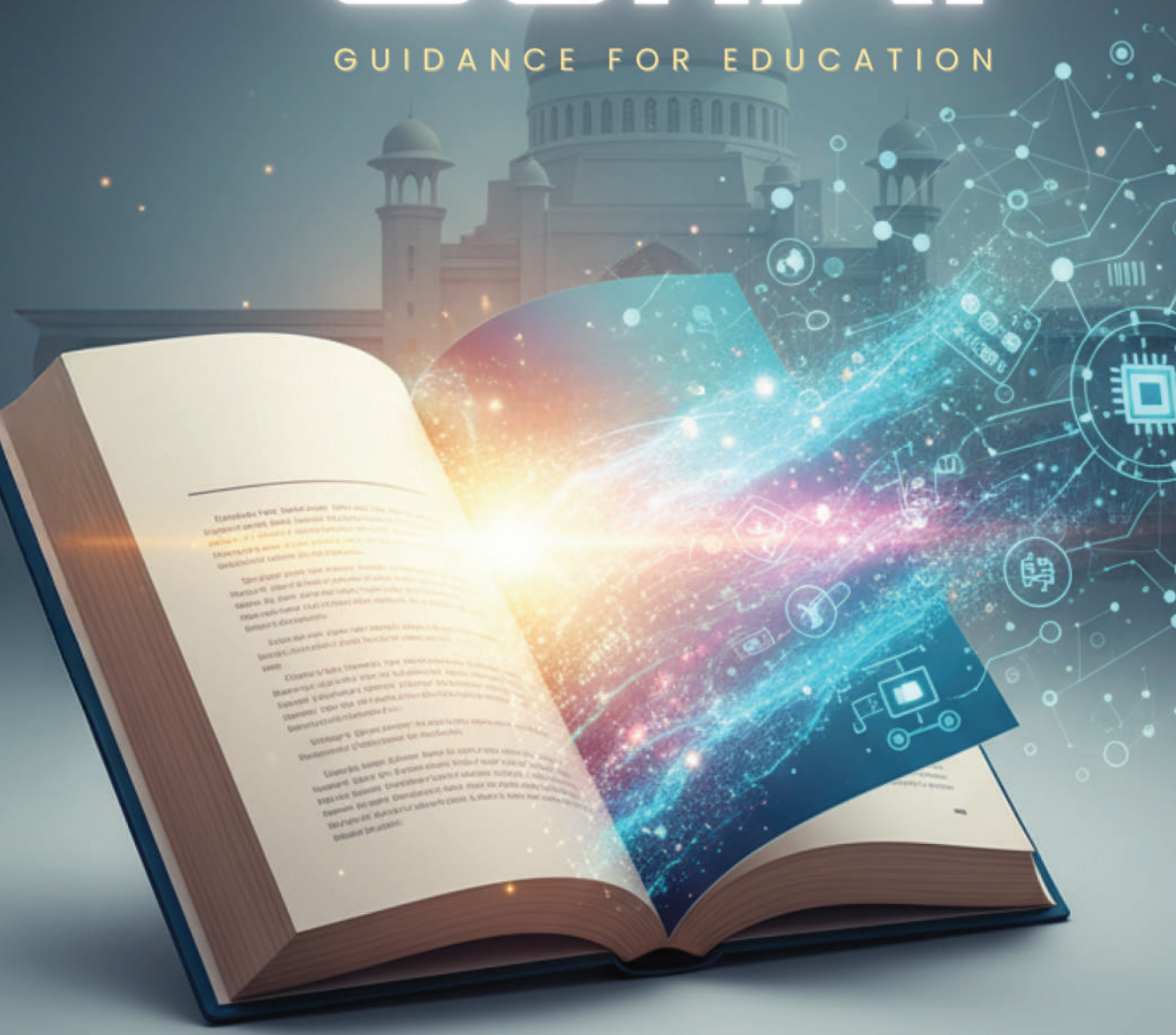
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MINISTRY OF EDUCATION
NEGARA BRUNEI DARUSSALAM

GenAI

GUIDANCE FOR EDUCATION



HANDBOOK EDITION

TITAH

HIS MAJESTY SULTAN HAJI HASSANAL BOLKIAH MU'IZZADDIN WADDAULAH IBNI AL-MARHUM SULTAN HAJI OMAR 'ALI SAIFUDDIEN SA'ADUL KHAIRI WADDIEN SULTAN AND YANG DI-PERTUAN OF NEGARA BRUNEI DARUSSALAM

"Beta juga ingin menyeru kepada graduan-graduan untuk menggunakan ilmu yang ada khususnya dengan kepesatan teknologi dan kecerdasan buatan (AI) untuk meneroka industri-industri baru khususnya industri digital dan kreatif untuk mempelbagaikan lagi ekonomi dan membukakan lebih banyak peluang-peluang pekerjaan atau keusahawanan."

