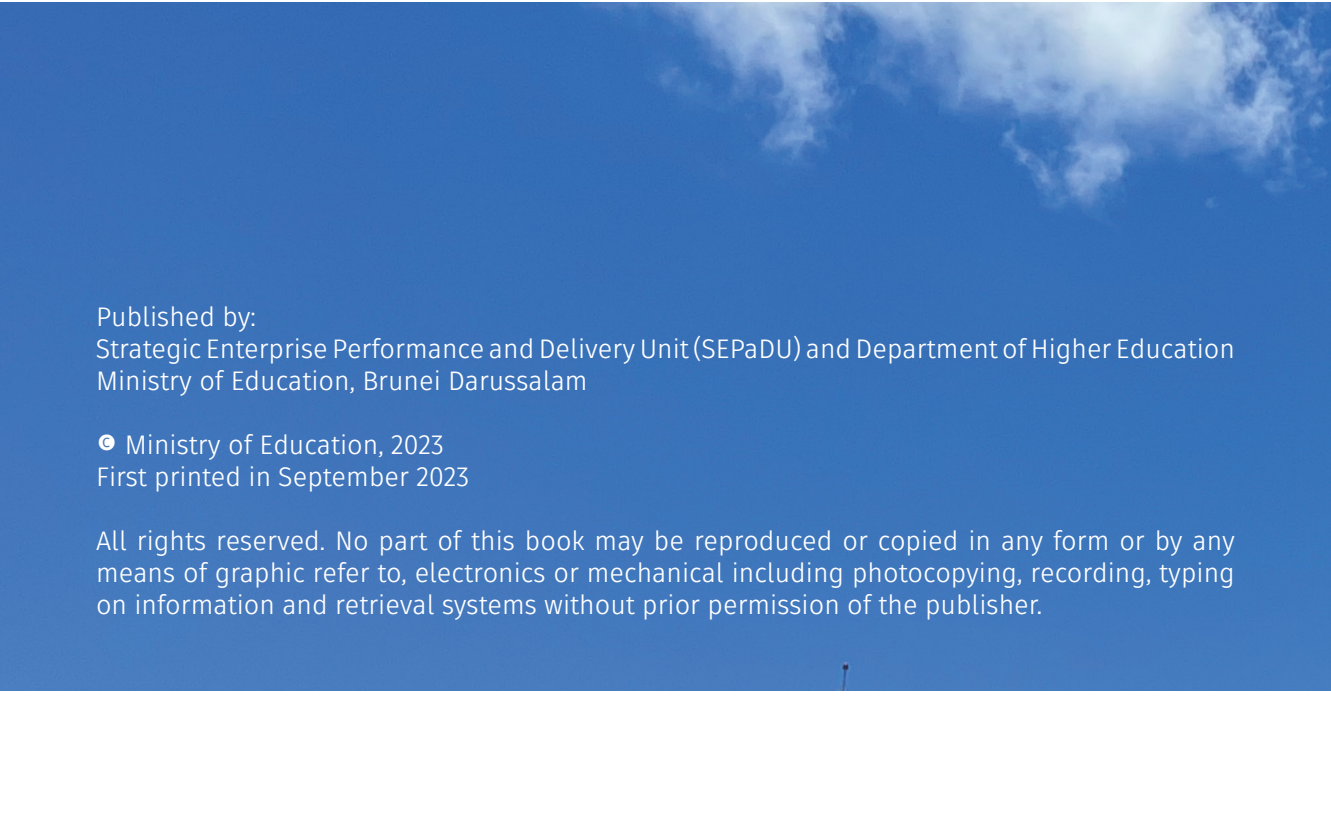




MINISTRY OF EDUCATION
STRATEGIC PLAN
2023-2027



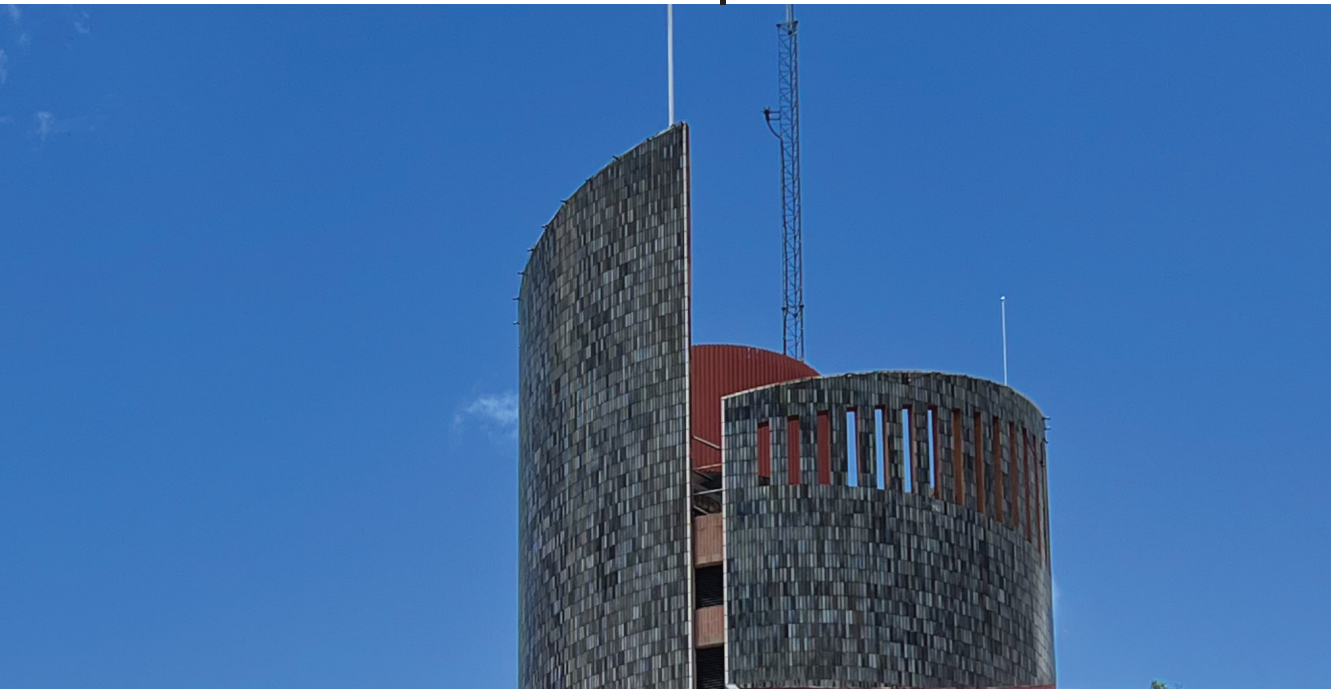
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Ministry of Education, Brunei Darussalam

