	Science	English	

Table 6.2: General Subjects for Year 4 to Year 6

Learning Areas	Subjects	Medium of Instruction	Assessment
Physical and Health Education	Physical Education	Malay/English	School-based Assessment (SBA)
	Co-curricular Activities	Malay/English	
Social Sciences and Humanities	Social Studies	English	
Technology Arts and Culture	<i>Seni Kreatif dan Teknologi:</i>	English Malay/English	
	<ul style="list-style-type: none"> · ICT · <i>Lukisan dan Reka Bentuk</i> 		

d. Year 7 to Year 8

Learners are required to study all core and general subjects. They may also choose one optional subject or be given academic support programmes, or both as shown in Table 7.1, Table 7.2 and Table 7.3.

Table 7.1: Core Subjects for Year 7 to Year 8

Learning Areas	Subjects	Medium of Instruction	Assessment
Islamic Religious Education	<i>Pengetahuan Ugama Islam</i>	Malay	Student Progress Assessment (SPA) at Year 8
Nationhood Education	<i>Melayu Islam Beraja</i> (MIB)	Malay	
Languages	<i>Bahasa Melayu</i>	Malay	
	English Language	English	
Mathematics	Mathematics	English	
Science	Science	English	

Table 7.2: General Subjects for Year 7 to Year 8

Learning Areas	Subjects	Medium of Instruction	Assessment
Physical and Health Education	Physical Education	Malay/English	School-based Assessment (SBA)
	Co-curricular Activities	Malay/English	
Social Sciences and Humanities	Social Studies	English	
Technology Arts and Culture	Business, Art and Technology	English	

Table 7.3: Optional Subjects for Year 7 to Year 8

Learning Areas	Subjects	Medium of Instruction	Assessment
Languages	Arabic	Arabic	School-based Assessment (SBA)
	French	French	
	Mandarin	Mandarin	
Arts and Culture	Drama	English	
	Music	English	
	Academic Support Programme*	Language concerned	

* A programme that improves the learner's literacy, numeracy and character. This can be done through remediation, enrichment, consolidation and other suitable initiatives.

**e. Year 9 to Year 10/11
General Secondary Education Programme**

Learners are required to study six core subjects, two general subjects and at least two optional subjects as shown in Table 8.1, Table 8.2 and Table 8.3 below.

**Table 8.1: Core Subjects for Year 9 to Year 10/11
General Secondary Education Programme**

Learning Areas	Subjects	Medium of Instruction	Assessment		
			SBA ¹	'O' Level ²	IGCSE ³
Islamic Religious Education	<i>Pengetahuan Ugama Islam</i>	Malay		ü	
Nationhood Education	<i>Melayu Islam Beraja (MIB)</i>	Malay	ü		
Languages	<i>Bahasa Melayu</i>	Malay		ü	
	English Language	English		ü	ü
Mathematics	Mathematics	English		ü	ü
Science	Science* (Biology/Chemistry /Physics /Combined Science)	English		ü	

* Learners are required to choose at least one Science subject

**Table 8.2: General Subjects for Year 9 to Year 10/11
General Secondary Education Programme**

Learning Areas	Subjects	Medium of Instruction	Assessment		
			SBA ¹	'O' Level ²	IGCSE ³
Physical and Health Education	Physical Education	Malay/English	ü		ü
	Co-curricular Activities	Malay/English	ü		

**Table 8.3: Optional Subjects for Year 9 to Year 10/11
General Secondary Education Programme**

Learning Areas	Subjects	Medium of Instruction	Assessment		
			SBA ¹	'O' Level ²	IGCSE ³
Languages	<i>Kesusasteraan Melayu</i>	Malay		ü	
	Literature in English	English		ü	
	Arabic	Arabic		ü	ü
	French	French			ü
	Mandarin	Mandarin		ü	ü
	Other languages	Language concerned		ü	ü
Mathematics	Additional Mathematics	English		ü	
Science	Physics	English		ü	
	Chemistry	English		ü	
	Biology	English		ü	
Social Sciences and Humanities	Geography	English		ü	
	History	English		ü	
	Business Studies	English		ü	
	Commerce	English		ü	
	Commercial Studies	English		ü	
	Economics	English		ü	
	Sociology	English		ü	
	Principles of Accounts	English		ü	
	Travel and Tourism	English			ü
Technology	Design and Technology	English		ü	
	Computer Studies	English		ü	
	ICT	English			ü
	Food and Nutrition	English		ü	
	Fashion and Fabrics	English		ü	
Arts and Culture	Agriculture	English		ü	
	Art	English		ü	
	Drama	English		ü	ü
	Music	English		ü	ü

This list of optional subjects and type of assessments/examinations that have any other international accreditation equivalent to BC GCE 'O' Level, IGCSE and BTEC will be reviewed from time to time.

¹ School-based Assessment (SBA)

² Brunei Cambridge General Certificate Examination 'O' Level (BC GCE 'O' Level)

³ International General Certificate of Secondary Examination (IGCSE)

**f. Year 9 to Year 10/11
Applied Secondary Education Programme**

Learners are required to study six core subjects, two general subjects and at least two optional subjects as shown in Table 9.1, Table 9.2 and Table 9.3 below.

**Table 9.1: Core Subjects for Year 9 to Year 10/11
Applied Secondary Education Programme**

Learning Areas	Subjects	Medium of Instruction	Assessment		
			SBA ¹	'O' Level ²	IGCSE ³
Islamic Religious Education	<i>Pengetahuan Ugama Islam</i>	Malay		ü	
Nationhood Education	<i>Melayu Islam Beraja (MIB)</i>	Malay	ü		
Languages	<i>Bahasa Melayu</i>	Malay		ü	
	English Language or English as a Second Language (E2L)	English		ü	ü
Mathematics	Mathematics	English		ü	ü
Science	Science* (Biology/Chemistry /Physics /Combined Science)	English		ü	

* Learners are required to choose at least one Science subject

**Table 9.2: General Subjects for Year 9 to Year 10/11
Applied Secondary Education Programme**

Learning Areas	Subjects	Medium of Instruction	Assessment		
			SBA ¹	'O' Level ²	IGCSE ³
Physical and Health Education	Physical Education	Malay/English	ü		ü
	Co-curricular Activities	Malay/English	ü		

**Table 9.3: Optional Subjects for Year 9 to Year 10/11
Applied Secondary Education Programme**

Learning Areas	Subjects	Medium of Instruction	Assessment		
			SBA ¹	'O' Level ²	IGCSE ³
Languages	<i>Kesusasteraan Melayu</i>	Malay		ü	
	Literature in English	English		ü	
	Arabic	Arabic		ü	ü
	French	French			ü
	Mandarin	Mandarin		ü	ü
	Other languages	Language concerned		ü	ü
Social Sciences and Humanities	Geography	English		ü	
	History	English		ü	
	Accounting	English			ü
	Business Studies	English		ü	ü
	Commerce	English		ü	
	Commercial Studies	English		ü	
	Developmental Studies	English			ü
Technology	Travel and Tourism	English			ü
	Design and Technology	English		ü	ü
	Computer Studies	English		ü	
	ICT	English			ü
	Food and Nutrition	English		ü	
Arts and Culture	Fashion and Fabrics	English		ü	
	Art	English		ü	
	Art and Design	English			ü
	Drama	English		ü	ü
	Music	English		ü	ü

This list of optional subjects and type of assessments/examinations that have any other international accreditation equivalent to BC GCE 'O' Level IGCSE, and BTEC will be reviewed from time to time.

- ¹ School-based Assessment (SBA)
- ² Brunei Cambridge General Certificate Examination 'O' Level (BC GCE 'O' Level)
- ³ International General Certificate of Secondary Examination (IGCSE)

g. Year 9 to Year 11 Special Applied Programme (SAP)

i. Special Applied Programme (SAP) Year 9

Learners are required to study six core subjects and four general subjects as shown in Table 10.1 and Table 10.2 below.

**Table 10.1: Core Subjects for Year 9
Special Applied Programme (SAP)**

Learning Areas	Subjects	Medium of Instruction	Assessment
Islamic Religious Education	<i>Tarbiyah Islamiah</i>	Malay	School-based Assessment (SBA)
Nationhood Education	<i>Melayu Islam Beraja (MIB)</i>	Malay	
Languages	<i>Kemahiran Bahasa Melayu</i>	Malay	
	Functional English and Communication	English	
Mathematics	Numeracy	English	

**Table 10.2: General Subjects for Year 9
Special Applied Programme (SAP)**

Learning Areas	Subjects	Medium of Instruction	Assessment
Physical and Health Education	Physical Education	Malay/English	School-based Assessment (SBA)
Social Sciences and Humanities	Co-curricular Activities	Malay/English	
	<i>Kemahiran Hidup</i>	Malay/English	
Arts and Culture	ICT	English	
Technology	Art/Art and Design	English	GCE/IGCSE

ii. Special Applied Programme Year 10 to Year 11

Learners are required to study five core subjects, three general subjects and choose one optional programme as shown in Table 10.3, Table 10.4 and Table 10.5

**Table 10.3: Core Subjects for Year 10 to Year 11
Special Applied Programme (SAP)**

Learning Areas	Subjects	Medium of Instruction	Assessment
Islamic Religious Education	<i>Tarbiyah Islamiah</i>	Malay	School-based Assessment (SBA)
Nationhood Education	<i>Melayu Islam Beraja (MIB)</i>	Malay	
Languages	<i>Kemahiran Bahasa Melayu</i>	Malay	
	Functional English and Communication	English	
Mathematics	Numeracy	English	

**Table 10.4: General Subjects for Year 10 to Year 11
Special Applied Programme (SAP)**

Learning Areas	Subjects	Medium of Instruction	Assessment
Physical and Health Education	Physical Education	Malay/English	School-based Assessment (SBA)
Science	Co-curricular Activities	Malay/English	
Social Sciences and Humanities	<i>Kemahiran Hidup</i>	Malay/English	
Arts and Culture	<i>Art/Art and Design</i>	Inggeris	GCE/IGCSE
Technology			

**Table 10.5: Optional Programme for Year 10 to Year 11
Special Applied Programme (SAP)**

Learning Areas	Programme	Medium of Instruction	Assessment
Science Mathematics Social Science and Humanities Arts and Culture Technology	Hospitality	English	Assessment based on EDEXCEL BTEC Qualification
	Art, & Media	English	
	Business	English	
	Sports & Active Leisure	English	
	Creative Media Production	English	
	IT User	English	

5.2.8 Assessment

Assessment is an integral part of the teaching and learning process. Educators must be sensitive and constructive in giving feedback and detailed reporting of learners' achievement to stimulate learners' motivation. Schools and teachers are empowered to conduct quality continuous assessment on learners' attainment.

In general, assessment is done with the following aims to:

- § measure the level of attainment of each learner;
- § measure the effectiveness of teaching;
- § identify strengths and needs of learners;
- § assist teachers to plan and facilitate enrichment and remedial programmes;
- § measure the level of achievement of each school; and
- § measure learners' level of progress nationally.

a. Assessment Approaches

Approaches to classroom assessment are as follows:

i. Assessment as Learning

Assessment as learning is a form of formative assessment that encompasses self-assessment and peer-assessment. It emphasises the role of the learners, in particular their ability to assess themselves and their peers. Learners are trained to evaluate their own work so that they can self-reflect and manage their own learning. This includes:

- **Peer Assessment**
Peer Assessment involves learners in monitoring and evaluating their classmates' achievements.
- **Self Assessment**
In Self Assessment, learners evaluate their own achievements.

ii. Assessment for Learning

Assessment for learning is formative in nature and is carried out continuously either formally or informally. Information from this assessment is beneficial for both teachers and learners to improve the teaching and learning process.

This assessment is useful to help learners to improve their attainment level in a given time frame in line with the expected learning outcomes. This assessment is more effective for the teaching and learning process compared TO summative assessment.

Assessment is implemented through observation, participation in discussion, written work, projects and others.

iii. Assessment of Learning

Assessment of learning is summative in nature and determines the extent to which the learning outcomes have been achieved at the end of the year at every level. It is used to determine learners' level of achievement at school and national levels with emphasis being on literacy and numeracy.

The major purpose of Summative Assessment is to indicate the standards achieved at particular points of schooling (e.g. the end of Year 6 and Year 8). It is geared towards reporting or certification.

b. Achievement Standards

Achievement Standards are set out in the SPN21 syllabuses for each subject. They describe how well students have achieved the objectives in the SPN21 syllabuses for each subject by the end of particular points of schooling i.e. at the end of Year 3 for the lower primary stage, Year 6 for the upper primary stage and Year 8 for the lower secondary stage. Student achievement at these key or milestone stages is assessed through the Year 3 baseline proficiency assessment, the Year 6 Primary School Assessment (PSR) and the Year 8 Student Progress Assessment (SPA). The various stages correspond closely with the learning aims of the school curriculum and the holistic development stages of learners (see section 5.2.4).

Student achievement of these standards is determined through the benchmarks indicated for each year level. These benchmarks are written in the form of learning outcomes which encompass aspects of knowledge and understanding, skills, attitudes and values that most students in the year level are expected to acquire by the end of the year level (e.g. Year 1). Essentially, the benchmarks are the specific attainment criteria which will allow teachers and schools to provide a comprehensive description of the learner's progress in the subjects taken to parents/guardians and other stakeholder and indicate the acceptable minimum standard.

A detailed diagnostic assessment is required to determine the learner's attainment levels. The outcome of this assessment will assist teachers in enhancing the learners' performance level.

All learners will undergo reinforcement programmes. The more able learners will be engaged in enrichment programmes while learners who have not reached the minimum criteria will be involved in appropriate intervention and remedial programmes.

In the curriculum, the desired quality and standard of students' achievements are measured ultimately via public examinations offered at the end of the primary stage (Year 6) which is *Penilaian Sekolah Rendah* (PSR) and at the end of the secondary stage that is BCGCE 'O' Level or its equivalent which students sit at Year 10 or Year 11.

c. School-based Assessment (SBA)

School-based Assessment (SBA) plays a major role in the SPN21 curriculum. Schools and teachers are given the autonomy to conduct quality continuous assessment to determine the learning outcomes of the learners. This assessment is also used by teachers for diagnostic and intervention purposes, and to plan for more effective teaching. Early intervention needs to be implemented individually

to overcome students' weaknesses.

The information gained from continuous assessment can be used as a basis for planning teaching strategies that are extensive in breadth and depth for each unit in subsequent lessons. Learners who are having difficulties in their learning or in understanding certain concepts should be identified early so that immediate help and support can be given to them. Gifted learners and learners with special needs require adaptations and modifications for enhanced learning.