TITAH IN CONJUNCTION WITH
UNIVERSITI TEKNOLOGI BRUNEI 13TH CONVOCATION
3 September 2025

"Dalam kepesatan teknologi, para pelajar mestilah bijak serta mahir untuk membezakan sumber yang boleh dipercayai ataupun tidak. Maka oleh itu, para pelajar, jadilah awda semua warga digital atau 'Digital Citizen' yang bertanggungjawab dan beretika, supaya awda sekalian selamat dan berjaya."

TITAH IN CONJUNCTION WITH
HIS MAJESTY'S MAJLIS BERSAMA RAKYAT WITH BRUNEI RESIDENTS IN UNITED KINGDOM AND IRELAND
22 December 2024

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FOREWORD

Message from The Honourable Minister of Education

Alhamdulillahi Rabbil 'Alamin, Wassalatu Wassalamu 'Ala-asyrafil Anbiya'e Wal Mursalin, Sayyidina Muhammadin Wa'ala 'Alihi Wasahbihi Ajma'in and *Salam Sejahtera.*

Praise be to Almighty Allah Subhanahu Wa Ta'ala and blessings be upon the Prophet Muhammad Sallallahu Alaihi Wasallam (peace be upon him).

The launch of the Generative AI (GenAI) Guidance for Education in conjunction with our National Teachers' Day celebration marks a significant milestone in Negara Brunei Darussalam's journey of digital transformation. It reflects our unwavering commitment to empower educators and learners with the tools, skills, and safeguards necessary to embrace the opportunities of emerging technologies with confidence and responsibility.

This guidance is firmly aligned with Wawasan Brunei 2035, guided by the five objectives of Maqasid Syariah, and grounded in the national philosophy of Melayu Islam Beraja (MIB). It also supports the Ministry of Education's Digital Transformation Plan (2023–2027), while complementing the Economic Blueprint and Manpower Blueprint as part of the broader national agenda for sustainable and inclusive growth.

By embedding the responsible and ethical use of GenAI in our education system, we aim to cultivate creativity, critical thinking, and innovation, while ensuring that our values and identity remain deeply rooted. This initiative is not only about preparing students for the future of work, but also about nurturing a resilient society that harmonises technological progress with human character and integrity.

Looking ahead, education in Negara Brunei Darussalam must remain dynamic, inclusive, and future-ready, where technology enhances, but never replaces, the central role of our educators; where every learner is empowered to reach their fullest potential; and where education continues to serve as the foundation for national progress and human development.

I extend my deepest appreciation to all educators and stakeholders who have contributed to this vital initiative. May this guidance serve as a practical and living reference, enabling Negara Brunei Darussalam to develop future-ready learners, empowered educators, and an education system that is globally relevant while firmly anchored in our national values, reflecting the vision and aspirations set forth by the nation's leadership under Wawasan Brunei 2035.

Yang Berhormat
Datin Seri Setia Dr. Hajah Romaizah binti Haji Md Salleh
Minister of Education
Negara Brunei Darussalam

FOREWORD

Foreword by The Permanent Secretary (Higher Education)

Alhamdulillahi Rabbil 'Alamin, Wassalatu Wassalamu 'Ala-asyrafil Anbiya'e Wal Mursalin, Sayyidina Muhammadin Wa'ala 'Alihi Wasahbihi Ajma'in. Praise be to Allah Subhanallahu Ta'ala for His endless Bounties and Blessings. And may Allah bestow His Blessings, Peace and Grace upon our beloved Prophet Muhammad Sallallahu 'Alayhi Wassalam and his family and his companions.

The landscape of higher education is undergoing a profound and rapid transformation, fundamentally reshaped by the emergence and advancement of Generative Artificial Intelligence (GenAI). In this era of unprecedented technological evolution, the introduction of the Generative AI (GenAI) Guidance for Education stands as a critical and timely imperative, reinforcing the Ministry's steadfast commitment to digital transformation. As Chief Information Officer and Chair of the Digital Transformation Steering Committee of the Ministry of Education, I assert that this guidance transcends the confines of a mere classroom tool; it is a powerful catalyst engineered to fundamentally reshape how we conceive, deliver, and sustain education services across our nation.

Within the realm of higher education, GenAI unleashes unprecedented opportunities to revolutionize the learning experience, invigorate the research ecosystem, and optimize administrative functions. Its potential impact is truly profound, promising to accelerate academic innovation and significantly enhance student support. However, realizing this immense potential is contingent upon harnessing GenAI responsibly, ethically, and in direct alignment with our strategic priorities. This guidance, therefore, serves as an indispensable pathway, ensuring that technology adoption is not only structured and ethical but also scalable, thereby fortifying our digital readiness at both institutional and system levels.

Furthermore, this guidance serves as an indispensable pillar complementing the Ministry's overarching Digital Transformation Plan (2023–2027). It establishes a crucial foundation for advancing data-driven policymaking, ensuring efficient resource management, and fostering deeper, more meaningful integration between higher education and the dynamic world of work. By robustly embedding AI literacy across all facets of higher education, we are not merely equipping our graduates to navigate evolving industries; we are empowering them to thrive, innovate, and contribute profoundly to Negara Brunei Darussalam's digital economy and national development.