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CONTENTS

| | | | | |
|-----------|-----------------------|----|-----------|--------------------|
| 01 | THE STRATEGIC CONTEXT | 12 | | |
| 02 | OVERVIEW | 32 | | |
| 03 | STRATEGIES | 42 | | |
| | | | 04 | GLOSSARY 52 |
| | | | 05 | ACKNOWLEDGEMENT 54 |
| | | | 06 | REFERENCES 55 |



TITAH PERUTUSAN

“Oleh itu, Negara Brunei Darussalam sendiri mesti seiring dengan rakan-rakan membuat perubahan, dengan sistem negara, ekonomi, pendidikan dan keselamatan diperkukuhkan sebagaimana merujuk kepada Blueprint-Blueprint, Pelan-Pelan Induk dan Pelan-Pelan Strategik yang dikeluarkan, sama ada di peringkat kementerian mahupun nasional.

Brunei turut teruja dengan perkembangan transformasi digital untuk menuju aspirasi menjadikan negara sebagai sebuah negara pintar. Maka untuk itu, kerjasama strategik yang berterusan di antara semua pihak yang berkepentingan adalah diperlukan bagi menyediakan tenaga kerja yang berkemahiran bagi mencapai kemajuan kearah smart city.”

Kebawah Duli Yang Maha Mulia Paduka Seri Baginda
Sultan Haji Hassanah Bolkiah Mu'izzaddin Waddaulah
ibni Al-Marhum Sultan Haji Omar 'Ali Saifuddien
Sa'adul Khairi Waddien,
Sultan dan Yang Di-Pertuan Negara Brunei Darussalam

Sempena Menyambut Tahun Baru Masihi 2021
31 Disember 2020

A MESSAGE FROM THE HONOURABLE MINISTER OF EDUCATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Praise to Al-Mighty Allah Subhanahu Wa Ta'ala and Prophet Muhammad Sallallahu Alaihi Wasallam (peace be upon him).

It is with great pleasure and gratitude that I introduce the Ministry of Education Strategic Plan 2023-2027. This comprehensive roadmap reflects our unwavering commitment to advance quality education and foster a highly skilled workforce through promoting innovative teaching and learning methods, and meeting the diverse needs of our learners. As we embark on this journey of educational transformation, our strategic goals stand as guiding beacons, propelling us toward a future of excellence and progress.

We understand that education is not merely the acquisition of knowledge, but the cultivation of critical thinking, ethical values, and a lifelong passion for learning. As we aspire to provide a world-class education, we pledge to uphold the highest standards, to equip our students with the skills and knowledge they need to navigate in an ever-changing world. By nurturing a generation of adaptable, innovative, resilient, and forward-thinking individuals, we believe we are able to ensure that our nation remains competitive on the global stage.

Our strategic plan places a strong emphasis on cultivating an ecosystem that encourages and rewards innovative approaches to teaching and learning. By embracing emerging technologies, interactive learning methodologies, and collaborative initiatives, we empower both educators and students to explore new frontiers of knowledge. This empowerment can be realised by offering our learners a personalised educational experience that caters to their individual needs.

We acknowledge and celebrate diversity in our learners' abilities, interests and aspirations as we aim to nurture all for success in various walks of life with the application of differentiated instruction, provision of student support services and support meaningful engagement. Our strategic plan underscores our dedication to enhance employability of our graduates by equipping them with practical skills, industry knowledge and real-world experiences including soft skills, such as communication, critical thinking, teamwork and problem-solving. These skills not only enhance employability but also shape individuals who can contribute meaningfully to society, irrespective of their chosen career paths.

Embedded within our strategic plan are three main goals that will steer our collective efforts. The pursuit of a future-ready workforce, cultivation of an innovative ecosystem and empowerment of human resources form the cornerstones of our roadmap. These goals reflect our commitment to a learning environment that is agile, responsive and conducive to holistic growth.

As we forge ahead into the future, the Ministry of Education Strategic Plan 2023-2027 will serve as our compass, guiding us to transform our vision into a reality. I extend my heartfelt gratitude to all who have contributed to the development of this plan – educators, administrators, experts and stakeholders alike. Together, we shall ensure that every learner achieve their highest potential.



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

FOREWORD FROM THE PERMANENT SECRETARY (HIGHER EDUCATION)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Praise to Al-Mighty Allah Subhanahu Wa Ta'ala and Prophet Muhammad Sallallahu Alaihi Wasallam (peace be upon him).

It is with immense pride and a sense of achievement that we present to you the Ministry of Education Strategic Plan 2023-2027. This comprehensive and forward-looking plan represents the collective effort of dedicated individuals who share a common vision: to shape the future of education in alignment with the evolving needs of our society, economy, and the world at large.

As we navigate an era of rapid transformation and unprecedented challenges, the Ministry of Education has diligently crafted this strategic roadmap to guide us towards a future that embraces excellence, innovation, and inclusivity. This plan reflects our commitment to learners, educators, and stakeholders as well as our determination to bridge the gap between aspirations and accomplishments, thereby ensuring that our education system remains a beacon of progress.