SBA emphasises a learner-centred approach which is activity-based. It also prioritises the learning process and reduces emphasis on exam-oriented instruction.

d. Student Progress Assessment (SPA)

The SPA scheme is implemented to achieve the following objectives:

- § to assess student achievement through valid, reliable and meaningful means and instruments;
- § to prepare reports on student achievement for students and parents;
- § to assess all the dimensions of educational development (skills, knowledge, attitudes and values);
- § to identify strengths and weaknesses in student learning in order to take the appropriate steps towards intervention and remediation;
- § to enable school administrators and teachers to conduct assessment that is not only suitable and accurate but valid and reliable; dan
- § to set national standards as benchmarks for all schools, especially for PSR at the end of Year 6 and the Student Progress Examination (SPE) at the end of Year 8.

i. Guidelines for Student Progress Assessment (SPA) for Year 1 to Year 6

The Student Progress Assessment (SPA) consists of these components as follows:

- **School-based Assessment (SBA)** – an internally assessed formative assessment which is school-based in Year 1 to Year 6
- **Primary School Assessment or *Penilaian Sekolah Rendah* (PSR)** – which is conducted at the end of Year 6

ii. Guidelines for Student Progress Assessment (SPA) for Year 7 and Year 8

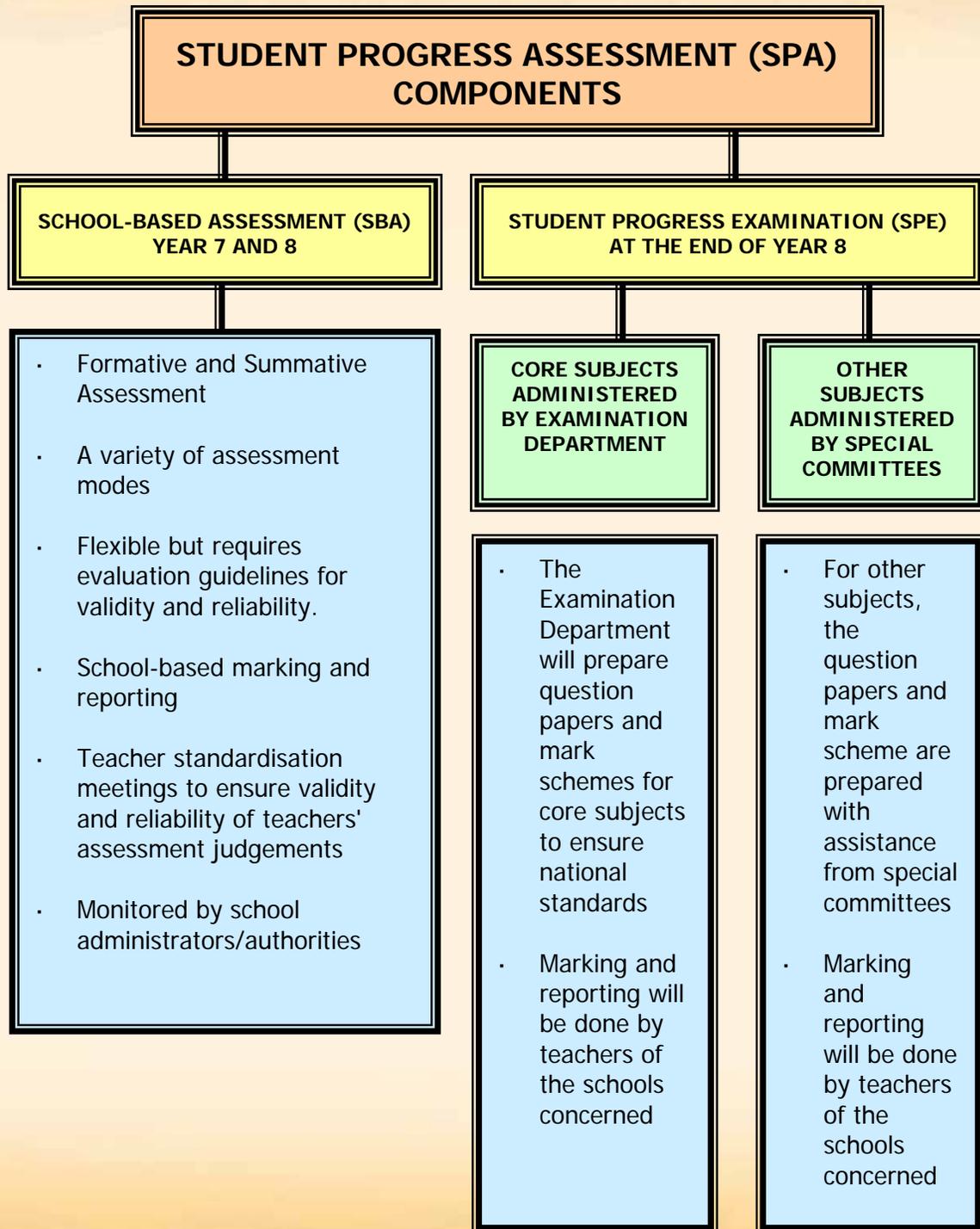
The Student Progress Assessment (SPA) consists of two components as follows:

- **School-based Assessment (SBA)** –
an internally assessed formative assessment which is school-based in Year 7 to Year 8
- **Student Progress Examination (SPE)** –
A summative assessment which is conducted at the end of Year 8

The SPA aims to:

- § shift from a summative assessment orientation to a system of assessment characterised by the measurement of student progress and achievement;
- § serve as the basis for selection to the 4-year or 5-year programme after students sit the SPE at the end of Year 8; and
- § facilitate the school, students and parents' selection of subject combinations to be offered in the General Secondary Education Programme or the Applied Secondary Education Programme.

Figure 11: Student Progress Assessment (SPA) Scheme for Year 7 and Year 8



5.2.9 Pedagogical Approach

a. General Approach

Teaching effectiveness does not depend solely on teaching methods. With our increased understanding of how learners learn, we know that learning involves a complex and dynamic relationship between the teacher, the learner and the learning context. The SPN21 curriculum recognises this and has identified curriculum approaches and instructional principles which are considered 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. Learners will experience connectivity across the learning areas, learning with understanding and are made aware that ideas do not exist in isolation but are connected. At the secondary level, the school curriculum will be geared more towards specialisation.

At both levels, the teaching and learning processes will be learner-centred with learners being actively engaged in learning both individually and in groups. The SPN21 curriculum recognises the different learning abilities and learning styles of learners. It uses differentiated instruction which is categorised into Core (Must do), Intermediate (Should do), and Extended (Could do). It also encourages schools to create an effective learning environment.

In the teaching and learning process, teachers need to develop the potential of learners intellectually by identifying their interests and learning styles. Learners have multiple intelligences which include verbal-linguistic, logic-mathematical, musical, kinesthetic, visual-spatial, interpersonal and intrapersonal intelligences. Hence, teachers are expected to use a diversity of teaching and learning approaches, methods, techniques and strategies to provide all learners with the opportunities to learn in ways that are most suited to their learning needs.

Different types of teaching and learning strategies and activities have different purposes and strengths. This should be recognised by all teachers. No one method works all the time. It should also be recognised that different learning areas serve different needs. Some possible approaches are: *Experiential* e.g. group work, pair work, simulation, interactive video, field trip, game, role play, analysis of data or results; *Reinforcement* e.g. model, chart, poster, leaflet, magazine article, newsletter; and, *Integrative* e.g. conference, forum and seminar.

The role of the teacher is expected to change in the new teaching and learning environment envisaged under the SPN21 curriculum. The teacher's role will change from

that of a transmitter of knowledge to that of a facilitator of learning. The teacher is seen as a resource person, a facilitator, a consultant, a counsellor and an assessor.

Teachers should motivate learners to learn through the use of a variety of approaches. These include letting learners know the goals/expectations of learning, building on successful experiences, and taking into account learners' emotional reactions and their self-esteem. These considerations are particularly important to learners with learning difficulties and those performing below their abilities.

The effectiveness of teaching rely on varying the teaching techniques, and the use of teaching aids can stimulate and encourage learners to think critically and creatively. In the teaching and learning environment, teachers are expected to use a variety of teaching and learning resources. Teachers are encouraged to make full use of ICT and concrete materials, diagrams and charts, newspaper clippings and other educational/teaching resources to make lessons more interesting. The chosen methods and techniques need to be in sync with the classroom arrangement such as positioning of desks and chairs, preparation of learning corners and provision of appropriate learning space.

Practical activities could include the use of educational games, role play, and the construction and use of models and experiments to demonstrate concepts. Group discussions are encouraged in the classrooms to promote active participation and interaction among learners. Teachers are also encouraged to use music and drama as teaching and learning techniques. Activities such as singing, movement, using musical instruments and drama simulations can help learners understand and remember concepts that have been taught.

The Preschool and Lower Primary (Year 1 to Year 3) curriculum integrates the nine learning areas. 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 learners move to the Upper Primary level of schooling (Year 4 to Year 6), they will learn the content areas in greater breadth and depth.

Schools will be required to conduct a "measure of proficiency" of all students with special emphasis on reading/language and mathematics in Year 3 and Year 6. It is recommended that schools provide easy access to high-quality reading materials that include 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 through the Parents and Teachers Association (PTA) in organising activities should also be emphasised.

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.

b. Specialised Strategy Projects for Pedagogical Approach

Several projects have been implemented to improve the effectiveness of the teaching and learning. This is to facilitate the achievement of standards and benchmarks set at each level.

Amongst the projects implemented are:

i. Malay and English Language Literacy Programme for Primary Schools

This programme was introduced to improve the literacy level for both languages through the use of phonics at Preschool (2009), Year 1 and Year 2 (2010).

ii. Sustainability of the Reading and English Language Acquisition (RELA) approach in Teaching and Learning English Language

RELA approach continues in Primary 3 and Primary 6 (2010). For SPN21 Years 1, 2, 4 and 5, this approach is now incorporated into the classroom teaching and learning based on the themes and language structures taught in the given Scheme of Work and the Syllabi.

iii. Special Programmes for Mathematics Teachers

Several programmes were initiated to improve the teaching skills in mathematics for teachers at Primary and Secondary level which include;

- § Primary Numeracy Initiative of In-service Training of Mathematics Teachers (PNI-INSET)
- § Lesson Study Project Group (LSPG)
- § Problem Solving and Mathematical Thinking
- § Mental Computations

iv. La main à la pâte (LAMAP)

This is a hands-on programme which introduces science to primary and secondary school students with the aim of getting them interested and accustomed to science, and making science part of their lives. LAMAP is the French Inquiry Based Science Education Programme, introduced in France in 1995 by the French Academy of Sciences under the leadership of the Nobel

Laureate, Professor Georges Charpak.

Several training sessions were demonstrated by a LAMAP trainer in Brunei Darussalam between 2008 and 2009, as well as the visit made by a delegation from Brunei Darussalam to the French programme in June 2009. LAMAP training aims to help teachers to better understand what inquiry is and how to apply it inside the classroom.

v. Thinking Skills Programme

This programme introduced thinking tools such as problem solving and questioning techniques to be used by teachers at primary level.

vi. Assessment Instruments For Different Modes

This programme was conducted by Cambridge International examinations (CIE) and Optimise International Brunei (OIB) to ensure assessments are valid and reliable.

5.2.10 Enabling Schools and Teachers

Through SPN21 curriculum, schools and teachers will take on the following roles and responsibilities:

a. Schools

- are given the autonomy to plan and carry out their own programme of 'excellence';
- are to prepare and conduct professional development programmes;
- are to prepare and conduct community-related programmes in order to develop a caring and sharing community;
- are to involve parents/guardians or parents and teachers associations (PTA) in conducting school programmes and activities; and
- are to create a conducive learning environment for teaching and learning.



b. Teachers

- take the role of facilitators and counsellors, not solely as disseminators of information;
- have to be more creative, innovative, competitive, persistent and committed in creating a more productive learning environment;
- need to be prepared in learning and using ICT in their teaching;
- need to use a variety of pedagogical instructions;
- have to be caring and understanding towards the needs of the learners in order to increase their performance level; and
- need to have the motivation to upgrade their knowledge and enhance teaching strategies through training, orientation courses, seminars and others.

5.2.11 Monitoring and Benchmarking

The effectiveness and success of any curriculum implementation depends on the use of a comprehensive and systematic monitoring mechanism. To measure outcomes which fulfil the requirement of the set standards, research and assessment, a reliable monitoring instrument is required. The process of monitoring has to be conducted regularly so that any gaps in implementation can be identified and rectified immediately.

5.2.12 Comparison between Pre-SPN21 Curriculum and the SPN21 Curriculum

Table 11: Differences between Pre-SPN21 Curriculum and the SPN21 Curriculum

Dimension	Pre-SPN21 Curriculum	SPN21 Curriculum
Curriculum Document	<p>§ Syllabus content comprises:</p> <ul style="list-style-type: none"> i. Goals, aims and objectives ii. Learning domain iii. Title and content iv. Teaching approach and suggested activities v. Reference materials/resources/ Teacher's guide vi. Format and assessment methods 	<p>§ Framework and Guidelines for Curriculum and Assessment contains:</p> <ul style="list-style-type: none"> i. Model and curriculum framework ii. Learning domain iii. Description of learning areas iv. Syllabus: <ul style="list-style-type: none"> Ø Goals, aims and objectives Ø Title and content Ø Learning outcomes Ø Teaching approach and suggested activities Ø Reference materials/resources/ Teacher's Guide v. Format and assessment method: <ul style="list-style-type: none"> Ø Standards level Ø Assessment guidelines Ø Student standards and benchmarks

Table 11: Differences between Pre-SPN21 Curriculum and the SPN21 Curriculum (continued)

Dimension	Pre-SPN21 Curriculum	SPN21 Curriculum
Syllabus	§ Common syllabus content and <i>'one size fits all'</i> teaching method for all learners	§ Common syllabus content but uses differentiated instruction which is categorised into: <ul style="list-style-type: none"> Ø Core (Must do) Ø Intermediate (Should do) Ø Extended (Could do) § Teachers are given the autonomy to determine the learning outcomes of the learners
Curriculum Materials	§ Based on one: <ul style="list-style-type: none"> Ø textbook Ø workbook Ø resource book/ Teacher's guide Ø multimedia resources (CD-ROM and website addresses) 	§ Based on a variety of: <ul style="list-style-type: none"> Ø textbooks Ø workbooks/activity books Ø resource books/Teacher's guide Ø multimedia resources (electronic books, CD-ROM, DVD, courseware and website addresses)

Table 11: Differences between Pre-SPN21 Curriculum and the SPN21 Curriculum (continued)

Dimension	Pre-SPN21 Curriculum	SPN21 Curriculum
Pedagogy	<ul style="list-style-type: none"> § Teaching method and technique based on 'Chalk and Talk' § More Teacher-centred: <ul style="list-style-type: none"> ∅ teacher's role as the disseminator of information ∅ passive learning § Compartmentalised § Integration of values § Minimum focus on various learning styles § Emphasises facts and information § Minimum use of ICT across the curriculum 	<ul style="list-style-type: none"> § Diverse methods and techniques based on the learning approach of "Fun, Play and Learn more" § More Student-centred: <ul style="list-style-type: none"> ∅ teacher's role as the facilitator and counsellor ∅ active learning § Integration across the curriculum § Integration of values and value-added skills § Maximum focus on various learning styles § Emphasises application of knowledge, understanding and generic skills § Wider use of ICT across the curriculum
Assessment	<ul style="list-style-type: none"> § Assessment of learning (summative) 	<ul style="list-style-type: none"> § Assessment as learning (formative) § Assessment for learning (formative) § Assessment of learning (summative)

5.2.13 Co-curricular Activities

Co-curricular activities (CCAs) are an integral aspect of students' holistic education. They are complementary to the more formal academic school curriculum, and provide students with the best opportunities to practise and further enhance the knowledge, skills, attitudes and values which they learn in their classrooms. Through CCAs, it is hoped that students will develop traits such as confidence, leadership, team spirit, independence and resilience that will enable them to adapt and thrive in a rapidly changing world, and to contribute to the future needs of society and national development.

a. Guidelines for Planning and Implementation of Co-Curricular Activities

Every school is responsible for the planning and implementation of co-curricular programmes that are suitable and in line with the vision, mission and strategic plan of the Ministry of Education, Brunei Darussalam.