I extend my deepest appreciation to the dedicated working groups and stakeholders whose invaluable contributions have made this vital initiative possible. Let this guidance serve not merely as a roadmap, but as a mandate for our institutions of higher learning: to innovate with unwavering responsibility, to lead with incisive foresight, and to secure the enduring relevance of education in an increasingly fast changing world.

Yang Mulia
Dr Haji Azman bin Ahmad
Permanent Secretary (Higher Education)
Ministry of Education
Negara Brunei Darussalam

FOREWORD

Foreword from The Permanent Secretary (Core Education)

Alhamdulillahi Rabbil ‘Alamin. Wassalatu Wassalamu ‘Ala Asyrafil Anbiya’i Wal Mursalin, Sayyidina Muhammadin Wa ‘Ala Alihi Wa Sahbihi Ajma’in. *Salam Sejahtera*.

Praise be to Allah Subhanahu Wa Ta‘ala for His infinite blessings and mercy. May Allah bestow His Blessings, Peace and Grace upon our beloved Prophet Muhammad Sallallahu ‘Alayhi Wassalam and his family and his companions.

The launch of the Generative AI (GenAI) Guidance for Education comes at a significant juncture for Negara Brunei Darussalam’s education system. Core education; spanning the primary, secondary and sixth form levels, forms the foundation upon which all future learning and development are built. This guidance seeks to ensure that as learners and educators increasingly encounter AI in their daily lives, they are supported with a clear framework for its safe, purposeful, and values-driven use in teaching and learning.

Our priority is not merely the introduction of new technologies into classrooms, but the assurance that their application is age-appropriate, inclusive, and firmly anchored in values. GenAI holds great potential to personalise learning, enhance access, and equip teachers with more effective tools. Equally important, however, is the need for safeguards that protect learner well-being, nurture digital responsibility, and preserve the irreplaceable human qualities of care, empathy, and character development that lie at the heart of education.

This guidance is intended to strengthen teachers in their dual role as educators and mentors, empowering them to harness technology in ways that enrich learning while maintaining full stewardship over its use in the classroom. For learners, it opens doors to the early development of digital literacy and critical thinking; skills that are indispensable for lifelong learning and for thriving in the knowledge-based society envisioned under Wawasan Brunei 2035.

I extend my sincere appreciation to all who have contributed to this important initiative. May this guidance empower our educators, inspire our learners, and further reinforce an education system that is future-ready, values-centered, and resilient.

Yang Mulia
Dr. Shamsiah Zuraini Kanchanawati binti Haji Tajuddin
Permanent Secretary (Core Education)
Ministry of Education
Negara Brunei Darussalam

MAQASID SYARIAH

This guidance is shaped by the Maqasid Syariah, the objectives of Islamic law that aim to protect and promote human wellbeing.

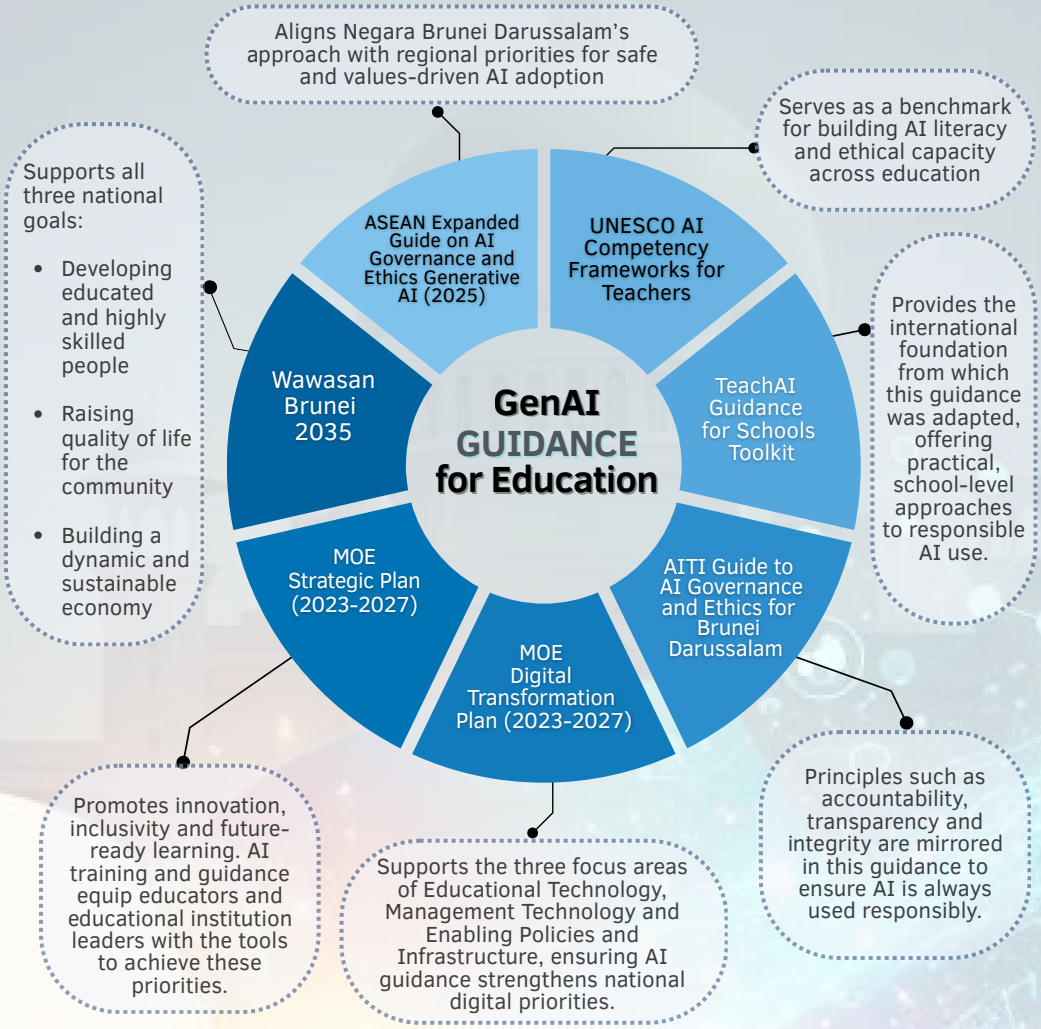
The five Maqasid (preservation of religion, life, intellect, lineage and wealth) serve as an ethical compass that complements international frameworks in evaluating AI adoption in education.