Towards achieving our vision and mission, we are guided by three strategic goals which are to nurture future-ready learners, enhance innovative educational ecosystems and build up human resources.

For higher education, we are committed to nurture a workforce equipped with the skills and competencies needed for the future including entrepreneurialism, ethics, integrity and a passion for lifelong learning. As a hub of new knowledge, creativity and innovation, higher education should keep abreast with the changes around us, so we can adopt, adapt and innovate to contribute to nation building. At the same time, higher education plays a crucial role in exploring niche areas as well as developing new policies that can spur economic growth in priority areas through cutting-edge research. The goal of fostering excellence means providing our educators with the tools they need to lead in a dynamic educational landscape. By empowering our educators, we are empowering our learners, ensuring they are prepared to excel in a volatile, uncertain, complex and ambiguous world.

As Brunei Darussalam sets its sights on achieving Wawasan Brunei 2035, higher education institutions emerge as pivotal agents of change. These institutions have a profound responsibility to develop and deliver quality programmes that nurture a well-educated and highly skilled workforce. The pursuit of quality and sustainability must extend to every facet of higher educational institutions' operations, from curriculum design and research to faculty development and student support services.

I wish to extend my sincere appreciation to all who have played their invaluable part in developing Brunei Darussalam's Ministry of Education Strategic Plan 2023-2027. To the leaders of higher education institutions, partners in the public and private sectors, and the ministry's staff and education community, I look forward to your dedication and commitments to achieve our next milestones. We have made remarkable progress in restructuring the higher education system together, and will continue to strengthen this partnership to meet the national and international goals in higher education. Let us work together, united by a common purpose, to turn these strategic goals into reality and thus fulfilling our duty to the next generation.

The image shows a stylized signature in white Arabic calligraphy on a dark blue background. The signature is written in a fluid, cursive style, characteristic of the Malay name 'Azman bin Ahmad'.

Yang Mulia Dr. Haji Azman bin Ahmad
Permanent Secretary (Higher Education)

FOREWORD FROM THE PERMANENT SECRETARY (CORE EDUCATION)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Alhamdulillah Rabbil 'Alameen Wassolaatu Wassalaamu 'Ala Ashrafil Anbiyai Walmursaleen, Sayyidina Muhammadin Wa 'Ala Alihi Wa Sohbihi Wa Sallim.

Praise to Al-Mighty Allah Subhanahu Wa Ta'ala and peace be upon Prophet Muhammad Sallallahu 'Alaihi Wassallam, that we have successfully developed the Ministry of Education Strategic Plan 2023-2027, guiding the ministry closer to its vision and accomplishing Wawasan Brunei 2035.

As we advance into the future, a future where students are equipped with the skills and knowledge they need to succeed in a rapidly changing world, technology plays a major role in shaping that future. Classroom walls are no longer a barrier as technology enables new ways of learning, communicating, and working collaboratively. In addition to the internet and the ubiquity of smart devices that can connect to it, a new age of education is dawning. Our current and future generations will live in an era of immense technological advancement. This will have a profound impact on their lives. It is increasingly important for us to stay up-to-date and equip our students with the latest innovations and ensure that they have access to high-quality educational resources, regardless of their socioeconomic status.

We must also train teachers on how to use technology effectively in the classroom and create a culture of innovation in our education system. We need to encourage students to think creatively and to take risks, as well as to support teachers and administrators who are willing to explore alternative methods.

Our strategic goals centre on excellence through learners prepared for the future, fostering an innovative ecosystem, and nurturing our human resources. To realise these strategic goals, it is paramount that we create an enabling environment. Adequate allocation and deployment of human, financial, and physical resources are essential to achieving sustainable excellence in teaching, infrastructure development, and knowledge exchange.

In crafting the Ministry of Education Strategic Plan for 2023-2027, we have carefully examined our past achievements and shortcomings, engaged stakeholders to shape a new vision and mission, and developed strategies that not only adapt to the evolving educational needs of learners but also drive social and economic progress within our nation. Engaging all stakeholders is crucial, hence we must communicate our vision clearly to our community and empower them to understand and support our mission.