CCAs should be designed and programmed to provide students with a broad range of learning experiences in school, with opportunities for them to develop their potential into well-rounded individuals. Besides teaching students specific skills, inculcating noble values and social attitudes, CCAs also teach students to participate in recreational and physical exercises that are safe, and to lead a healthy way of life.

b. Aims of Co-Curricular Activities

i. Development and Enhancement of Knowledge, Skills, Attitudes and Values

Participation in a variety of CCAs provides students with opportunities to build up their self-esteem and potential, develop leadership skills, socialise and work as a team. For example, participation in sports, music and uniformed groups will enable students to develop self discipline, be responsible and committed, and work as a team. Participation in physical fitness training will develop students' composure, strength and overall fitness. Participation in art and craft activities will provide them with the opportunities to develop their skills and experiences in creativity and the aesthetics.

ii. Diverse Co-Curricular Activities with Provision for Developing Talents

Students will be exposed to a wide range of CCAs to gain an enriching learning experience in school. Those with specific talents should be provided with opportunities to cultivate and develop their talents further.

iii. Inculcation of Social Responsibility and Patriotism

Through community-based activities and heritage trails, students develop a sense of social responsibility, service and commitment to the country. These can be inculcated through community projects and civil defence activities.

iv. Promotion of Social Integration

CCAs will provide opportunities for students from different backgrounds to interact and bond with one another, and form lasting friendships. This will not only enrich their social and communication skills but will also deepen their appreciation of the importance of interaction and harmony within the community.

c. Scope and Types of CCAs in School

i. CCA Options

CCA can be grouped into four categories:

- § Sports and games
- § Religious, arts, and cultural activities
- § Academic and non-academic clubs/societies
- § Uniformed Groups

Schools and colleges should provide a wide variety of CCAs to meet students' interests. The activities should be consistent with the school's mission, and take into consideration the ratio of teachers to students (1:20), school facilities and resources available. The range of activities should teach all students basic skills, attitudes and values, and provide opportunities for talented students to pursue their specific interests and enhance their potential.

ii. Uniformed Groups



At least one uniformed group should be formed in each school. It could be Police Cadets, Army Cadets, Scouts, Girl Guides, Red Crescent, or Fire Brigade and Rescue.

iii. New Activities

Schools can introduce new activities to expand their range of CCAs, but such plans must be submitted to the Co-Curricular Education Department, MoE for consideration and approval. This is to ensure that the new activities are in line with the MoE's policies and guidelines.

iv. Outside Resources

Outside resources could also be leveraged to enable schools to use CCAs as a platform for the holistic education of students.

d. Student Participation

All students must enrol in at least one activity. They are allowed to participate in more than one activity if they wish. In particular, students who are not involved in competitive sports are encouraged to take up sports and games as their second CCA.

e. Fitness Test

A fitness test for all students and teachers should be conducted at least once a year.

f. Sports

i. School Sports Day

Schools should hold an Annual Sports Day (Inter-House Sports Meet) once a year.

ii. Inter-Schools and Colleges Sports Competition

Inter-schools and colleges sports will be organised by the Co-Curricular Education Department, MoE. Schools and colleges will be appointed to host certain sport events according to age groups such as:

Primary Schools

§ Category A – Age 12 and below

Secondary Schools and Colleges:

§ Category B – Age 15 and below

§ Category C – Age 16 to 18

§ Category D – Age 19 and above

iii. Sports Recreation Day

Sports Recreation Day should be conducted twice a year in every school or college, under the supervision of teachers.

g. Safety and Emergency Procedures

Every school or college should have a safety and emergency procedures manual.

h. Awards

Awards will be given to schools/colleges, teachers and students for achievement and excellence in various sports and co-curricular events/fields.

i. Recognition of CCAs

Participation and achievements of individual students in CCAs will be recognised and reported in the school testimonial. It is strongly recommended that performance in CCAs be viewed as an advantage in the consideration for entrance into higher institutions or universities and employment.

5.3 Technical and Vocational Education and Training (TVET)

The Department of Technical Education (DTE) was established in 1993 with two main aims:

- § to plan, coordinate and evaluate the implementation of the Technical and Vocational Education and Training (TVET) programmes in addressing the socio-economic demands of Brunei Darussalam; and
- § to support and promote the development of human resources through the provision of TVET services to the community, the government, and the private sector.

The Ministry of Education, through DTE and *Politeknik Brunei*, plays a very important role in the development and implementation of SPN21 at TVET level. Comprehensive preparations have been initiated to ensure efficient introduction and implementation of revised TVET programmes. These programmes have been implemented from 2012 onwards for students who have completed upper secondary (Years 10 and Years 11) and post-secondary education.

With the cooperation of various working committees, DTE and *Politeknik Brunei* have introduced relevant technical and vocational programmes for the SPN21 that are accredited by the Brunei Darussalam Technical and Vocational Education Council (BDTVEC). In tandem with these initiatives, DTE and *Politeknik Brunei* have expanded the infrastructure including the construction of new schools, upgrading its current institution/school buildings, developing the curricula, and increasing the number of teaching and support staff.

5.3.1 Three-Tier Qualification System for Technical and Vocational Education

SPN21 has brought about significant changes to the TVET system in the country. Figure 12 shows the Pre-SPN21 TVET qualification framework that will gradually phase out commencing 2012. In the past, the programmes catered for secondary students who have completed Form 3 to enable them to progress to National Vocational Certificate (NVC)/National Trade Certificate 3 (NTC 3) programmes. Those who had completed Form 5 could progress to the Pre-National Diploma (PND) or the National Diploma (ND) programmes.

With the phasing out of the PMB in the year 2010, there was a need to revise the NVC/NTC 3 programmes. In addition, feedback from relevant employers and committees over the years had indicated that the pre-requisite of a Form 3 education was insufficient for progression to higher TVET qualifications. As a result, the Three-Tier Qualification System introduced for TVET, as endorsed by the BDTVEC, now consists of the qualifications for the Skilled Worker, Technologist and Professional levels (see Figure 13).

Figure 12: Pre-SPN21 TVET Qualification Framework

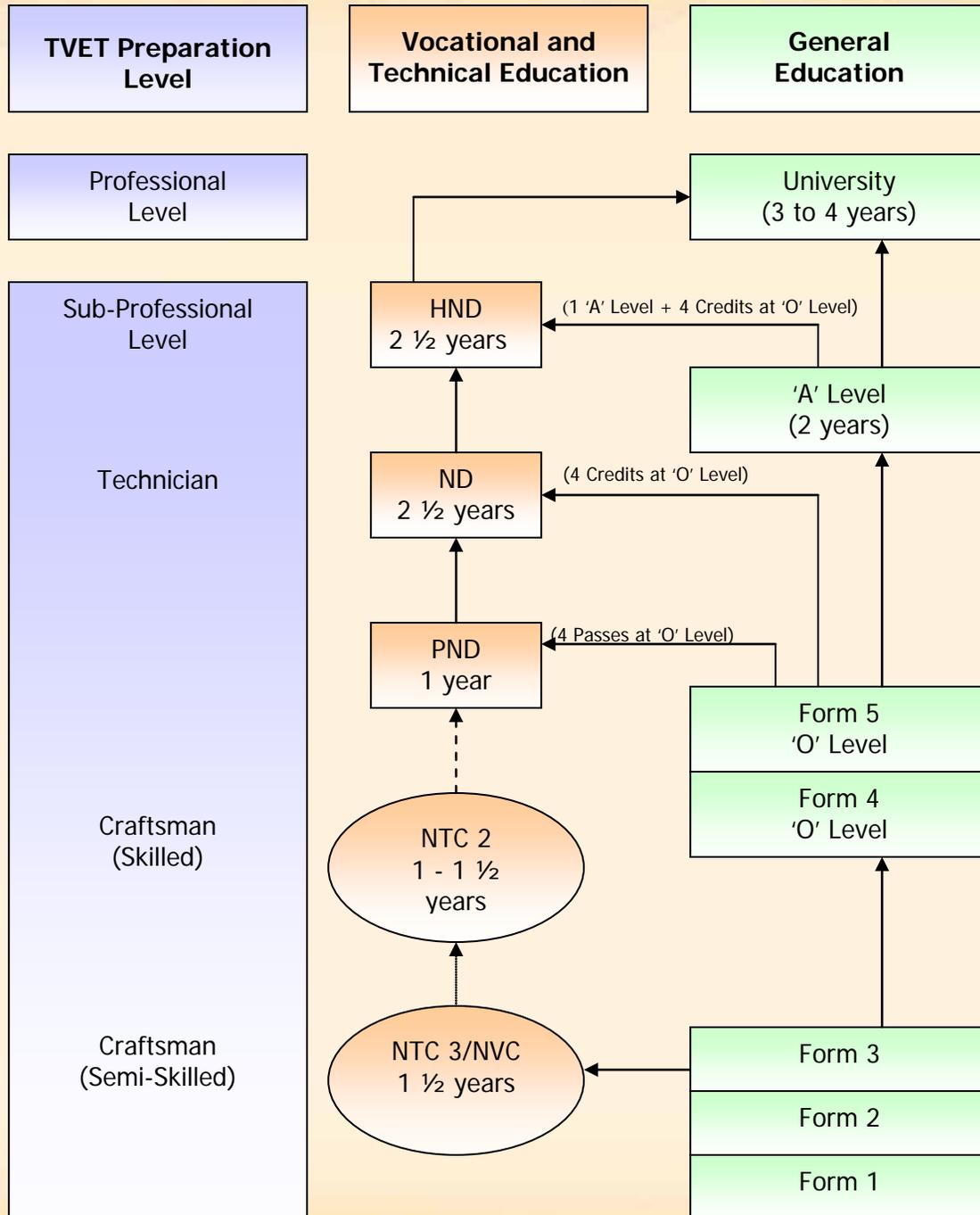
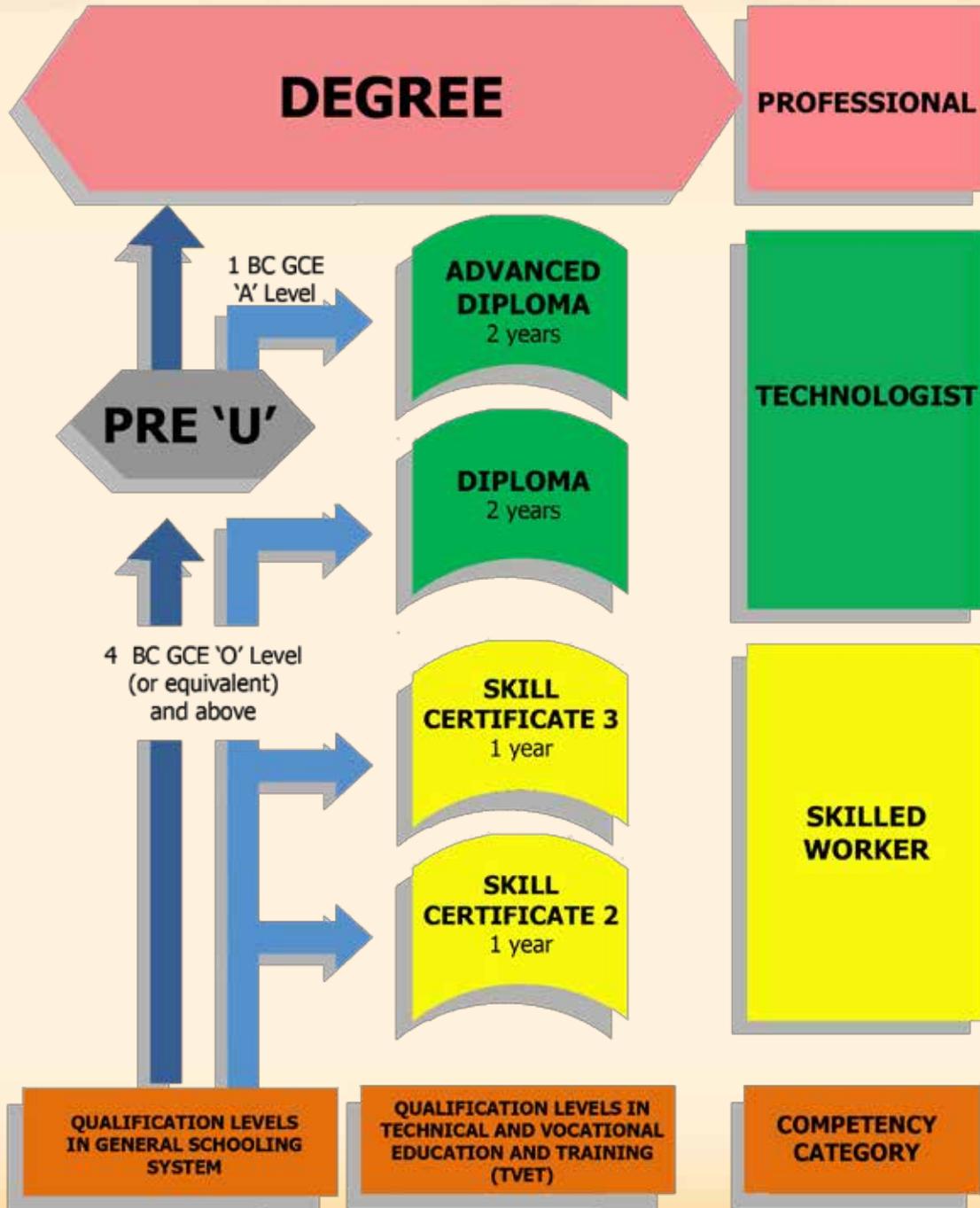


Figure 13: Technical and Vocational Education Progress Chart
Three-Tier Qualification System



The Three-Tier Qualification System for TVET is outlined below:

a. Objectives

The objectives of the Three-Tier Qualification System (see Figure 13) are to:

- § provide multiple pathways to higher education and to create a more dynamic TVET system within the National Education System by introducing a variety of technical and vocational programmes that will suit the capabilities of the students who have completed Year 10 or Year 11;
- § introduce changes in the technical and vocational curriculum in line with SPN21. It is envisaged that the changed curriculum and programmes will help to produce graduates who are skilful, knowledgeable and entrepreneurial;
- § ensure that students are given a suitable learning time frame to have in depth knowledge and a high level of competency;
- § align the TVET levels with the current needs of the market more effectively: feedback from relevant employers/committees has indicated that the academic qualification obtained by students at the previous NVC/NTC 3 level is not enough to equip them with the necessary skills and knowledge required by the job market; and
- § streamline, standardise, and consolidate the existing system and make it comparable to other international systems, thus ensuring the awarded qualifications are recognised internationally.

b. Levels

i. Skilled Worker: Skill Certificates (SCs)

This certificate is essentially generated from the review of the previous NVC/NTC 3 and NTC 2. It consists of 2 levels namely Skill Certificate 2 (1 year) and Skill Certificate 3 (1 year). The training for this programme is specialised, skill-specific, more practical, and targeted at the job market. A suitable duration of Supervised Work Attachment (SWA)/On-The-Job Training (OJT) has been incorporated into the programme. The following statements describe in broad terms what the learner will be able to do on completion of the programme:

- § the learner is competent in the specialised skills, able to perform complex and non-routine tasks;
- § the learner is able to work with minimal supervision and in most cases,

able to function autonomously and capable of assuming responsibility for the supervision and guidance of others;

§ the learner has sufficient knowledge, skills and abilities to carry out the respective work so that the corresponding skill standards are achieved;

§ the learner is prepared for employment and further education and training.

ii. Technologist: Diploma (Dip) and Advanced Diploma (AD)

This diploma is generated from the review on the previous PND, ND and the Higher National Diploma (HND). It consists of 2 levels, namely Diploma (2 years) and Advanced Diploma (2 years). The training for the Diploma and Advanced Diploma programme is broad based in nature and each includes 3 months of Supervised Work Attachment (SWA). The following statements describe in broad terms what the learner will be able to do on completion of the programme:

§ the learner is competent in a broad range of complex and non-routine work activities and in the skills/knowledge/understanding required for employment, higher study and further training;

§ the learner has the knowledge, skills and abilities to carry out the respective work independently and to assume some responsibility in a range of employment roles in the specialisation; and

§ the learner is prepared for both employment and further education and training.

iii. Professional: Degree

The training for this programme is specialised and in a specific skill discipline or multi-skill disciplines. The following statements describe in broad terms what the learner will be able to do on completion of the programme:

§ the learner is competent in a broad range of complex and non-routine work activities;

§ the learner has in-depth knowledge, skills and abilities to work independently and to assume full responsibility in a range of employment roles in the specialisation; and

§ the learner is prepared for both employment and further education and training.