By adopting the Seven Principles for Ethical AI in Education recommended in the TeachAI Toolkit, the Ministry of Education ensures AI use is guided by both global standards and Negara Brunei Darussalam's values, faith, culture and community. This alignment promotes inclusivity and ensures technology strengthens rather than weakens society.

In practice, this means AI adoption must uphold fairness, dignity and accountability; always serving people first, technology second.

GenAI GUIDANCE FOR EDUCATION ALIGNMENT

This guidance is designed to advance Negara Brunei Darussalam's national vision while aligning with regional and global standards for responsible AI in education.



KEY MESSAGES

AI should enhance learning, not replace it. By aligning with Negara Brunei Darussalam's values and priorities, and by drawing on trusted international frameworks, this guidance ensures that technology strengthens education while protecting cultural identity and human dignity.

For templates, checklists and disclosure guides, visit the full online version of this guidance.

INTRODUCTION

WHAT IS AI (ARTIFICIAL INTELLIGENCE)?

Simply put, it is when computers or apps are designed to "think" or act smart.

When your phone suggests the next word while you are typing or when YouTube recommends videos, that's AI at work. In this guidance, we are mainly talking about Generative AI, since this is the type most relevant for Negara Brunei Darussalam's education today.

TYPES OF AI

Narrow AI

AI built for one task only, such as spell check, Google Translate or plagiarism checkers.

GenAI (Generative AI)

AI that can create new content such as text, images, music or videos. Popular examples include ChatGPT, Gemini, Microsoft Copilot and DeepSeek.

Agentic AI

A newer type of AI that can not only generate content but also carry out tasks on its own, such as organising your calendar or drafting and sending an email after one instruction.

Other types of AI exist, and further definitions are available in the full online version of this guidance.

WHERE ARE WE HEADING?

AI is evolving rapidly, moving from tools that automate simple tasks toward systems that enable more personalised and adaptive learning. The end goal is not to replace educators or learners, but to build a strong foundation where innovation supports individual growth, creativity and continuous improvement in education.

OBJECTIVES

+ WHY DOES THIS GUIDANCE MATTER?

Generative AI is changing how we teach, learn and manage education. This guidance helps us use AI responsibly and ethically, always grounded in Negara Brunei Darussalam's Melayu Islam Beraja (MIB) values and aligned with Wawasan Brunei 2035 and MOE Digital Transformation Plan (2023-2027). AI is a helper, not a replacement – it should always enhance learning, not replace it.

This is a guidance book, not a set of strict guidelines. It provides direction, principles and examples to support schools in using AI responsibly, while allowing flexibility for different contexts.

+ WHO IS THIS GUIDANCE FOR?

EDUCATIONAL INSTITUTION LEADERS

To guide staff, set policies and prepare institutions for AI

EDUCATIONAL INSTITUTION ADMINISTRATORS

To align practice with national frameworks, ICT and curriculum

EDUCATORS

For lesson planning, teaching, assessment and learner agreements

LEARNERS

To use AI wisely, responsibly and with honesty

PARENTS/GUARDIANS

To understand AI in education and support their children at home

OUR SHARED GOAL

A future-ready education system that uses AI with confidence and ethics – protecting Negara Brunei Darussalam's identity, empowering educators and helping learners succeed.