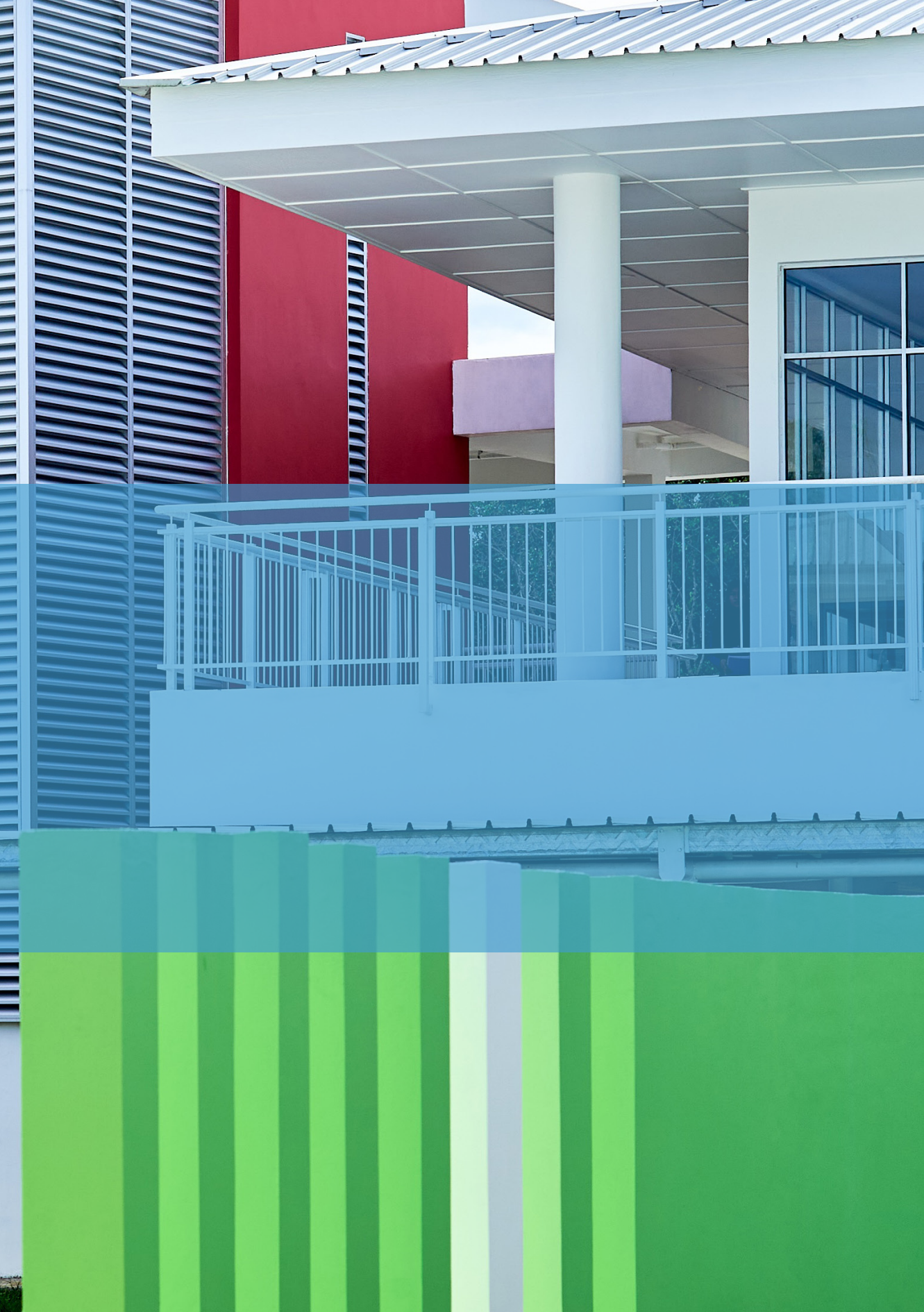
The creation of the strategic plan was a collaborative effort that involved the contributions of many individuals who went out of their way to provide their thoughts and input to the process. I would like to thank everyone for their efforts and contributions to the plan, as well as the production of this book. With good synergy, optimism, and cohesiveness, we can translate our vision into milestones of which we can all be proud.



Yang Mulia Dr. Shamsiah Zuraini Kanchanawati binti Haji Tajuddin
Permanent Secretary (Core Education)

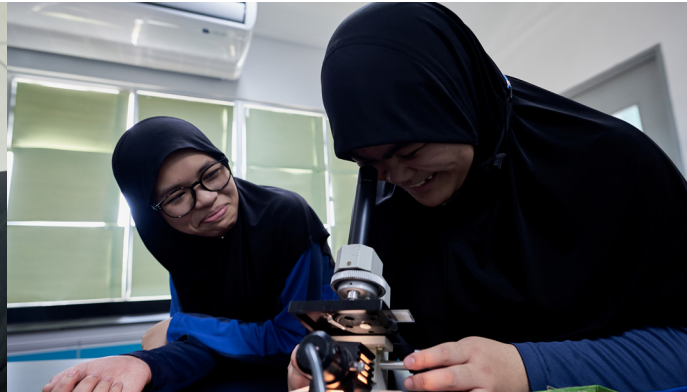
The background of the page is a photograph of a modern building facade. It features a central vertical panel of bright blue color, flanked by sections of grey horizontal slats. The building is set against a clear sky. Overlaid on the image are several large, semi-transparent geometric shapes in shades of blue, teal, and yellow, creating a layered, abstract effect. The text '01 THE STRATEGIC CONTEXT' is centered in white, bold, uppercase letters across the middle of the image.

01 THE STRATEGIC CONTEXT



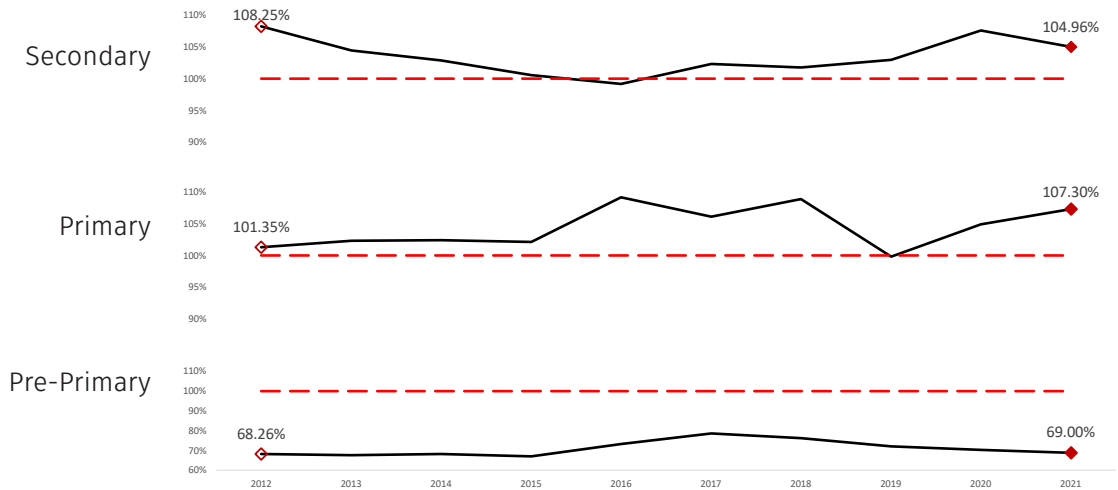
EDUCATION LANDSCAPE

Our strategic plans are continually adjusted and developed to overcome the challenges and uncertainties that the education sector faces. To achieve our goals and aspirations, we make strategic decisions and implement changes accordingly. Our process starts by assessing our current state and reviewing our achievements up to now.