5.3.2 Entry Requirements and Educational Pathways

The entry requirements and educational pathways of the Three-Tier Qualification System for TVET are outlined below:

i. Skill Certificates (SCs)

Skill Certificates (SCs) are designed for upper secondary students/school leavers. The minimum requirements are given in Table 12, as well as a pass in both the aptitude test and interview. However, additional admission requirements for any programme may be laid down by the respective Registered Training Organisation (RTO).

SC 3 Apprenticeship programme is a two year training programme and the entry requirement is at SC 2 level.

ii. Diploma (Dip) and Advanced Diploma (AD)

Diploma (Dip) and Advanced Diploma (AD) are designed for those with adequate results in BC GCE 'O' levels or BC GCE 'A' levels or applicants with equivalent qualifications. The minimum entry requirements for various levels are given in Table 12, as well as a pass in both the aptitude test and interview. However, additional admission requirements for any programme may be laid down by the respective Registered Training Organisation (RTO).

iii. Mature Applicants

Applicants who do not possess the minimum entry requirements but have reached a minimum age required (see Table 13) by the first official day of classes and have left school for at least one year, are considered mature applicants.

Table 12: BDTVEC Entry Requirements

Levels	Minimum Qualifications
Skill Certificate 1(SC 1) ¹	Completion of Year 9 education <i>or</i> Equivalent qualifications.
Skill Certificate 2 (SC 2)	Two BC GCE 'O' Levels with grade E <i>or</i> Two IGCSEs with grade E <i>or</i> Equivalent qualifications.
Skill Certificate 3 (SC 3) ²	Four BC GCE 'O' Levels: two grade C and two grade E <i>or</i> Four IGCSEs: two Grade C and two Grade E <i>or</i> BDTVEC Skill Certificate 2 in the relevant field, if applicable <i>or</i> Equivalent qualifications.
Diploma (Dip)	Four BC GCE 'O' Levels with grade C <i>or</i> Four IGCSEs with grade C <i>or</i> BDTVEC Skill Certificate 3 with minimum GPA 2.0 ³ in the relevant field, if applicable <i>or</i> Equivalent qualifications.
Advanced Diploma (AD)	One BC GCE 'A' Level with grade E + Three BC GCE 'O' Levels with grade C <i>or</i> One BC GCE 'A' Level with grade E + Three IGCSEs with grade C <i>or</i> BDTVEC Diploma in the relevant field, if applicable <i>or</i> Equivalent qualifications.

¹ SC 1 will replace EDEXCEL BTEC programmes which are currently offered at selected secondary schools

² Some Programmes may require SC 2 as a pre-requisite for entry.

³ The calculation of GPA is based on the current SPN21 Grading System

Table 13: Entry Requirement for Mature Applicants

Entry Level	Minimum Age	Minimum Qualifications	Minimum Work Experience
Skill Certificate 2 (SC 2)	19 Years	Have attended upper secondary education	Not less than 1 year
Diploma (Dip)	21 Years	Have completed upper secondary education	Not less than 3 years
Advanced Diploma (AD)	25 Years	Have completed upper secondary education	Not less than 6 years in relevant field

Applicants who do not meet any of the above requirements may seek Accreditation of Prior Learning (APL) where applicable (see section h). This approval will be on case-by-case basis.

5.3.3 Programmes and Units Offered

The TVET programmes offered are based on the country's future human resource requirements as provided by the Brunei Economic Development Board (BEDB) and other sources, such as relevant departments and entities both in the government and private sectors. The new programmes will take into consideration the human resource requirements in the provision of business services, financial services, hospitality and tourism services, transport and logistics services, as well as other requirements identified by the job market.

Previous programmes were reviewed by the Programme Development and Evaluation Committees (PDECs) concerned and appropriate amendments were made according to the relevant and desired standards. Valuable feedback from the industries was also obtained via the National Programme Advisory Committees (NPACs) and other advisory committees such as the Apprenticeship Training Advisory Committees (ATACs). This ensures the SPN21 TVET programmes will meet the requirements of the industries and thus improve the employability of the TVET graduates.

The curriculum for each programme will serve to develop the knowledge, skills and attitudes of the students in their chosen skill areas by taking into account their previous academic achievements.

i. Programmes and Units to be Offered under the Three-Tier Qualifications System

- a. Programmes offered at Skill Certificate (SC) and Diploma (Dip) Levels as of July 2012 include:

Agriculture Studies

- Diploma in Agriculture Science
- Diploma in Aquaculture and Fisheries
- Diploma in Biotechnology
- Diploma in Food Science and Technology
- SC 3 in Fish Husbandry (as of 2013)
- SC 3 in Crops Production (as of 2013)
- SC 3 in Food Processing (as of 2013)
- SC 2 in Fish Husbandry
- SC 2 in Crops Production
- SC 2 in Food Processing
- SC 2 in Horticulture Science (as of 2013)

Aircraft Engineering

- Diploma in Aircraft Maintenance Engineering (Avionics)
- Diploma in Aircraft Maintenance Engineering (Airframe and Engine)
- SC 3 in Aircraft Support Engineering (as of 2013)
- SC 3 in Basic Aircraft Engineering (as of 2013)
- SC 2 in Aircraft Support Engineering
- SC 2 in Basic Aircraft Engineering

Building Construction

- Diploma in Construction
- Diploma in Geomatics
- Diploma in Interior Design
- Diploma in Planning and Development (Property) (as of 2013)
- SC 3 in Building Craft
- SC 2 in Building Craft

Business and Administration

- Diploma in Office Administration
- Diploma in Business (Accountancy)
- Diploma in Business and Finance
- Diploma in Business (Marketing)

- Diploma in Business (Entrepreneurship)
- SC 3 in Business and Administration
- SC 2 in Business and Administration

Dressmaking and Tailoring

- SC 3 in Fashion Design and Dressmaking (as of 2013)
- SC 2 in Fashion Design and Dressmaking

Hairdressing and Beauty

- SC 3 in Cosmetology (as of 2013)
- SC 2 in Cosmetology

Hospitality and Tourism

- Diploma in Hotel and Catering Management
- Diploma in Travel and Tourism Services
- SC 3 in Food and Beverage Production and Service (as of 2013)
- SC 3 in Front Office and Housekeeping Operations (as of 2013)
- SC 2 in Food and Beverage Production and Service
- SC 2 in Front Office and Housekeeping Operations
- SC 3 in Apprenticeship in Professional Cookery and Services

Electrical and Electronic Engineering

- Diploma in Audio and Video Systems
- Diploma in Electronic and Communication Engineering
- Diploma in Electrical and Electronic Engineering
- Diploma in Computer Engineering
- Diploma in Instrumentation and Control Engineering
- Diploma in Mechatronic Engineering (as of 2013)
- SC 3 in Communication Technology
- SC 3 in Electrical and Electronic Engineering
- SC 2 in Communication Technology
- SC 2 in Electrical and Electronic Engineering

Information and Communication Technology (ICT)

- Diploma in Information Technology
- Diploma in Computer Networking
- Diploma in Information and Library Science
- SC 3 in Information Technology

Mechanical Engineering

- Diploma in Plant Engineering
- Diploma in Mechanical and Manufacturing Engineering
- Diploma in Marine Engineering
- Diploma in Mechanical Engineering
- SC 3 in Precision Machining (as of 2013)
- SC 3 in Industrial Machinery Maintenance (as of 2013)
- SC 2 in Precision Machining
- SC 2 in Industrial Machinery Maintenance

Automotive Engineering

- Diploma in Automotive Engineering
- Diploma in Vehicle Body Engineering
- SC 3 in Heavy Construction Machinery Mechanics (as of 2013)
- SC 3 in Motor Vehicle Mechanics (as of 2013)
- SC 3 in Vehicle Body Repair (2013)
- SC 2 in Heavy Construction Machinery Mechanics
- SC 2 in Motor Vehicle Mechanics
- SC 2 in Vehicle Body Repair
- SC 3 Apprenticeship in Automotive Technician

Engineering – Related Programmes

- Diploma in Building Services Engineering
- Diploma in Fabrication and Welding Engineering
- SC 3 in Fabrication and Welding Engineering (as of 2013)
- SC 3 in Building Services Engineering (as of 2013)
- SC 2 in Fabrication and Welding Engineering
- SC 2 in Building Services Engineering
- SC 3 in Apprenticeship in Refrigeration and Air-Conditioning

Science

- Diploma in Science
- Diploma in Pharmacy Technician
- SC 2 in Veterinary Science (as of 2013)

b. Programmes offered at Advanced Diploma (AD) Level as of 2012 are as follow:

- Advanced Diploma in Business Marketing
- Advanced Diploma in Business Finance

- Advanced Diploma in Business Accounting
- Advanced Diploma in Business Management
- Advanced Diploma in Business Entrepreneurship
- Advanced Diploma in Computer Network
- Advanced Diploma in Information Systems and Technology
- Advanced Diploma in Web Computing
- Advanced Diploma in Interior Design
- Advanced Diploma in Information Science (as of July 2012)
- Advanced Diploma in Well Engineering (as of July 2012)

In addition, relevant apprenticeship programmes will also be developed and conducted with the involvement of relevant industries.

ii. Units

In line with the national philosophy, Islamic Religious Knowledge and *Melayu Islam Beraja* (MIB) are included as Core Units in all levels of TVET programmes under SPN21. The core, essential and elective units that are to be taught in the SCs and Diploma programmes are shown in Table 14.

Table 14: Units incorporated into the Skill Certificates (SCs) and Diploma (Dip) Programmes

Units	Skill Certificate (SC) Programmes
Core Units	§ Mathematics § Language and Communication § IT Applications § Life Skills
Essential Units	§ To be based on skill discipline and may include Business Enterprise Skills
Elective Units	§ To be based on skill discipline and may include Business Enterprise Skills, Science and Technical Drawing

5.3.4 Assessment

The assessment system follows the concept of 'Continuous Assessment' and will adhere closely to the current system. This system follows the assessment schemes that have been devised by the concerned PDECs. Thus assessment will be carried out on a continuous basis through any combination of the following:

- § Assignments
- § Reports/Laboratory Reports
- § Portfolios
- § Practical or Laboratory work
- § Practical or Laboratory Tests
- § Class Tests/Phase Tests
- § Oral Tests/Presentations
- § Final Examination

The monitoring process such as internal verification and external moderation will continue to be employed. This system will be less "exam-oriented" and will rely less on conventional examinations: it encourages better alternatives as mentioned above.

5.3.5 Assessment of Life Skills

Life Skills modules which will be developed and assessed are as follows:

i. Self-management

This skill involves learners in setting personal targets, recognising their own strengths and weaknesses and taking steps to improve their own performance. This means developing a sense of personal responsibility, effective work ethics, the ability to manage time professionally, and to learn from new situations.

Sub-skills are:

- Exercising emotional balance.
- Fulfilling personal roles and responsibilities.
- Recognising established authority.
- Negotiating with peers and superiors.
- Managing time effectively.
- Adapting skills to new situations.
- Identifying skills needing development.
- Fulfilling current and future career requirements.
- Evaluating and monitoring own performance.
- Accepting responsibility.
- Having knowledge and confidence in own vision and goals.
- Being proactive.

ii. Planning and Organising

These skills focus on ensuring that learners can use a range of skills to plan, organise, and perform tasks correctly and safely. Planning and organising reflect an individual's ability to manage the tasks and timelines which define their work roles. All students need to develop planning and organising skills to manage their study and to submit homework and assessment tasks. In the workplace the requirement for these skills increases significantly.

Sub-skills are:

- Performing routine and non-routine tasks safely and correctly.
- Carrying out tasks effectively requiring prioritizing, sequencing and planning.
- Planning the use of resources including time management.
- Gathering and using relevant information to complete a task.
- Applying and transferring knowledge and skills according to purpose.
- Identifying contingencies and implementing plans accordingly.
- Allocating resources and people to tasks.
- Being resourceful.

iii. Communicating

The emphasis in this skill is on the use of the four language skills (listening, speaking, reading, & writing), non-verbal communication, and a range of visual techniques to effectively receive and present information and ideas according to contexts. A considerable range of activities and sub-skills are involved such as dealing with information, recognising when and what type of information is needed in a given situation, and how to use information for the purpose in hand.

Sub-skills are:

- Listening with understanding.
- Speaking accurately according to the requirements of the audience, situation and purpose.
- Reading and interpreting information.
- Writing accurately according to the requirements of the audience, situation and purpose.
- Using information for the purpose in hand.
- Receiving and responding appropriately to a range of information.
- Locating and selecting information for a particular purpose.
- Responding correctly to instructions.
- Using a range of formats to present information according to purpose.

iv. Working with Others

This requires the ability to interact harmoniously with fellow workers through mutual respect, assistance and teamwork. As learners progress they should develop the ability to lead and contribute positively to the development of a culture of cooperation.

Sub-skills are:

- Working effectively as an individual and as a member of a team.
- Treating values, beliefs and opinions of others with sensitivity and respect.
- Recognising the strengths of team members.
- Sharing information effectively.
- Giving or accepting assistance.
- Benefiting from constructive criticism.
- Mentoring and giving feedback.
- Applying team work to a range of situation.

v. Problem Solving

At its simplest, problem solving can be described as seeing that something is wrong and fixing it. At a more complex level, problem solving can include processes to identify problems and solve them in creative and innovative ways. Initiative is closely related with problem solving as it allows individuals to take steps to solve problems, with or without input from supervisors, before they impact on production or service delivery. The ability to solve problems contributes to productive outcomes at work and in life.

Sub-skills are:

- Dealing with routine and non-routine problems.
- Solving problems in teams.
- Developing practical solutions.
- Developing innovative solutions.
- Resolving customer concerns.
- Testing assumptions in specific contexts and circumstances.
- Applying a range of strategies to problem solving.
- Managing contingencies.

vi. Initiative and Enterprise

It means having the ability to decide and act on your own without waiting for somebody to tell you what to do, especially in a difficult and challenging situation. It also implies having the ability to contribute to new and innovative solutions with emphasis on how best to solve problems and adapt to changing situations.

Sub-skills are:

- Adapting to new situations.
- Recognising and using opportunities.
- Developing Innovative ideas and solutions.
- Generating a range of options.
- Putting ideas into action.
- Facing challenges and difficulties with confidence and courage.

vii. Applying Numeracy, Design and Technology Skills

This skill involves the use of numeracy, design the technology skills in a range of contexts to prepare, process, and complete tasks. This is about knowing *how* and *where* to apply these skills to complete tasks.

Sub-skills are:

- Applying numerical skills and techniques to everyday tasks.
- Using IT equipment and software to complete tasks and solve problems.
- Using a range of commercial equipment.
- Selecting and using appropriate software according to purpose.
- Applying concepts and design techniques according to purpose.
- Applying technology as a management tool.

viii. Learning

The concept of learning in this context involves lifelong learning. It is seen as an ongoing process throughout life in order to bring overall improvement in quality of output in all capacities. In a professional setting, it contributes to ongoing improvement in employee performance and work outcomes.

Sub-skills are:

- Applying learning to technical issues and operations.
- Being open to new ideas and techniques.
- Contributing to the learning community at the workplace.
- Learning in formal/informal settings.
- Learning to accommodate change.
- Learning as a lifelong process.

The life skills acquired by the learners should be independently applied in a wide range of real life and work situations. It is important, therefore, that the learning experience goes well beyond the simple assimilation and reproduction of facts and knowledge and that assessment goes well beyond the traditional written knowledge test.

The strategies for teaching and learning should be process-based and focussed on learning by doing, and on the transfer and integration of skills.

5.3.6 Certification

Students who have successfully completed the TVET programmes will be awarded with certifications accredited by the BDTVEC.