For templates, checklists and disclosure guides, visit the full online version of this guidance.

7 PRINCIPLES FOR ETHICAL AI IN EDUCATION

These principles are adapted for Negara Brunei Darussalam, grounded in Melayu Islam Beraja (MIB) values and aligned with TeachAI, UNESCO and ASEAN frameworks. They guide everyone in using AI responsibly.

Technology will keep changing, but our values must guide how we use it.



PURPOSE

Use AI to Support Education and National Goals

AI must serve Negara Brunei Darussalam's Vision, Wawasan Brunei 2035. It should help all learners succeed and strengthen our education system.



COMPLIANCE

Align AI Use with Laws, Ethics and Policies

AI use must follow MOE policies, MIB values and law of Negara Brunei Darussalam, with respect for privacy, accountability and cultural norms.



KNOWLEDGE

Build AI Literacy for All

Everyone should understand how AI works and be able to use it critically and responsibly in both Malay and English, so that AI literacy is inclusive, accessible, and rooted in Negara Brunei Darussalam's identity while also connecting to global knowledge.



For templates, checklists and disclosure guides, visit the full online version of this guidance.

BALANCE

Embrace Innovation While Managing Risks

AI can make work faster and easier, but **must be balanced** with human wellbeing, fairness and personal connection.

INTEGRITY

Uphold Honesty and Responsibility

Honesty (*Amanah*) and trust are central. Educators and learners must **disclose when AI has been used** so that work remains fair and transparent.

AGENCY

Keep Humans in Control

Humans must remain the decision-makers. AI can assist, but final judgement rests with educators, learners and leaders.

EVALUATION

Review and Improve Practices Regularly

Like *Muhasabah* (self-reflection), **AI use must be reviewed** often to stay ethical, effective and aligned with values.

KEY MESSAGES

These principles show that AI can be part of education in Negara Brunei Darussalam - practical, ethical and always tied to our values.

TIERS OF AI IN EDUCATION

HOW DO WE LEARN TO USE AI?

Not everyone needs to become an expert right away. This training pathway shows how educators, educational institution leaders and educational institution administrators can grow step by step from awareness to confidence to leadership.



TIER 1 AWARENESS

PROFESSIONAL ENGAGEMENT: Educators become aware of AI, begin ethical reflection andstart Continuous Professional Development (CPD).

EMPOWER LEARNER: At this stage, they can start simple conversations with learners about what AI is.

TIER 2 LITERACY

DIGITAL RESOURCES & TOOLS: Educators learn to choose and use AI tools responsibly.

TEACHING & LEARNING: Educators start experimenting with integrating AI into lessons.

ASSESSMENT: Educators recognise risks (plagiarism, bias, disclosure) and begin applying safeguards.

TIER 3 COMPETENCY

TEACHING & LEARNING: Educators design innovative pedagogy with AI.

ASSESSMENT: Educators use AI responsibly in formative and summative assessment.

EMPOWER LEARNERS: Educators lead AI literacy efforts among students, parents and peers.

PROFESSIONAL ENGAGEMENT: Educators contribute to policy, CPD and school-wide AI strategies.

* Domains from UNESCO AI Competency Framework for Teachers

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI READINESS PATHWAY



Tips for Using the Pathway

1. Begin at the right tier:
   Everyone has different starting points
2. Move step by step:
   Awareness - Literacy - Competency
3. Keep ethics at the centre:
   Always link activities to MIB values and wellbeing
4. Be practical:
   Focus on real tools, real tasks and Bruneian examples
5. Encourage sharing:
   Create space for colleagues to learn from one another through discussions and showcases



KEY MESSAGES

This pathway helps educators, learners and parents grow at their own pace, building confidence, skills and leadership in using AI responsibly, while keeping Brunei's values at the centre.

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR EDUCATIONAL INSTITUTION LEADERS

+ WHO ARE EDUCATIONAL INSTITUTION LEADERS (EIL)?

Educational Institution Leaders (EIL) are those in formal leadership roles, from school leaders to faculty leaders, from heads of section to heads of subject, who guide teaching, learning and staff development and set the tone for how AI is used day to day

WHAT SHOULD EDUCATIONAL INSTITUTION LEADERS FOCUS ON?

Lead open conversations with educators about AI use
Example: Setting aside 10 minutes in any meeting to discuss how AI is being used in teaching or administration

Adapt educator and learner policies to include AI use, ethics and disclosure
Example: Updating the educator and learner handbook to state that all AI-supported work must be reviewed and declared

Make sure acceptable and unacceptable practices are clear
Example: Educators may use AI for drafting lesson ideas, but learners must never submit AI work as their own (unless declared)

Monitor AI use in teaching, assessment and administrative tasks
Example: Checking that AI tools used for report writing are approved and reviewed before being shared

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR EDUCATIONAL INSTITUTION LEADERS

WHAT ARE GOOD PRACTICES TO FOLLOW?