Gross Enrolment Ratio



Source: Department of Planning, Development and Research, 2022

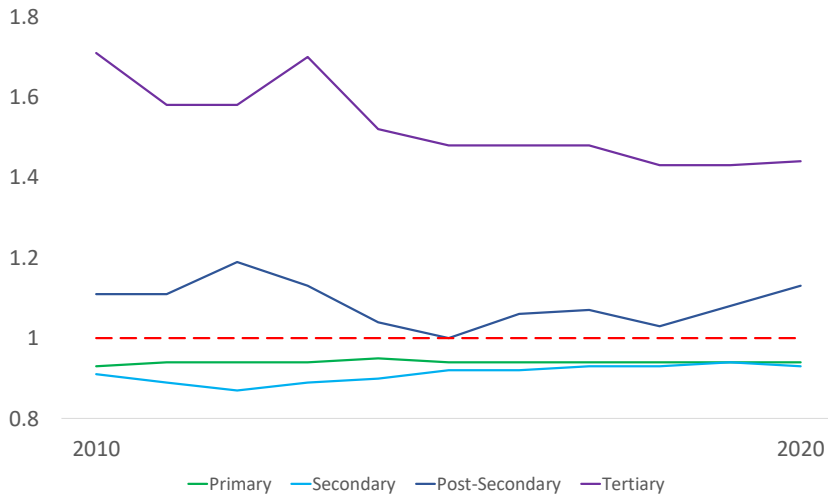
Obtaining a strong foundation in education starts with pre-primary education. Gross Enrolment Ratio in the pre-primary level has remained around 69%. The Ministry of Education has been working to promote Early Childhood Education and will continue our commitment to work towards the agendas laid out in Sustainable Development Goal 4.

Brunei Darussalam has achieved high levels of enrolment in the primary and secondary sectors. The Compulsory Education Order has ensured learners remain in education. Through the National Education System SPN21, multiple pathways are offered to help students maximise their potential.

Enrolment into secondary education remains positive at around 100%, indicating a high level of participation.



Gender Parity Index

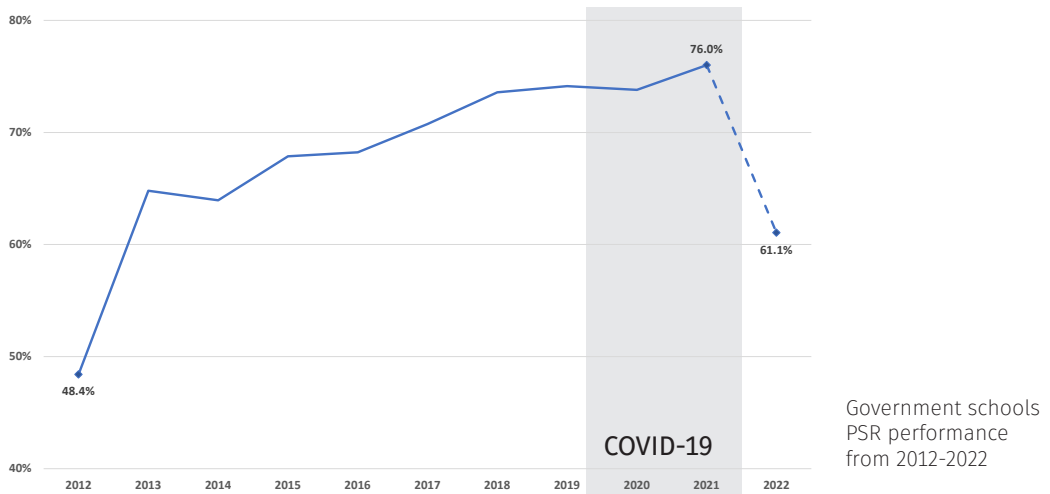


Source: Department of Planning, Development and Research, 2020

Brunei Darussalam has a higher population of schooling aged boys than girls and this is reflected in the Gender Parity Index where the value is slightly under 1 for the primary and secondary sector where education is compulsory. However, in the post-secondary and tertiary sector, the value for gender parity is greater than 1. In Brunei Darussalam, there are more girls participating in post-secondary and tertiary than boys.



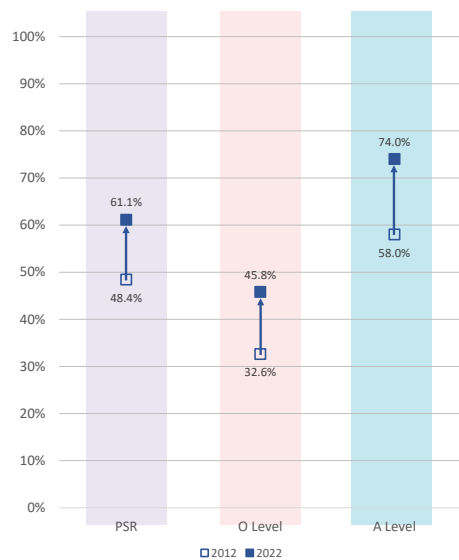
Academic Performance of Government Schools



Source: Department of Planning, Development and Research, 2022

The results of the Penilaian Sekolah Rendah (PSR) for government primary schools have been steadily increasing from 48.4% students obtaining A-C grades (2012) to 76% students obtaining A-C grades (2021). In 2022, the performance decreased to 61.1%.

Over the same period, GCE 'O' Levels results increased by 23.9 percentage points from 32.6% candidates obtaining 5 GCE 'O' Levels (2012) to 56.5% (2021). In 2022, the performance decreased to 45.8%.