5.3.7 Accreditation of Prior Learning (APL)

According to the policy statement from the current BDTVEC Certification and Assessment Policy Guidelines for Trade and Technician Level Programmes (July 2007), APL is the process which enables the identification, assessment and certification of an applicant's relevant past achievements. Applicants who can demonstrate relevant prior learning may apply for exemption from the equivalent units. Exemption will be granted only if all conditions as set by the BDTVEC are met. It is the responsibility of the applicant to provide all the necessary evidence when applying for exemption. This RPL policy will be retained in the new BDTVEC policy and procedures for SPN21.

5.3.8 Expected Outcomes

With the provision of technical and vocational pathways for learners from the secondary and post-secondary education, the following outcomes are expected:

- § The process of producing human resources with sufficient knowledge and skills in relevant technical and vocational areas will be expedited in a more systematic way.
- § Increase in the number of skilled workers who meet the needs of the employers in the country.
- § The maturity of the students after their secondary education will enable them to choose the correct pathway onto further education and training.
- § The duration of study for the Skill Certificates and Diploma will allow learners to acquire sufficient knowledge and skills in order to achieve high levels of competency.
- § The provision of lifelong learning opportunities for mature students and school leavers.

5.3.9 Projections on Enrolment into Technical and Vocational Institutions (TVIs) and other Higher Education Institutions

By the years 2012 and 2013 (see Figure 6), at least 50% of the respective student cohorts (see Figure 7) will have completed their secondary education. These students are expected to apply for admission into the various TVET programmes under the SPN21.

Figure 14 shows that the projections on the enrolment of students into TVIs and other higher education institutions are on the upward trend. The projection of students seeking enrolment at the TVIs will increase from 2,600 students in the year 2008, to nearly 5,000 in the year 2028. This estimate equates to an increase of about 90% over a span of 20 years.

Figure 14: Projections on Enrolment into TVIs and other Higher Education Institutions

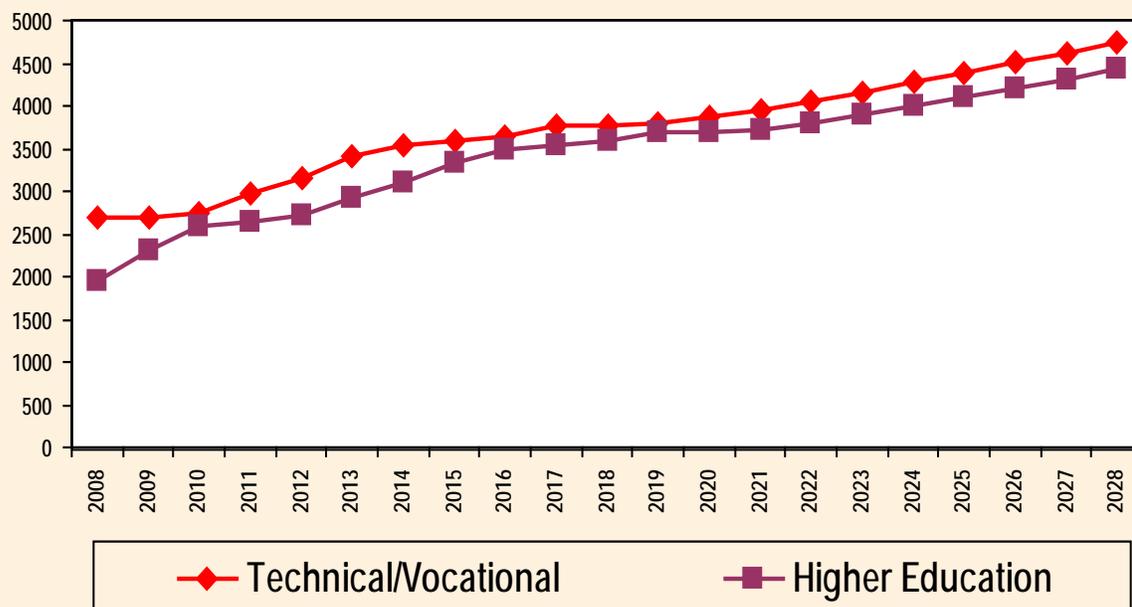


Table 15 shows that the projected number of students who will be seeking enrolment into the TVET will be about 3,862 by the year 2012. It can be seen that the average projected new enrolment per year (between 2012-2017) is about 3,500. In order to cater for this expected increase in the student population, the DTE plans to increase the number of its new student intake per year to 3,000–3,500. This increase is part of the Strategic Plan (2008-2017) launched by the Department of Technical Education.

Table 15: Projections on the Enrolment of Students into TVIs

Year	Total number of Secondary students ¹	50% of cohort ²
2012	7,724	3,862
2013	6,844	3,422
2014	6,589	3,295
2015	6,737	3,369
2016	7,436	3,718
2017	7,198	3,599

Note:

1. Projected secondary students' population after Year 11 (Department of Planning, Development and Research, MoE, 2009).
2. Based on the MoE's Strategic Plan 2007-2011 Key Performance Indicator 2: Indicators on success and transition (c) '50% of students in secondary schools progress to technical and vocational education'.

5.3.10 Challenges and Action Plan

- § The construction of new TVIs which will include the provision of hostel facilities as well as the renovation and upgrading of existing technical institutions and vocational schools so that they can cope with the expected increase in the student population with effect from 2012.
- § The provision of a sufficient number of teaching and support staff, as well as maximising the use of resources.
- § Continuous strategic review and evaluation of the technical and vocational curriculum with the involvement of various stakeholders, private and public sectors e.g. Programme Advisory Committees, to ensure that the contents of the offered programmes match job market requirements.
- § Continuous provision of courses and training (in-country or overseas) for the development and upgrading of skills/professional expertise of all levels of the teaching staff, support staff and others concerned.
- § Continuous collaboration and consultation with the relevant authorities to address the provision of suitable teaching staff with the relevant knowledge and skills in the technical and vocational areas.

§ The continued involvement of all the PDECs, NPACs and ATACs in programme development and evaluation processes, and the monitoring of implemented programmes to ensure quality.

The DTE's 10-year Strategic Plan (2008-2017), which was produced in early 2008, takes into account the above action plan. It is hoped that, with the successful implementation of its strategic plan, the DTE will be able to effectively implement technical and vocational education under the SPN21.

6 PLANNING AND DEVELOPMENT OF LATEST INNOVATIONS

In its efforts to support and speed up the implementations and changes introduced by SPN21, i.e. through change in the education structure, curriculum and assessment, and technical education, the Ministry of Education has developed various initiatives and innovations. Some of these are being implemented concurrently while others are done in phases. The innovations include:

6.1 Model Schools

The Ministry of Education has introduced model schools at primary, secondary, vocational levels. These model schools will be "exemplary schools", where new designs for learning in state-of-the-art learning spaces can be tried and tested. They will also be given enabling instruments such as a higher level of autonomy and accountability. There will be an increase in community partnership and more capacity building for administrators and teachers. Over the passage of time, model schools could capitalise on these provisions to develop niches in particular areas such as ICT, mathematics and science, or languages, to name a few examples.

These schools are expected to accelerate the implementation process and changes brought about by SPN21 and, consequently, achieve its aims and objectives progressively faster than other schools due to their capable leadership and the enabling instruments.

The schools selected as model schools are:

- Sekolah Rendah Sultan Hashim, Temburong
- Sekolah Rendah Bukit Beruang, Tutong
- Sekolah Rendah Panaga, Belait
- Sekolah Menengah Rimba II
- Sekolah Vokasional Wasan

6.2 Hostel with Modern Concept

The Ministry of Education has taken new initiatives to widen its scope in the provision of hostel accommodation currently offered to secondary students whose homes are far from their schools, especially those who are from interior areas by also accepting students who are from poor and low income families, students with excellent academic results, as well as students who are keen on staying in hostels. With this new hostel concept, it is hoped to develop students with a more positive personality by giving them the opportunity to become more independent, friendly, understanding and cooperative

among their peers and to be more helpful to one another in both academic and non-academic matters, even though the students are from different backgrounds.

In addition, improvements in facilities at hostels will be undertaken to provide a more conducive environment for students to feel at ease and to have a proper rest. Among the improvements are limiting the number of occupants for each room and building a study hall for more organised, timetabled study. Students' security will also be given due importance through the provision of 24 hour security. The preparation and provision of nutritional and balanced food will also be enhanced. In order to achieve student excellence, services such as supervision and counselling will be available for students who need them. To ensure that students are able to maximise the use of such services, more wardens will be employed and stationed in the school compound itself. Apart from being experienced in running the hostels, these wardens will also be trained in counselling and psychology to assist students who need help with such issues. In addition, the number of supervising teachers will also be increased not only for the purpose of supervising students during the study sessions, but also to assist students whenever they face problems in studies in the particular subject. To enable students to gain access to the internet for their studies or academic research, wireless broadband internet access will be made available to all students.

In an effort to create a true identity among students, programmes with the elements of spiritual, physical and intellectual focus will become the core of the hostel life which aims to produce an individual who will become the model of a holistic and complete person.

6.3 Teaching-Learning Development and Innovation Centre (TeLIC)

The main purpose of the Teaching-Learning Development and Innovation Centre (TeLIC) is to bring about improvement in the quality of teaching and learning, and the efficient management of the Education System, through human resource development. TeLIC is both an actual and virtual place where educators could meet and work alongside educators and other professionals who share their interest, expertise and knowledge. It is a hub providing information and access to professional development opportunities. The establishment of the Centre affords educators, schools, technical and higher institutions the opportunity to engage with extensive scholarly expertise. Through working in active partnership, the goal of the Centre, and the academics involved, is to assist educators to meet with the current challenges and future strategic imperatives. In addition, other objectives are:

- to provide either a virtual or real avenue for the gathering of teachers or sharing of ideas amongst teachers;

- to conduct a continuous search for the latest teacher building materials and tools which are relevant as well as applicable to our context, e.g., remedial and intervention programmes;
- to provide and ensure a continuous supply of quality information and resources for teachers;
- as a liaising body with various educational institutions, departments outside MOE, e.g., higher institutions, private institutions, and the labour department in the aspect of human capacity building;
- to help in providing a high-profile report critical of the system's performance; and
- as a mediating layer for teachers in addressing various needs and issues related to training needs.

6.4 Brunei Darussalam Qualifications Framework

The Brunei Darussalam Qualifications Framework will support national economic, social and cultural development as envisaged by Wawasan Brunei Darussalam 2035 and the Ministry of Education's reforms to the education system through the National Education System for the 21st Century (SPN21).

The Qualifications Framework will include all formal qualifications: those awarded through public and private secondary schools, technical and vocational institutions, and higher education institutions; and through structured workplace training. The Qualifications framework will have nine levels with internationally-referenced level descriptors and qualifications definitions.

Quality assurance will be strengthened in all institutions to promote continuous improvement based on the establishment of strong institutional quality management and external quality assurance including quality audit.

Curriculum coherence will be promoted across all the nine levels to improve outcomes for business, industry, religious, community and professional stakeholders; and to promote clear learning pathways for students. It is proposed that assessment for technical and vocational qualifications be standards-based.

To promote fair and valid credit transfer, there will be a common approach to the awarding of credit in technical, vocational and higher education.

Technical terminology used by the central government agencies involved in regulating

public and private education and training, will be standardised.

6.5 Brunei Teacher Standards

Recent regional and local education reforms have brought about a heightened awareness of the critical need for Brunei Darussalam to establish her own teacher standards as a means to raise the quality of teaching in the country. Implementation of the Brunei Teacher Standards will serve a number of key functions, including the following:

- **Accountability among teachers:** The teaching standards provide the essential foundation for quality assurance in the teaching profession. They fulfill the need for valid and nationally consistent methods of teacher assessment for a variety of purposes based on teaching expertise;
- **Professional recognition:** The teaching standards may form the basis for teacher appraisal for wide-ranging decisions regarding teacher registration and licensure considerations, salary increments above a scale bar, promotion, Teachers' Day Awards, and awarding of special merit-based medals and certificates of recognition; and
- **Professional development:** All teachers have a moral responsibility and ethical obligation to update their knowledge and skills and maintain professional currency. Teachers are expected to be engaged in relevant, voluntary, mandatory, effective, and sustained Continuing Professional Development (CPD) activities throughout their teaching career. The teaching standards will support teachers by identifying their continuous professional development needs and in designing appropriate in-service training activities.

7 ENRICHMENT AND SUPPORT PROGRAMMES

7.1 Effective Human Resource Development

The Ministry of Education (MoE) realizes that the quality and effectiveness of education in the country depends on the quality, effort and potential of its human resource. A dynamic human resource can contribute towards the positive development of the country's current and future socio-economic stance. Towards that end, the MoE is committed to increasing its efforts to strengthen its human resource with a well-rounded education and equip them with the appropriate skills, ready to serve and able to provide excellent service. This aspiration can only be achieved through comprehensive policies and guidelines with the support of well-planned and systematic professional development training programmes.

7.1.1 Policy Foundation for Professional Development of Human Resource in Ministry of Education

The policy for the professional development of MoE's human resource takes into account the foundation established by the Government of His Majesty the Sultan and Yang Di-Pertuan of Negara Brunei Darussalam to support the following:

- § *Wawasan Brunei 2035* which envisions that Brunei Darussalam, by 2035, will be widely recognised for the accomplishment of its well-educated and highly skilled people, high quality of life and having a dynamic and sustainable economy.
- § The vision of the MoE 'Quality Education towards a Developed, Peaceful and Prosperous Nation' and its mission 'To Provide Holistic Education to Achieve Fullest Potential for All'.
- § To prioritize quality service of international standard through human resource development in all aspects of services to improve the quality of education, in response to the challenging development of education today.
- § To support MoE's Strategic Plan that emphasizes three strategic themes:
 - Teaching and learning excellence
 - Professionalism and accountability
 - Efficiency and innovativeness
- § To execute the National Education System for the 21st Century or *Sistem Pendidikan Negara Abad Ke-21* (SPN21) focuses on three main changes: education structure; curriculum and assessment; and technical education, which need to be

handled by professional and knowledgeable human resource in various domains.

- § To prepare planning policies, professional development programmes and training for school leaders and teachers through analysis of their knowledge and skills, in alignment with the needs and demands of MoE.
- § To prepare planning policies, professional development programmes and training for officers and non-teaching staff through analysis of their knowledge and skills, in alignment with the needs and demands of MoE.
- § To encourage the development of self-reliance through lifelong learning.

7.1.2 Objectives of Planning Human Resource Development in the Ministry of Education

The objectives of planning the human resource professional development of MoE are:

- As a guide to plan any training and development programmes for the human resource of MoE.
- As a mechanism and reference for the development of training programmes and human resource professional development.
- To ensure the policy and planning of the human resource development of MoE:
 - is always organised and achieves its targets, in alignment with the MoE's Strategic Plan and SPN21, and moves towards achieving Brunei Darussalam Vision 2035.
 - is always relevant and able to enhance the competency of teachers and staff so that they can develop further in acquiring the appropriate skills and be more knowledgeable in their respective fields.

7.1.3 Policy Planning on Human Resources and Development, Ministry of Education

The implementation of the Human Resources planning is focussed on the 12 priorities, as follows:

Policy 1

Boost the level of qualifications and professionalism of officers and teachers at all levels and sectors through the in-service training scheme (long term) in tandem with the policy and regulations as set forth by the Public Service Commission, the Department of Civil Service and the current requirements of the new Teachers' Service Scheme (SPG).