- Share and enforce educators and learners AI agreements
- Encourage educators to share tips and examples with one another
- Provide opportunities for AI training and professional development
- Review institutional AI practices regularly and adjust where needed

WHAT SHOULD EIL AVOID?

- Treating AI as optional – it is part of digital transformation
- Allowing unsafe or unapproved AI tools to be used
- Ignoring educators and/or learners concerns about AI

If EIL overlook these issues, risks such as plagiarism, unsafe data use or loss of community trust may follow.

REFLECTION PROMPT

"Am I setting the tone for responsible AI use in my school or institution?"

KEY MESSAGES

EILs ensure AI is safe, ethical and values-driven – helping staff and learners benefit from technology while staying true to Negara Brunei Darussalam's identity and values.

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR EDUCATIONAL INSTITUTION ADMINISTRATORS

WHO ARE EDUCATIONAL INSTITUTION ADMINISTRATORS (EIA)?

Administrators are institutional administrators and management staff who oversee policies, operations and compliance.

WHAT SHOULD EDUCATIONAL INSTITUTION ADMINISTRATORS FOCUS ON?

Align all AI use with national goals and values
Example: Linking AI use in reports to Wawasan Brunei 2035's focus on efficiency and skills

Ensure AI supports national philosophy Melayu Islam Beraja (MIB), and Maqasid Syariah
Example: Choosing AI tools that also supports Malay language

Oversee the safe, ethical and efficient use of AI in administration and operations
Example: Approving AI for scheduling but requiring human checks before finalising timetables

Support administrators with clear instructions and ongoing monitoring
Example: Sharing a simple policy with educators on when to disclose AI assistance

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR EDUCATIONAL INSTITUTION ADMINISTRATORS

WHAT ARE GOOD PRACTICES TO FOLLOW?

- Set clear policies and agreements on AI use
- Encourage disclosure when AI supports official documents
  Example: This letter was drafted with AI and reviewed by the Head of Department
- Provide EIAs with safe opportunities to practise responsible AI use
- Review AI use regularly to ensure it stays ethical and effective

WHAT SHOULD ADMINISTRATORS AVOID?

- Using AI tools that put privacy, safety or cultural values at risk
- Allowing AI to replace human oversight in decisions
- Assuming all EIAs have the same level of confidence – some will need extra support

REFLECTION PROMPT

"Are our AI policies helping EIA work better while keeping Negara Brunei Darussalam's values at the centre?"

KEY MESSAGES

EIAs play a leadership role in ensuring AI is safe, ethical and values-driven – helping education move forward while staying true to Negara Brunei Darussalam's identity.

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR EDUCATORS

WHO ARE EDUCATORS?

Educators include teachers, lecturers, and trainers across schools, colleges and higher institutions. They are at the frontline of AI in education, shaping how learners use technology responsibly, creatively, and in line with Negara Brunei Darussalam's values

WHAT SHOULD EDUCATORS FOCUS ON?

Use AI as a support, not a substitute, for teaching
Example: Drafting a lesson outline with AI, then adapting it with Bruneian texts and activities

Model honesty by disclosing when AI is used
Example: Writing "drafted with AI, finalised by educators in course notes

Help learners use AI critically and responsibly
Example: Asking students to compare an AI-generated translation of a Malay story with the original version

Embed MIB values and local identity in AI use
Example: Using AI to generate debate questions reflecting Bruneian culture and context

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR EDUCATORS

WHAT ARE GOOD PRACTICES TO FOLLOW?

- Start small – try one approved AI tool at a time
- Use AI to save time on administrative tasks. Reinvest that time into learner interaction
- Share knowledge, skills and experiences with colleagues
- Treat AI outputs as drafts – always review and adapt

WHAT SHOULD EDUCATORS AVOID?

- Submitting or accepting work without proper AI disclosure
- Relying too heavily on AI for grading, feedback or lesson content
- Using AI tools that compromise privacy, safety or cultural relevance

If these are ignored, risks such as plagiarism, unsafe data use or loss of trust may follow.

REFLECTION PROMPT

"Am I showing learners how to use AI responsibly by the way I use it myself?"

KEY MESSAGES

Educators bring AI to life in learning – making sure it supports growth, builds honesty and reflects Bruneian identity.

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR LEARNERS

WHO ARE LEARNERS?

Learners are students in schools, colleges and higher institutions. AI can be exciting – it can help with explanations, practice and creativity. But if it is misused, it can harm learning, honesty and Negara Brunei Darussalam's values. Learners need to use AI wisely so it becomes a tool for growth, not a shortcut.

WHAT SHOULD LEARNERS FOCUS ON?

Primary (AI and Children)

Young children should only encounter AI with teacher or parent guidance. AI usage should be limited, supervised and balanced with offline learning and play. AI should not be used independently for schoolwork.

Secondary & A Level

Use AI to support learning, not replace effort. Always disclose when AI has helped, and never submit undeclared AI-generated work as your own.