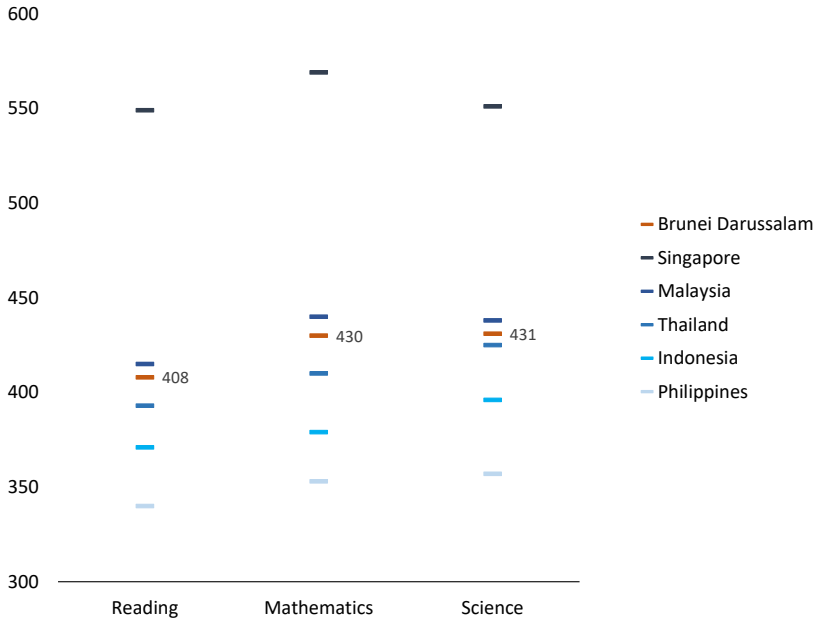
Source: Department of Planning, Development and Research, 2022

Meanwhile, an increase of 32.8 percentage points was seen between the 2012 and 2021 for GCE 'A' Level results. A significant drop can be observed in 2022 where 74.0% students obtained 3 or more 'A' Levels.

Between the end of 2019 and May 2022, school closures due to COVID-19 affected 1.6 billion children all over the world. In Brunei Darussalam, school closures for up to a total of 185 school days created gaps in learning despite our best efforts to reduce it. This has impacted performance across the three public examinations.

PISA 2018

In 2018, Brunei Darussalam participated in The Programme for International Student Assessment (PISA). PISA 2018 was able to provide some indicators to create a snapshot of countries' population of competencies of 15-year olds in reading, mathematics and science. The results have placed Brunei Darussalam in the 60th place for Reading, 51st place for Mathematics, and 50th place for Science. Within the Southeast Asian region, Brunei Darussalam is ranked 3rd for all three domains. Learning from PISA 2018, the ministry will continue to support schools and teachers in strengthening students' knowledge and skills.



Source: Organisation for Economic Co-operation and Development, 2019



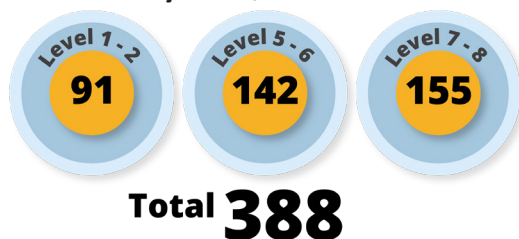
Multiple Pathways

One of the major strategies of the ministry is to provide multiple pathways in increasing access into higher education. A variety of schemes have been developed to ensure there is opportunity to enrol into higher education in the private sector, such as Technical and Vocational Education and Training (TVET) Scheme, Technical And Vocational Education Scholarship Scheme (BPTV) and Education Loan Assistance Scheme (SBPP), on top of the scholarship provided into the public institutions.

The initiative is in tandem with manpower planning strategies to ensure a steady and balance flow of manpower into the nation's priority industries.

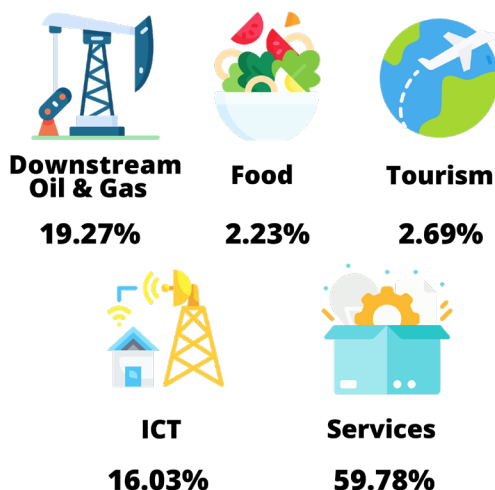
In 2022, the Higher Education (HE) system has provided an array of programmes across multiple fields and levels totalling to 388 programmes. This number excludes those offered at the Lifelong Learning Centre, which hosts reskilling and up-skilling training totalling to 130 programmes.