- § Increase the level of certificate/diploma graduate teachers to the level of bachelor

degree in line with the priority and needs of the school;

- § Administer the graduation ceremony of each education officer/teacher for the Post-Graduate Diploma/Post-Graduate Certificate in Education/Post-Graduate Certificate in Education/Post-Graduate Certificate in Technical Education, Diploma in Technical Education, Certificate in Technical Education, and Diploma in Education;
- § Increase the level of qualified teachers with a bachelor degree to the level of postgraduate and beyond in specialised areas;
- § Increase the number of highly qualified graduate teachers at all levels of specialisation.

Policy 2

Implementation of programmes that enhance the capacity development and expertise of all school leaders through systematic and well-guided professional programmes, such as;

- § Enrichment of knowledge based expertise (principalship) programmes;
- § Relevant leadership education programmes in accredited institutions;
- § Leadership programmes in accredited institutions that entail certification/qualification/license.

Policy 3

Enhance the capability and competency of Heads of Department in the Ministry of Education at all levels in the relevant disciplines as required and in line with current challenges and future needs.

- § Enrichment of knowledge and expertise programmes for Heads of Department;
- § Executive development programmes;
- § Other relevant programmes.

Policy 4

Provide executive programmes specifically on leadership for capacity and expertise development for middle managers in departments/sections/units in the Ministry of Education.

Policy 5

Coordinate an ongoing professional development programme as well as technical and quality vocational training in tandem with changing trends in industrial development and the labour market.

Policy 6

Create an ongoing professional development programme for all teachers in accordance with the Teachers' Service Scheme (SPG).

Policy 7

Plan and implement the preparation and streamlining of training programmes with the requirements of the National Education for the 21st Century (SPN21) from the interim level until the comprehensive implementation of the SPN21.

Policy 8

Provide a pragmatic priority-based and systematic 100-hour training policy.

Policy 9

Provide and implement a monitoring and evaluation mechanism on the impact of training at the work place based on the respective job descriptions and responsibilities in line with the action plan and post training effectiveness.

Policy 10

Value-add and upgrade expertise in information technology at all officers' levels, teaching profession and employees to create a 'paperless' culture and timely communication efficiency.

Policy 11

Plan and design a career pathway framework for education officers who are graduates of the Special Education Teachers' Scheme.

Policy 12

Establish joint venture consultancy services to enhance and value-add the strategic planning and holistic implementation of the Ministry of Education programme.

7.1.4 Target Groups

- a. Current and future school leaders
- b. Teachers
- c. Officers and Staff

7.2 Guidance and Counselling Services

The School Guidance and Counselling programme is one of the vital components of SPN21. It is a self-developmental process that involves students. This service is to mould well-balanced, tolerant, competent, well-behaved individuals with high integrity to become quality citizens.

7.2.1 Rationale of Guidance and Counselling Services in Ministry of Education

- a. Implementation of counselling services requires professionals in counselling skills. Most subject teachers lack these skills.
- b. The main role and responsibility of teachers is to teach, thus limiting the time they can devote to attending to students' problems, needs for personality development and career choices.
- c. Students' socio-emotional problems need professional services.

7.2.2 Aims of Guidance and Counselling Services in Ministry of Education

- a. To help students explore and enhance their potential in terms of academic, personality, social, emotional and good decision making.
- b. To enable students to undergo a well-balanced developmental process in the aspects of intellectual, spiritual, emotional and physical that is to inculcate characteristics that are congruent with the aspiration of the society and nation, based on the Malay Islamic Monarchy concept.
- c. To help students comprehend and develop their interests and talents thereby helping them to make appropriate choices in the field of studies and career.
- d. To help students achieve the necessary skills to face various situations in life and the future.

7.2.3 Policy and Guidelines

School Guidance and Counselling Services is an integrated support programme to fulfil the needs of students in academic and personality development, social skills and appropriate career development.

- § Every secondary school and Sixth Form Centre is to be allocated with a qualified and trained counsellor to implement Guidance and Counselling Services.
- § Every primary school is to be allocated with at least one Guidance Teacher who has attended a Basic Course in Guidance and Counselling. Primary schools with a population of 500 students and more are to be allocated with at least one School Counsellor.
- § Ratio of School Counsellor to students is: 1:500, 2:1000, 3: 1500, etc.
- § Teachers who possess a postgraduate Certificate or Diploma in Counselling and have been appointed as Full Time Counsellors will be known as School Counsellors. Meanwhile, teachers who have obtained a certificate on the completion of the course in Basic Guidance and Counselling conducted by the Counselling and Career Guidance Division, Department of Schools, Ministry of Education, Negara Brunei Darussalam will be known as Guidance Teachers.
- § School Counsellors will be exempted from teaching periods. However, the maximum number of teaching periods per week for Guidance Teachers is 20 periods only.
- § School Counsellors and Guidance Teachers are fully responsible for the preparation of reports to the Principal/Headmaster, Head of Counselling and Career Guidance Division and Director of Schools.
- § Guidance and Counselling Services in schools should offer programmes and activities inclusive of the following components:
 - Personality Development
 - Academic Development
 - Career Education
 - Counselling Sessions
- § Guidance and Counselling Services in schools and colleges should be available for all primary, secondary, vocational, technical and pre-university students.

- § Every student is entitled to the Guidance and Counselling services.
- § Every school and college should have a dynamic, systematic and up-to-date Guidance and Counselling programme.
- § Guidance and Counselling programmes are monitored and evaluated by the Counselling and Career Guidance Division, Department of Schools.
- § All details and information of students who utilized the counselling services should be recorded and filed separately from Students' Academic Progress Record. The counselling record should be kept confidential in line with the Ethics of Counselling.
- § Every schools should have a counselling room that consists of the following:
 - School Counsellor's Office
 - Individual Counselling Room
 - Group Counselling Room cum Career Resource Room

7.2.4 Implementation

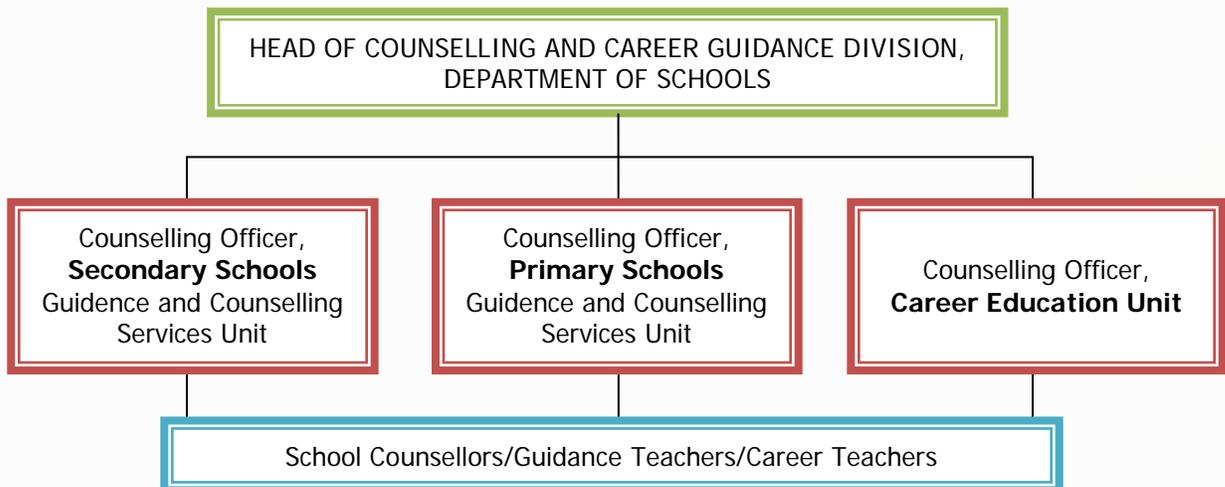
Since the year 2008 every secondary school has at least one School Counsellor with a Certificate/Diploma/Degree in Counselling. Meanwhile, every government primary school has at least one Guidance Teacher who has attended the Basic Guidance and Counselling Course conducted by the Counselling and Career Guidance Division, Department of Schools. The services and placement of School Counsellors will be gradually implemented in all primary schools.

For the effectiveness of Guidance and Counselling Services in schools, the following should be observed:

- a. The Career Resource Room should contain career information resources such as books, pamphlets, computers, career assessment strategies, job placement information, etc.
- b. To adhere to the Ethics of Confidentiality, the counselling room should have locked cabinets to keep the files and counselling records of the students.
- c. The Counselling Room should be at a strategic location and accessible to students.
- d. The Counselling Room should be conducive and therapeutic.

- e. A continuous staff development;
 - i. To enhance the knowledge and skills of School Counsellors and Guidance Teachers through information, briefings, seminars, forums, visits and job placement programmes within educational or community settings locally or abroad.
 - ii. To provide sufficient manpower resource through course opportunities locally and abroad.
- f. To redesign the guidance and counselling services based on the four major components mentioned.
- g. To strengthen the Guidance and Counselling Services in schools through actualizing the placements of full time counsellors in schools.
- h. To monitor and evaluate School Counsellors and Guidance Teachers accountability in schools so as to ensure the effectiveness of the Guidance and Counselling Services provided.
- i. Implementation of Guidance and Counselling Services is shown in Figure 15 below.

Figure 15: Implementation of Guidance and Counselling Services



7.2.5 Focus of the Guidance and Counselling Services in Schools

Guidance and counselling services in schools do not focus on problematic students only; it is proactive in nature and offers a wide range of services. There are four major components that are emphasized:

a. Personality Development

This component consists of programmes and activities with the purpose of producing teenage students with vision, who are wise in decision making, choices and action, possess good personality, communication skills and acquire good knowledge concerning religion and societal aspects. Thus, the structured programmes designed are directed and aimed at molding a good and balanced personality, in order to produce virtuous and well-mannered, knowledgeable, intellectual individuals reflective of a national identity based on the national philosophy, that is the Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) concept.

b. Academic Development

This is a structured programme to assist, enrich and reinforce the learning process. This programme focuses all students; high achievers, mediocre and low achievers so that they can reach their optimal potential.

c. Career Education

This programme pays attention to career awareness, understanding the relationship between career and subject options, appropriate combination between subject choices and interests in order to help students actualize their ambitions. Early exposure concerning higher institutions of learning, prerequisite requirements concerning scholarship application, skills, procedures and strategies in attending interviews, writing of resumes, career interest inventories and other fields of undergraduate courses should be given to students to help them understand and gear themselves to work towards achieving their ambition.

d. Individual and Group Counselling Sessions

Individual counselling sessions cater to students who need the services and students who are referred to the school counsellor by their teachers or parents. Meanwhile group counselling is a programme or activity given to students who share the same issues. All students' counselling services records and profiles are kept systematically for reference and evaluation of the students' self-development acquired through the sessions.

7.2.6 Roles and Responsibilities of School Counsellor

- a. To collect and secure the clients' information through systematic filing (including records of the counselling sessions, career interest and other inventories).
- b. To prepare yearly plans, programmes and activities of school guidance and counselling services.
- c. To plan, implement, guide and monitor drug abuse, inhalant, cigarettes and alcohol prevention programmes.
- d. To identify problems faced by students and the needs for counselling services which are obtained through research, questionnaire, and discussion with students, teachers, parents and school administrators.
- e. To guide students in order to understand behaviour that is acceptable and non-acceptable by society.
- f. To guide students about the world of careers (to collect, monitor and disseminate information; to plan and implement programmes and activities concerning opportunities for higher education and careers for students).
- g. To guide students to mould positive personality through planned and structured programmes.
- h. To train the Peer Helpers or *Pembimbing Rakan Sebaya* (PRS) in schools.
- i. To establish rapport with the community.
- j. To set up a counselling room that is conducive and furnished with materials for reference/career information concerning higher institutions, strategies in interview, scholarship, time management, stress management, etc.
- k. To guide students to face challenges of life and adapt to the changes in life.
- l. To plan, implement and monitor programmes in order to enhance academic performance.
- m. To establish rapport with students, teachers, parents/guardians and other related agencies.
- n. To evaluate the effectiveness of the guidance and counselling programmes in schools and to take steps to overcome weaknesses.
- o. To give talks, motivation workshops, guidance and counselling to students, teachers and parents.
- p. To perform the role of a consultant. Teachers/parents who are confronted with students'/children's serious problems can refer the cases to the counsellor.
- q. To make annual reports concerning activities and submit the reports to the

Principal and Head of Counselling and Career Guidance Unit, Department of Schools.

7.2.7 Conclusion

Guidance and Counselling programmes are compulsory programmes and professionally implemented by School Counsellors and Guidance Teachers. Through planned and structured programmes and activities, the effort to produce high quality students in line with the aspiration of the nation will be realized.

7.3 Reading Programme

In an effort to promote reading among students, the MoE has initiated the Reading Programme in primary and secondary schools. The programme aims to encourage the development of a reading culture in schools, which in the long term will infuse into the society at large. It provides guidelines to help schools formulate and implement their own reading policy and programme to accommodate the particular needs of their students.

The Reading Programme is linked to the Virtual Library Information System (VILIS) project and national library guidelines, and taken together will lead to the formulation of a set of comprehensive national policies and plans on the promotion of a reading culture in the schools and the community. With its integration into the SPN21 curriculum, it is expected to have a positive impact on the academic performance of students and their lifelong quest for learning, and on the development of a knowledge-based economy in the country. Translating these policies and plans into reality has many implications, one of which is the provision of a sustainable budget to meet the financial requirements of the programme.

7.4 The Science, Technology and Environment Partnership (STEP) Centre

The Science, Technology and Environment Partnership (STEP) Centre, Ministry of Education was established on 16 October 1997 with the consent of the Government of His Majesty the Sultan and Yang Di-Pertuan of Negara Brunei Darussalam through the *Warkah* HMPO 1/1984/V. The centre started its operations at the beginning of 1999. This was marked by the signing of the MOU between the MoE and Brunei Shell Petroleum Company Sendirian Berhad, as its first partner.

The centre aims to provide support in ensuring the availability of opportunities in the development of science, technology and environment (STE) education; hence enhancing the development of skilled human resource in these fields, especially for business and

industrial sectors. It is hoped that it could contribute to the realisation of the *Wawasan Brunei 2035* in diversifying the country's economy.

7.4.1 Organising Programmes and Activities on Science, Technology, Environment and other related fields

The centre provides opportunities for students at all levels of education, teachers and the school community to participate in programmes and activities on STE and other related fields. As a value-added education sector, it supports the MoE in educating the students through its formal and informal programmes and activities.

Students and teachers are invited to participate in the programmes and activities organised or coordinated by the centre through the respective schools and colleges. Through the exposure and experiences provided by these programmes and activities, students and teachers gain knowledge, develop interest and awareness of the importance of STE, other related fields in their lives, and the future development of the country.

In addition, these programmes and activities will also provide the opportunity for teachers and school communities to gain knowledge on specific issues and school management strategies, and experience different techniques of teaching and learning. These will support the development of better understanding and awareness among students and teachers.

As a result, this can increase the number of capable students who opt to enrol in the Science Stream. In addition, with more knowledge, good understanding and practical experiences, these students will be able to improve their achievement in related subjects, such as Science and Mathematics.

Among the programmes and activities conducted are:

- Science and Mathematics Olympiad
- Robot Technology programmes such as RoboTech Competition and Brunei Robotic Olympiad
- Programmes on ICT such as Inforama
- Programmes on Mathematics such as eXplomaths, Mathematics seminars and workshops
- Programmes on Environment Awareness
- Programmes on Energy Awareness
- Programmes to Improve Science Achievement (PPPS)

7.4.2 Support of National, Regional and International Goals and Objectives

The centre facilitates and supports the implementation of the MoE's policies and strategy plan, and any other relevant national and international goals and objectives related to the fields of STE including mathematics and science education.