Higher Education

Use AI critically for research, projects and advanced tasks. Always check reliability, disclose use and ensure it aligns with academic honesty.

For templates, checklists and detailed guidance for Primary, Secondary and Higher Education learners, visit the full online version of this guidance.

AI GUIDANCE FOR LEARNERS

WHAT ARE GOOD PRACTICES TO FOLLOW?

- Use AI for brainstorming, revising and exploring new ideas
- Ask educators or parents / guardians (where relevant) if unsure about acceptable use
- Review AI outputs instead of copying them
- Use AI tools in both Malay and English to strengthen your language skills

WHAT SHOULD LEARNERS AVOID?

- Submitting AI-generated work as your own
- Using AI to cheat, plagiarise or avoid real learning
- Sharing private or personal information with AI tools
- Depending too much on AI instead of building your own skills

If these are ignored, risks include plagiarism, unsafe data use and loss of trust from educators and peers.

REFLECTION PROMPT

"Am I using AI to learn better – or just to take shortcuts?"

KEY MESSAGES

Learners should use AI to learn better, think critically and create responsibly – always staying honest, balanced in their use of technology, and true to Negara Brunei Darussalam's values.

For templates, checklists and detailed guidance for Primary, Secondary and Higher Education learners, visit the full online version of this guidance.

AI GUIDANCE FOR PARENTS / GUARDIANS

FOR PARENTS / GUARDIANS

AI tools are easily accessible and can be of great benefit in learning. This is a short guide to ensure that AI is used responsibly, supports learning and our Bruneian values.

WHAT SHOULD PARENTS / GUARDIANS FOCUS ON?

Understand how schools and teachers are using AI in education
Example: Asking at a parent–teacher meeting how AI is used for assignments

Talk to children about using AI responsibly and honestly
Example: Reminding them to disclose if AI has helped with their homework

Encourage balance between AI support and independent study
Example: Letting your child use AI to practise English conversation, and review it together without the tool

Reinforce Negara Brunei Darussalam's cultural identity and values at home
Example: Encouraging your child to use AI to research Negara Brunei Darussalam's history in both Malay and English

For templates, checklists and disclosure guides, visit the full online version of this guidance.

AI GUIDANCE FOR PARENTS / GUARDIANS

WHAT ARE GOOD PRACTICES TO FOLLOW?

- Explore AI tools with your child so you learn together
- Encourage critical thinking questions
- Remind children to always review and check AI outputs
- Keep communication open with teachers about your child's AI use
- For younger children (under 13), keep AI use **limited, supervised and balanced** with offline learning and play

WHAT SHOULD PARENTS / GUARDIANS AVOID?

- Assuming AI can replace teachers or parental guidance
- Allowing children to rely only on AI for assignments or projects
- Ignoring unsafe or inappropriate AI use
- Sharing personal family information with AI tools

If these are ignored, risks such as plagiarism, unsafe online behaviour or loss of cultural identity may follow.

REFLECTION PROMPT

"Am I helping my child use AI as a tool for learning, not as a shortcut?"

KEY MESSAGES

Parents / Guardians help ensure AI supports, not replaces, their children's learning – guiding honesty, responsibility and respect for Bruneian values.

For templates, checklists and disclosure guides, visit the full online version of this guidance.

NEXT STEPS

AI will not stand still. It has already moved from Narrow AI (tools that do one task, like spell check), to Generative AI (tools that can create text, images, and more), and is now shifting towards Agentic AI – systems that can act more independently. For Negara Brunei Darussalam, this means our education system must stay ready, adaptive and values-driven.

PUBLISHING FULL BOOK ONLINE

This guidance will be continuously updated and will be made accessible to all institutions

CAPACITY BUILDING

Expanding awareness, literacy, and competency through ongoing training for educators, EILs, and EIAs

CAPTURING VOICES FROM THE GROUND

Gathering stories and practices from schools and higher education to guide continuous improvement

DEVELOPING AI FRAMEWORK

Introducing AI Framework in Education, setting out the system-wide vision, governance, and action plan for education

LEARNER READINESS

Preparing learners to use AI so they succeed in the future

ONLINE RESOURCES

Practical checklists, disclosure guides, and agreement templates to be made available in the full online version

For templates, checklists and disclosure guides, visit the full online version of this guidance.

WAY FORWARD

Every stage of AI adoption must continue to align with **Wawasan Brunei 2035, Negara Brunei Darussalam's Philosophy (MIB), and Maqasid Syariah**. Beyond today's generative tools, the future will bring **agentic AI** and other innovations we have yet to see. To stay ready, we must strengthen AI literacy, uphold ethical safeguards and ensure that humans remain in control.



By building readiness step by step, we keep education future-ready without losing our values.

EXPECTATIONS

EDUCATIONAL INSTITUTION LEADERS (EIL)

EILs create the conditions for safe, ethical and effective AI use. Their leadership makes the difference between AI being a distraction or becoming a tool that strengthens learning and protects Negara Brunei Darussalam's values.