No. of Programmes in 2022 by BDQF Levels



Source: Department of Higher Education, 2022a

2022 Enrolment Rate by (5) Priority Sectors

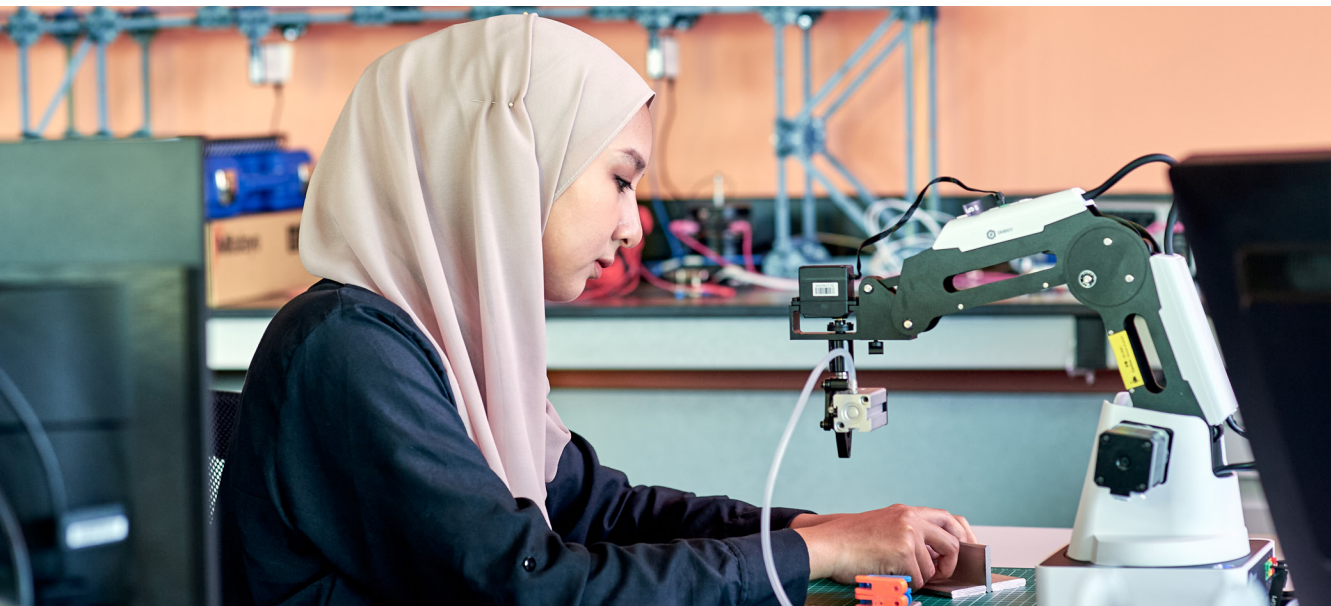


Source: Department of Higher Education, 2022a

Quality Assurance



Providing quality education is the vision of the ministry and quality assurance is a critical mission for higher education. Presently, all five public higher education institutions in Brunei Darussalam under the purview of the Ministry of Education have successfully acquired the ISO 9001:2015 certification, demonstrating the institutions' consistent provision of quality services and products. This assurance initiative is extended into the private institutions with the adoption of the Higher Education Quality Assurance Framework, in the hopes that all higher education institutions in the country are of high quality.



Global Recognition



Source: Times Higher Education, 2023



Source: World University Rankings for Innovation, 2023



Source: Quacquarelli Symonds University Ranking, 2022

The push for global recognition necessitates higher education institutions to partake in international assessments especially in prominent ranking systems such as the QS, THE and WURI Ranking Systems. The ranking systems provide valuable insights into the overall performance and reputation of universities, enabling us to gauge their standing on a global scale. The public institutions, UBD and UTB, have successfully placed themselves amongst world ranked universities in the QS and THE rankings. In 2023, UBD is ranked

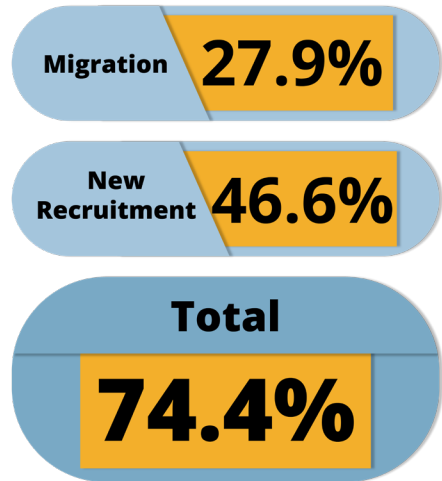
60th in THE Asia Rankings and 16th in THE World's Best Small Universities Rankings. UTB has also consistently achieved a 5 Star Plus rating since 2018 in QS. They have been awarded the highest rating for its Teaching, Employability, Internationalisation, Facilities, Social Responsibility and Inclusiveness. In 2023, UNISSA remained ranked in the Top 201-300 in World's Universities with Real Impact (WURI) ranking system.



Quality Academics

Academics is a critical asset in any educational institution. Recruiting and retaining the best academic talents becomes essential, and this was the rationale for the implementation of *Skim Perkhidmatan Tenaga Akademik, Institusi Pengajian Tinggi Awam* (Scheme of Service for Academics in Public Higher Education Institutions) in 2014. It is a robust scheme that holds the promise of elevating the quality of academicians while simultaneously fostering research advancements. 74.4% of the current academic workforce in the public institutions are under the scheme, highlighting the high standard of academicians in the public institutions.

Scheme of Service for Academics in Public Higher Education Institutions for 2022



Source: Department of Higher Education, 2022b



Innovation in Higher Education

Global Innovation Index

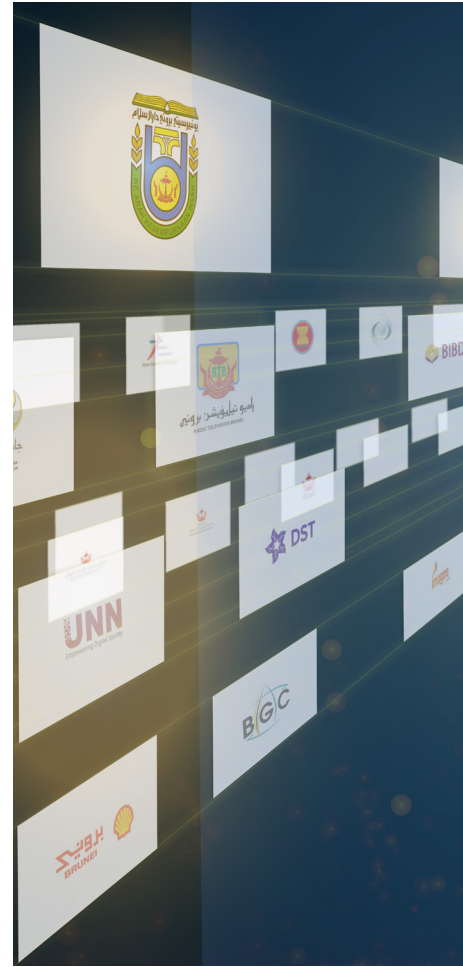
| Pillar | Code | Indicator Name | 2021 Rank | 2022 Rank |
|---------------------------------|-------|--|-----------|-----------|
| Human Capital and Research | 2.2.1 | Tertiary enrolment, % gross | 84 | 83 |
| | 2.2.3 | Tertiary inbound mobility, % | 64 | 59 |
| | 2.3.2 | Gross expenditure on R&D, % GDP | 84 | 81 |
| Business Sophistication | 5.2.1 | University-industry R&D collaboration | 80 | 40 |
| | 5.2.3 | GERD financed by abroad, % GDP | 96 | 92 |
| Knowledge and Technology Output | 6.1.4 | Scientific and technical articles/bn PPP\$ GDP | 78 | 68 |
| | 6.1.5 | Citable documents H-index | 117 | 114 |