With respect to STE, the STEP Centre will also be supporting the MoE to achieve the goals and objectives of international organisations, especially those in which Brunei Darussalam is a member. Such organisations include the Association of South-East Asian Nations (ASEAN), United Nations Educational, Scientific and Cultural Organisation (UNESCO), Islamic Educational Scientific and Cultural Organisation (ISESCO) and the Commonwealth. As an example, the STEP Centre will be directly involved in ensuring the sustainability of the environment. This is one of the eight Millennium Development Goals (MDG) that was declared during the United Nations Millennium Summit in 2000, and expected to be achieved in 2015. Another example is the Decade of Education for Sustainable Development (DESD), in which UNESCO has been requested to lead the global community in its implementation. With the establishment of the UNESCO National Commission under the MoE, the STEP centre will be more active in organising programmes, not only to support DESD but also any programmes encouraged by the organisation which benefit our students and the country.

7.4.3 National, Regional and International Partnerships

The Centre will establish and enhance partnerships at national, regional and international levels in developing and organising educational programmes and activities on STE and related fields. The word 'partnership' in this context means programmes and activities organised in collaboration/cooperation/close communication between the education sectors and other ministries, departments, business and industrial sectors; and related non-government organisations, at national, regional and international levels. It is hoped that these partnerships would benefit all the agencies involved.

At the national level, STEP Centre hopes to become the hub for STE education. As a hub, it creates a platform to link the education and non-education sectors, to reduce the challenges of both sectors, and to fulfil their respective needs.

Internationally, in line with the MDG, member nations are encouraged to develop global partnerships for development. As a member of the United Nations, Brunei Darussalam is also obliged to achieve the goal. Partnership could be used as a strategy to enhance the economic growth of the country through the diversification of its economy. Therefore, through the MoE, STEP Centre is committed to applying this global strategy of forming partnerships with regional and international organisations, to achieve the country's objectives.

Partnerships with regional and international organisations will benefit Brunei Darussalam. Through educational programmes and activities, the learning of STE and other related fields and their advancements by students and teachers will progress more rapidly. As a result, the country will have capable and quality human resources, which in the long term, will help Brunei Darussalam to become a more productive country.

8 CONCLUSION

One of the main aims of the MoE is to achieve quality education through excellence in teaching and learning. To achieve this, some aspects of the current national education system need to be improved. The SPN21 provides the avenue to fulfil the MoE's Vision and Mission as well as to meet the social and economic challenges of the 21st Century.

To ensure the success of SPN21, collaboration from all parties concerned is essential. Preparation for the implementation of SPN21 will be done in stages, based on clear directions and perspectives. These include the provision of a suitable new curriculum and assessment framework, remedial and intervention programmes, effective teacher training programmes, effective leadership programmes, teaching and learning resources including ICT, sufficient budget, and an effective system for monitoring, evaluation and benchmarking. The success of SPN21 implementation is largely dependent on teachers. Appropriate teacher training is therefore crucial and should be given priority. All stakeholders concerned should be firmly committed to the successful implementation of the SPN21.

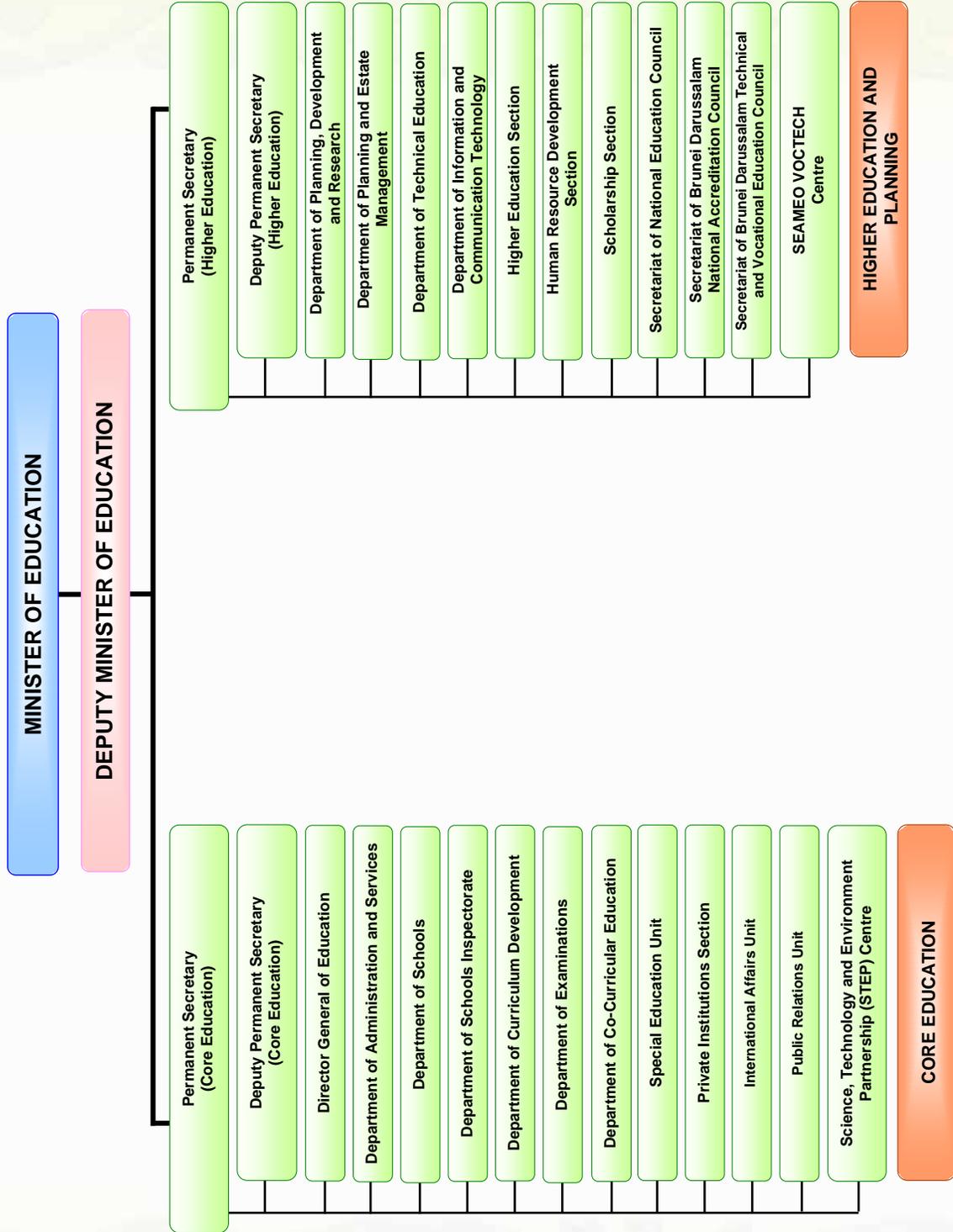
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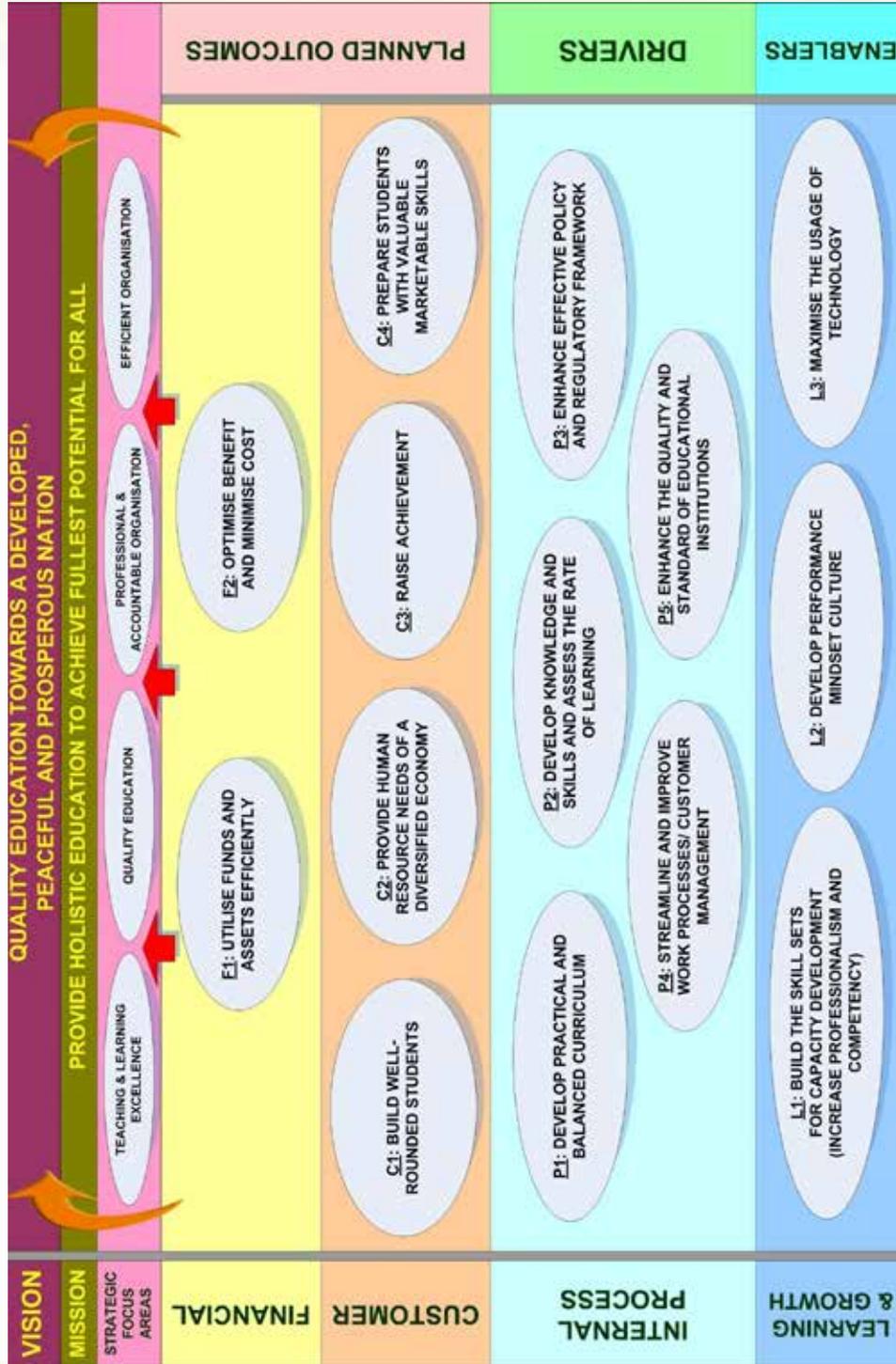
APPENDIX 1

Organisation Structure, Ministry of Education, Brunei Darussalam



APPENDIX 2

Ministry of Education Strategic Plan 2007-2011



APPENDIX 3

MEMBERS OF THE NATIONAL EDUCATION SYSTEM REVIEW COMMITTEE

CHAIRPERSON

Yang Mulia Dato Paduka Haji Sheikh Adanan bin Sheikh Mohamad
Permanent Secretary (Until 15 March 2008)

CO-DEPUTY CHAIRPERSON

Yang Mulia Awang Haji Mohd Daud bin Haji Mahmud
Deputy Permanent Secretary (Policy and Planning)
(Since 22 December 2005)

Yang Mulia Dayang Apsah binti Haji Abdul Majid
Deputy Permanent Secretary (Core Education)
(Since 22 December 2005)

SECRETARY

Yang Mulia Awang Haji Suhaila bin Haji Abdul Karim
Acting Director of Planning, Development and Research
(Since 22 December 2005)

DEPUTY SECRETARY

Yang Mulia Awang Haji Abdul Hakip bin Haji Burut
Assistant Director, Permanent Secretary Office
(Since 22 December 2005)

MEMBERS

Yang Mulia Dayang Hajah Norjum binti Haji Mohd Yusof
Director General of Education
(Since 13 March 2006)

Yang Mulia Dr. Omar bin Haji Khalid
Acting Special Duties Officer (Policy and Planning)
(Since 22 December 2005)

Yang Mulia Dr. Haji Mahali bin Momin
Director of Schools
(22 December 2005 – February 2008)

Yang Mulia Awang Haji Ghani bin Haji Omar
Director of Information Communication Technology
(Since 22 December 2005)

Yang Mulia Dayangku Hajah Mastoli binti PSI Pg Haji Ismail
Director of Examinations
(Since 13 March 2006)

Yang Mulia Awang Lim Jock Cheng
Director of Schools Inspectorate
(Since 22 December 2005 – July 2008)

Yang Mulia Awang Rasani bin Hamid
Special Duties Officer ST3, International Affairs Unit
(Since 24 April 2006 – October 2008)

Yang Mulia Dr. Awang Haji Junaidi bin Haji Abd Rahman
Dean of Sultan Haji Hassanal Bolkiah Institute of Education
(Since 22 December 2005)

Yang Mulia Dayang Hajah Aishah binti Haji Hussein
Acting Director of Curriculum Development
(Since 24 April 2006)

Yang Mulia Awang Haji Samat bin Jamahat
Assistant Director, Permanent Secretary Office
(Since 24 April 2006)

Note: This Review Committee was established on 22 December 2005 and was dissolved in October 2008.

APPENDIX 4

MEMBERS OF THE NATIONAL EDUCATION SYSTEM FOR THE 21ST CENTURY (SPN21) PLANNING AND IMPLEMENTATION COMMITTEE

CO-CHAIRPERSON (Since September 2008)

Yang Mulia Awang Haji Mohd Daud bin Haji Mahmud
Permanent Secretary (Higher Education)

Yang Mulia Datin Paduka Dayang Apsah binti Haji Abdul Majid
Permanent Secretary (Core Education)

SECRETARY (Since October 2008)

Yang Mulia Awang Haji Suhaila bin Haji Abdul Karim
Deputy Permanent Secretary (Higher Education)

CO-DEPUTY SECRETARY

Yang Mulia Dr Haji Kassim bin Haji Mohd Daud
Acting Director of Planning, Development and Research

Yang Mulia Awangku Abdullah bin Pengiran Haji Tengah
Acting Director of Curriculum Development

MEMBERS (Since October 2008)

Yang Mulia Dayang Hajah Norjum binti Haji Mohd Yusof
Deputy Permanent Secretary (Corporate Services)

Yang Mulia Dayangku Hajah Mastoli binti PSI Pengiran Haji Ismail
Director General of Education

Yang Mulia Dr. Haji Omar bin Haji Khalid
Senior Special Duties Officer (Higher Education Section)

Yang Mulia Dayang Hajah Aishah binti Haji Mohd Hussein
Director of Schools

Yang Mulia Awang Haji Talipudin bin DSP Haji Talip
Director of Planning and Estate Management

Yang Mulia Awang Haji Mohd Taib bin Datu Hulubalang Haji Abd Wahab
Acting Director of Administration and Services

Yang Mulia Awang Noorhaizamdin bin Haji Mosbi
Director of Technical Education

Yang Mulia Awang Haji Abd Hakip bin Haji Burut
Acting Director of Schools Inspectorate

Yang Mulia Dayang Hajah Donnaliza binti Abdullah Puasa
Head of Human Resource Development Section

Yang Mulia Awang Haji Mohd Masa Masdi bin Muhd Sa'idun
Acting Director of Examinations

Yang Mulia Dr. Awang Poh Sing Huat
Dean of Sultan Haji Hassanal Bolkiah Institute of Education
Universiti Brunei Darussalam

Yang Mulia Awang Arsad bin Adis
Director of Co-Curricular Education

Yang Mulia Awang Othman bin Haji Simbran
Acting Senior Special Duties Officer
International Affairs and Public Relations Unit

Yang Mulia Awang Haji Abd Aji bin Haji Ishak
Acting Head of Special Education Unit

Yang Mulia Awang Haji Abd Rahim bin Haji Derus
Acting Director of Information Communication Technology Department

Yang Mulia Awang Haji Samat bin Haji Jamahat
Assistant Director, Permanent Secretary's Office

APPENDIX 5

GARIS KASAR DASAR PELAJARAN YANG TERCATAT DALAM RANCANGAN KEMAJUAN NEGARA PERTAMA (1954-1959)

1. Pelajaran percuma bagi semua kanak-kanak Melayu (di sekolah-sekolah Melayu yang berumur antara 6 hingga 14 tahun, untuk selama 6 tahun).
2. Bahasa Melayu sebagai bahasa pengantar dan Bahasa Inggeris sebagai satu mata pelajaran dalam darjah III hingggga darjah IV.
3. Sukatan pelajaran sekolah menekankan mata pelajaran:
 - i. Berkebun
 - ii. Kerjatangan
 - iii. Pertukangan kayu
 - iv. Pertukangan logam
4. Murid-murid pilihan dari sekolah-sekolah Melayu yang menduduki sekolah-sekolah Inggeris kerajaan akan diajarkan pelajaran Bahasa Melayu.
5. Kemudahan bagi murid-murid tersebut yang telah menamatkan menengah rendah untuk menyambung pelajaran mereka di peringkat di menengah atas (Tingkatan IV-V).
6. Kemudahan percuma tempat tinggal bagi murid-murid Melayu di sekolah Inggeris Kerajaan, yang rumah mereka tiga batu jauhnya dari sekolah.
7. Latihan kejuruteraan bagi beberapa orang murid-murid yang terpilih untuk belajar di sekolah teknikal Syarikat Minyak Shell di Seria.
8. Kemudahan belajar di maktab dan universiti di luar negeri bagi mereka yang berjaya menamatkan persekolahan mereka.
9. Bantuan kewangan untuk sekolah-sekolah bukan kerajaan (sekolah misi dan cina).
10. Kemudahan pelajaran dewasa bagi menghapuskan buta huruf dan mempelajari bahasa Inggeris.
11. Minuman dan makan tengah hari percuma.
12. Perkhidmatan kesihatan percuma di sekolah-sekolah.