EDUCATIONAL INSTITUTION ADMINISTRATORS (EIA)

EIAs set the direction for how AI is used in education. The policies and practices they approve determine whether AI strengthens quality, safety and Negara Brunei Darussalam's identity, or creates risks.

EDUCATORS

How educators use AI in lessons, planning and assessment directly influences learner habits, from honesty and critical thinking to cultural identity and creativity.

LEARNERS

Learners are expected to use AI as a tool to support their growth, not replace their effort. This means being honest about when AI has helped, thinking critically about AI outputs, and ensuring their work reflects Bruneian culture and values. Using AI responsibly prepares them not only for success in education today, but also for Negara Brunei Darussalam's future economy and society.

PARENTS / GUARDIANS

Parents / Guardians help shape how children think about AI. With the right guidance, AI can support learning and creativity. Without it, children may take shortcuts, spend too much time on screens or miss out on developing their own skills. Younger children especially need AI use to be limited, supervised and balanced with offline learning and play.

REFLECTION

Reflection helps us pause and check that AI is being used in ways that truly support learning and reflect our values. These AI prompts can be used in every day situations.

FOR EDUCATIONAL INSTITUTION LEADERS & ADMINISTRATORS

- Are our AI practices aligned with our institution's goals and Negara Brunei Darussalam's values?
- Do educators and learners feel confident and supported when using AI?
- Have we shared clear agreements on responsible use with educators, learners, and families where relevant?

FOR EDUCATORS

- Did the AI output support my teaching, or did it create confusion?
- Did I check the accuracy and reliability of the AI content before using it?
- Did this use of AI enhance learning, not replace it?

FOR LEARNERS

- Did I use AI as a helper, not a shortcut?
- Did I combine AI support with my own ideas and effort?
- Am I confident that my use of AI shows honesty and responsibility?

FOR PARENTS/GUARDIANS

- Do I understand how my child is using AI in learning?
- Have I talked with them about using AI responsibly?
- Does this AI use support their learning, character and balance with offline activities?

UNIVERSAL REFLECTION

Before using or sharing AI output, ask yourself:

1. Is it accurate and reliable?
2. Does it reflect our values?
3. Does it support real learning or meaningful work?

If these questions are ignored, AI use may lead to plagiarism, unsafe data sharing, loss of trust or cultural dilution.

ACKNOWLEDGEMENTS

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REFERENCES

This guidance is informed by contributions from both national, regional, and international sources in the field of Artificial Intelligence in education:

NATIONAL FRAMEWORKS AND STRATEGIES

- WAWASAN BRUNEI 2035
- MANPOWER BLUEPRINT, SOCIAL BLUEPRINT, ECONOMIC BLUEPRINT FOR BRUNEI DARUSSALAM
- DIGITAL ECONOMY MASTERPLAN 2025
- MINISTRY OF EDUCATION STRATEGIC PLAN (2023–2027)
- MINISTRY OF EDUCATION DIGITAL TRANSFORMATION PLAN (2023-2027)
- AUTHORITY FOR INFO-COMMUNICATIONS TECHNOLOGY INDUSTRY OF BRUNEI DARUSSALAM (AITI) – GUIDE TO AI GOVERNANCE AND ETHICS FOR BRUNEI (2025)

INTERNATIONAL AND REGIONAL FRAMEWORKS AND STRATEGIES

- UNESCO – AI COMPETENCY FRAMEWORK FOR TEACHERS AND STUDENTS (LAUNCHED SEPTEMBER 2024)
- UNESCO – AI AND EDUCATION (RESEARCH SERIES, INCLUDING "GUIDANCE FOR GENERATIVE AI IN EDUCATION AND RESEARCH," 2023)
- ASEAN – EXPANDED GUIDE ON AI GOVERNANCE AND ETHICS: GENERATIVE AI (2025)
- TEACHAI TOOLKIT – AI GUIDANCE FOR SCHOOLS (CODE.ORG, UNESCO, OECD, ETS, WEF, 2023–2025)
- TEACHAI – FOUNDATIONAL POLICY IDEAS FOR AI IN EDUCATION (2024)

For a full list of sources, case studies and detailed references, please see the online living version of the Handbook Edition.

NOTES

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AI DISCLOSURE

This Handbook Edition of the GenAI Guidance for Education was developed by the Ministry of Education with input from educators, educational institution leaders and administrators.

Generative AI tools were used as **writing assistants** to help summarise and refine sections from the original document. Human authors rewrote, reviewed, edited, and contextualised all content to ensure it reflects Negara Brunei Darussalam's values, culture, and education priorities.

Generative AI was also used in a **limited way to support graphic design**, such as creating draft layouts, icons, or illustrations. All designs were reviewed, adapted, and finalised by the human design team to ensure clarity, accuracy, and cultural relevance.

In line with our own principles, AI support is disclosed openly – AI helped with drafting and visual design, but the final voice, choices, and responsibility remain human.