APPENDIX 6

DASAR PELAJARAN (Laporan Suruhanjaya Pelajaran Brunei 1972)

1. Untuk menjadikan secepat mungkin bahasa Melayu sebagai bahasa pengantar dalam sekolah-sekolah rendah dan menengah kebangsaan sesuai dengan kehendak perlembagaan.
2. Untuk meninggikan ukuran penggunaan Bahasa Inggeris dalam sekolah-sekolah rendah dan menengah di negeri ini.
3. Untuk lebih menitikberatkan pelajaran Ugama Islam sesuai dengan kehendak perlembagaan.
4. Untuk menyediakan pelajaran selama 9 tahun yang sesuai dengan kehendak negara terus menerus kepada semua kanak-kanak Brunei: 6 tahun di sekolah-sekolah rendah dan 3 tahun di sekolah menengah bawah.
5. Untuk memastikan dengan menyediakan ikhtisar mata pelajaran yang isinya serupa, yang taraf pelajaran di semua sekolah adalah sebanding.
6. Untuk menjadikan pelajaran menengah dapat dicapai oleh semua orang berdasarkan kepada kehendak-kehendak dan kebolehan mereka.
7. Untuk memberikan semua kanak-kanak Brunei segala kemungkinan peluang demi menjadikan mereka berguna untuk perkembangan Negara bagi memenuhi segala kehendak-kehendak yang diperlukan oleh negara supaya semua kehendak-kehendak itu dipenuhi oleh rakyat Brunei sendiri.
8. Untuk menimbulkan melalui saluran-saluran di atas, suatu identiti kebangsaan sebagai tapak pertumbuhan rasa taat setia kepada Brunei, dan juga membangun kecekapan dan sifat melentur di dalam sistem pelajaran untuk memenuhi kehendak-kehendak pembangunan negeri ini.

APPENDIX 7

DASAR PELAJARAN TAHUN 1985

(Pindaan dasar pelajaran dalam Laporan Suruhanjaya Pelajaran Brunei 1972)

1. Untuk membentuk sistem pendidikan dwibahasa di mana bahasa Melayu akan tetap memainkan peranan yang penting sebagai bahasa rasmi negara di samping itu tidak mengabaikan kepentingan bahasa Inggeris supaya kemahiran dalam kedua-dua bahasa tersebut akan dapat dicapai
2. Untuk memberi penekanan kepada pendidikan agama Islam dan memastikan nilai-nilai Islam dapat diterapkan dalam sistem pendidikan melalui kurikulum sekolah.
3. Untuk menyediakan pelajaran selama sekurang-kurangnya 9 tahun kepada setiap kanak-kanak Brunei iaitu 6 tahun di sekolah rendah dan 3 tahun di sekolah menengah bawah.
4. Untuk memastikan dengan menyediakan iktisar mata pelajaran yang isinya serupa, yang taraf pelajaran di semua sekolah adalah sebanding.
5. Untuk menjadikan pelajaran menengah dapat dicapai oleh semua orang berdasarkan kepada kehendak-kehendak dan kebolehan mereka.
6. Untuk memberikan kepada semua kanak-kanak Brunei segala kemungkinan peluang demi menjadikan diri mereka berguna untuk perkembangan negara bagi memenuhi segala kehendak-kehendak yang diperlukan oleh negara supaya semua kehendak-kehendak itu dipenuhi oleh rakyat Brunei sendiri.
7. Untuk menimbulkan melalui saluran-saluran di atas suatu identiti kebangsaan sebagai tapak pertumbuhan rasa ta'at setia kepada Brunei, dan juga membangun kecekapan dan sifat melentur di dalam Sistem Pelajaran untuk memenuhi kehendak-kehendak pembangunan negara ini.

APPENDIX 8

DASAR PENDIDIKAN NEGARA BRUNEI DARUSSALAM 1993

1. Untuk mendukung dan melaksanakan satu sistem pendidikan Negara Brunei Darussalam di mana bahasa Melayu akan kekal memainkan peranan yang penting sebagai Bahasa Rasmi Negara di samping itu tidak mengabaikan bahasa Inggeris.
2. Untuk memberi pendidikan ugama Islam dan memastikan nilai-nilai dan cara hidup Islam dapat diterapkan ke dalam sistem pendidikan melalui kurikulum sekolah.
3. Untuk menyediakan pelajaran selama sekurang-kurangnya 12 tahun kepada setiap kanak-kanak Negara Brunei Darussalam iaitu 7 tahun di sekolah rendah [termasuk satu tahun di prasekolah], 3 tahun di sekolah menengah bawah dan 2 tahun di sekolah menengah atas atau sekolah vokasional.
4. Untuk menyediakan kurikulum dan peperiksaan awam yang seragam di semua sekolah-sekolah di seluruh negara.
5. Untuk memberikan kepada semua kanak-kanak Negara Brunei Darussalam segala kemungkinan peluang demi menjadikan diri mereka berguna untuk perkembangan negara bagi memenuhi segala kehendak yang diperlukan oleh negara supaya semua kehendak itu dipenuhi oleh rakyat Negara Brunei Darussalam sendiri.
6. Untuk menyediakan pelajaran tinggi bagi mereka yang berkebolehan dan berkelayakan, berdasarkan kepada keperluan negara dari masa ke semasa.
7. Untuk menimbulkan melalui lauran-saluran di atas, sautu identiti kebangsaan sebagai tapak pertumbuhan rasa taat setia kepada raja dan Negara Brunei Darusslam dan juga membangun kecekapan dan sifat melentur di dalam sistem pelajaran untuk memenuhi kehendak-kehendak pembangunan negara ini.

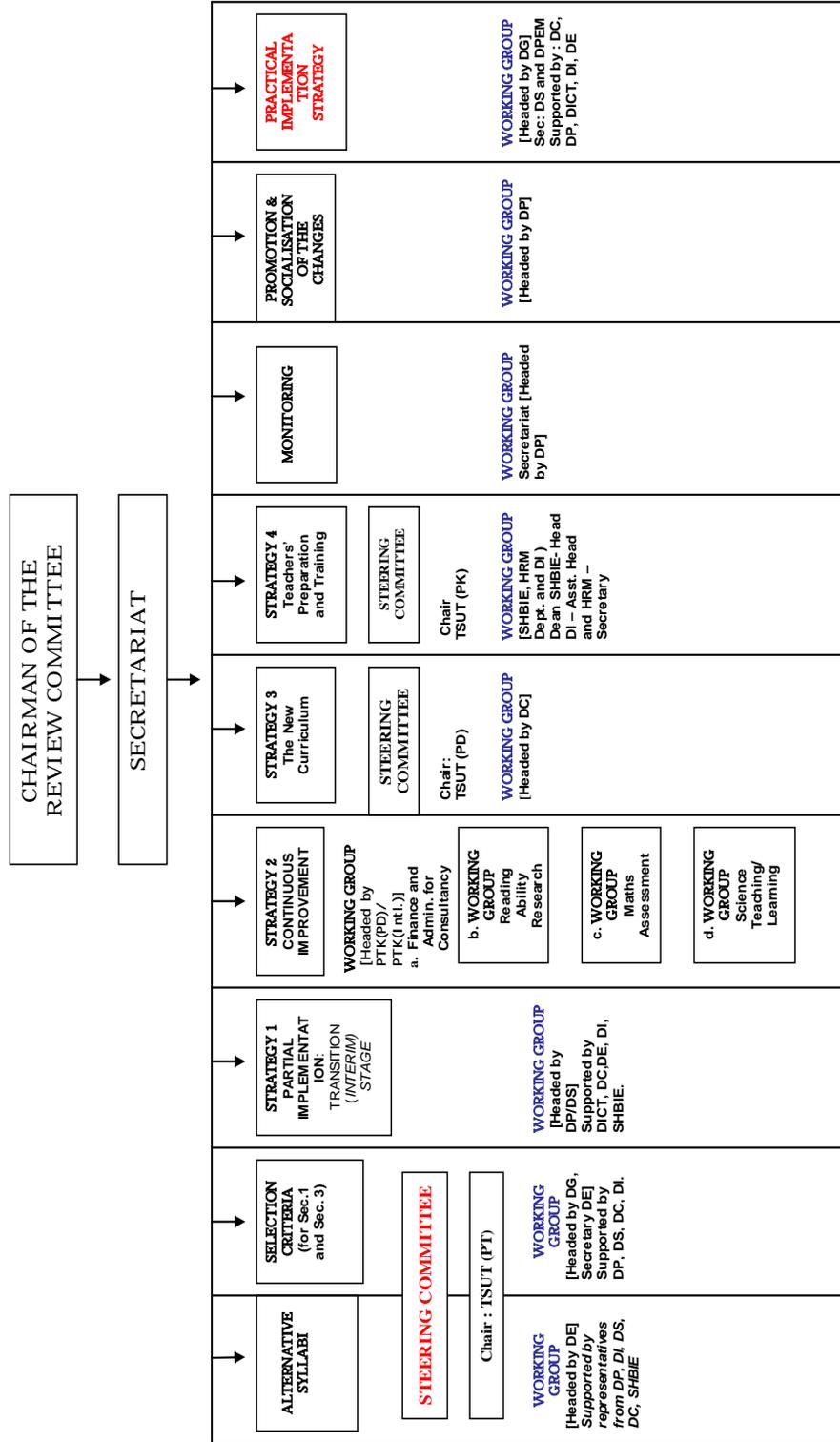
APPENDIX 9

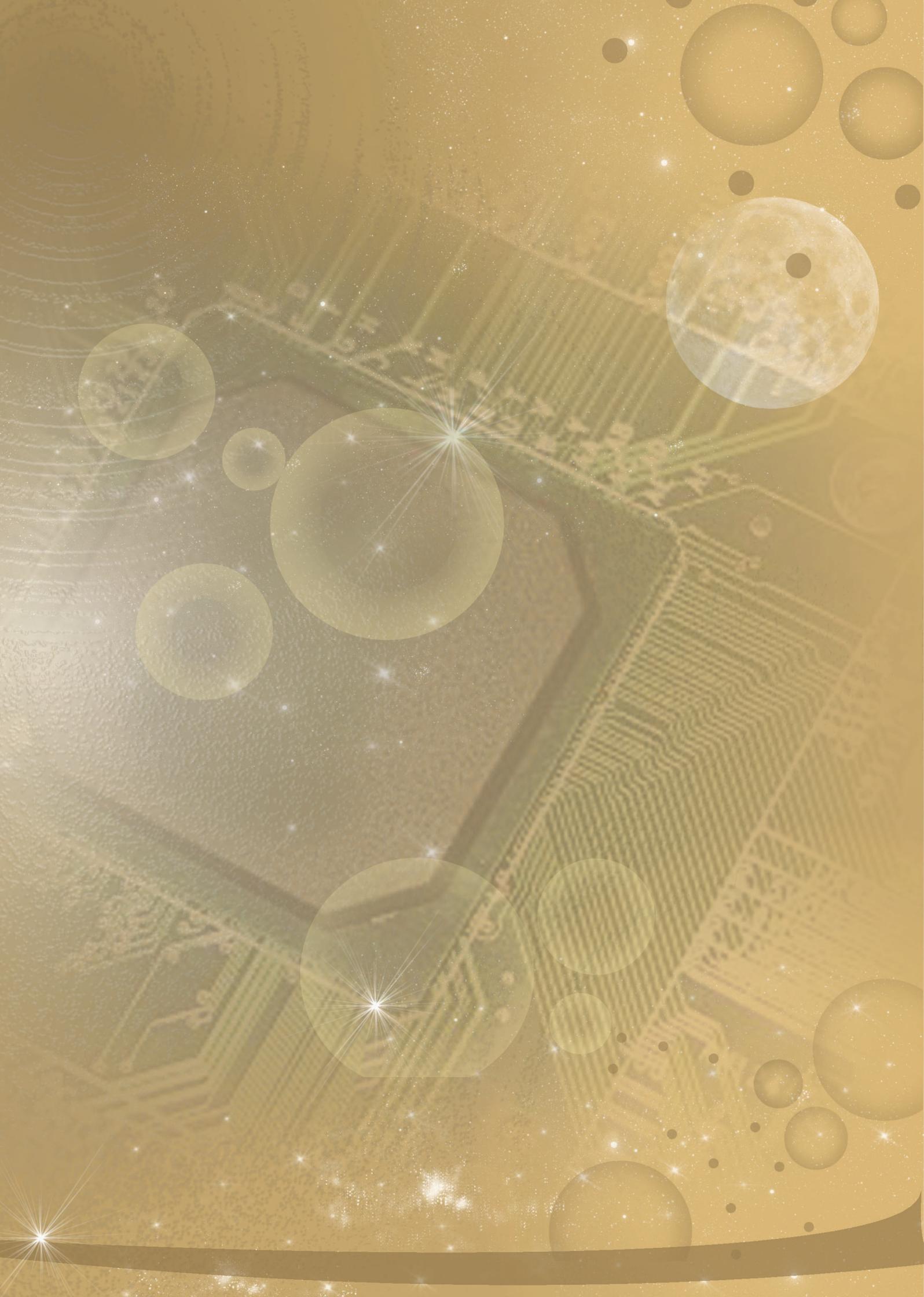
DASAR PENYALURAN PENUNTUT LEPASAN *BRUNEI JUNIOR CERTIFICATE OF EDUCATION* (BJCE) KE DUA JURUSAN PENGAJIAN DI PERINGKAT MENENGAH ATAS 1989

1. Untuk memastikan peratus kelulusan dalam peperiksaan Peringkat 'O' bertambah baik.
2. Untuk membolehkan lebih ramai pelajar mendapat kelulusan di Peringkat 'O'.
3. Mengurangkan keciciran dalam Peringkat 'O'.
4. Memastikan pelajar mempunyai kelulusan 'O' dalam mata pelajaran yang bersesuaian untuk memenuhi keperluan kerjaya yang diperlukan oleh Negara.

APPENDIX 10

WORKING GROUPS FOR THE PREPARATION AND IMPLEMENTATION OF THE SPN21





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