Source: World Intellectual Property Organization, 2022

Higher Education is synonymous with innovation. Brunei Darussalam Higher Education aspires to be the main driver of advancement for the country. Herewith, the ministry continues to review the nation’s position in the Global Innovation Index. In 2022, there is progress in the positions for tertiary enrolment, tertiary inbound mobility, Gross Expenditure on Research Development (GERD) financed by abroad, scientific and technical articles, and citable documents H-index in the Global Innovation Index.

Impactful Engagements

Higher Education Institutions continue to develop and maintain strategic and global partnerships with local and international industries and institutions. The collaboration benefits the institutions in various folds: diverse global mobility programmes; industry-enhanced curriculum development ensuring relevant teaching, training and skills acquisition; high-profile professionals, academics and researchers with impactful teaching, research and innovation; adoption of advanced infrastructure and technology, and more. Ultimately, providing students with the best university knowledge, skills gaining and learning experiences. In 2023, there are a total of 234 collaborations globally.





Quality of Graduates



2021
91.0%
Overall
Graduation Rate

An indicator of the quality of graduates is their graduation rate, which is the percentage of students that have successfully completed their studies within a given timeframe set by their Higher Education Institutions. The national graduation rate has increased over the years, passing the benchmark of 90%, and in 2021 was 91.0%. This success indicator does not only show the capability of the students, but it also reflects the high standard of academic support system provided during their study in the institutions.

Source: Higher Education Division, 2022b



Employer Satisfaction Rate



Source: Higher Education Division, 2022a

The quality of graduates is also measured by their employers' satisfaction. The annual Employers' Satisfaction Survey for both public and private higher education institutions conveys what employers perceive to be the most important competencies to meet industry needs in various professions. It is designed to assess the relevance and responsiveness of Higher Education Institutions' curriculum, programmes, and services. The main objective is to help in improving graduates' overall skills and attributes in preparing them for employment. The Employer Satisfaction Rate for 2021 was a positive 80.6%, with room to excel further.



OUR COMMITMENTS

The Ministry of Education is committed to provide quality education and offers access to learning at all levels, this includes opportunities to upskill and reskill through participation in lifelong learning programmes. The strategic plan was curated to be in line with the national plans as well as regional and international plans and the Memorandum of Understandings that we have committed ourselves to towards achieving our goals.

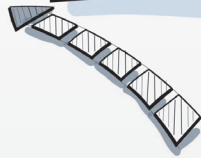
Significant effort has been made to ensure the strategic plan covers all levels of our education system, namely primary, secondary, technical and vocational, as well as higher education. Scanning various perspectives, the Ministry of Education finds common agendas with regional and international counterparts and places effort to improve access, promote inclusivity, address learning loss, improve curriculum outcomes, as well as ensure learners develop the relevant 21st century skills, such as digital skills, creativity, collaboration and effective communication among others.

Guided by Wawasan Brunei 2035, the ministry contributes directly to Goal 1, which aspires to produce educated, highly skilled and accomplished people. The strategic plan reflects our continuous commitment to achieve the national outcomes of Wawasan Brunei 2035; first-class education, equal educational opportunities and human resource development.

Internationally, the ministry is involved in projects, programmes and collaborative activities with its partner countries through regional and international organisations, such as UNESCO, ICESCO, ASEM, ASEAN and SEAMEO. The alignment of the Ministry of Education's strategic plan to our international commitments highlights the importance of our participation at the regional and international level, serving as a catalyst to accelerate our progress to meet the current and future demands of the whole education sector.



WAWASAN BRUNEI 2035



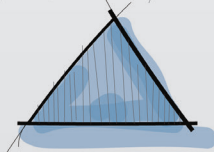
MANPOWER
BLUEPRINT

SOCIAL
BLUEPRINT

ECONOMIC
BLUEPRINT

DIGITAL ECONOMY MASTERPLAN 2025

WHOLE OF NATION APPROACH



MOE STRATEGIC PLAN
2023-2027

GOAL 1

GOAL 2

GOAL 3

02 OVERVIEW



STRATEGIC PLAN OVERVIEW

Vision

Quality Education, Progressive Nation

Mission

To Provide Quality and Holistic Education
for a Purposeful Life of Learners

Core Values

Collaborative

Accountability

Competent

Integrity

Innovative

Strategic Goals

Nurture Future-Ready
Learners

Enhance Innovative
Education Ecosystem

Build Up Human
Resources

Key Success Measures

Primary Level
Achievement

Secondary Level
Achievement

Renowned Higher
Education Institutions

Post-Secondary
Level Enrolment

Employable
Graduates

Employer
Satisfaction

Sustainability

VISION

Quality Education, Progressive Nation

Quality Education

The Ministry of Education is committed to providing equitable quality education to our future generation. This will equip them with knowledge and 21st century skills to become future-ready citizens, developing them to become positive, responsible learners who can contribute positively to the nation.

Progressive Nation

Citizens who are capable of growth, adaptability, innovation, and leveraging on opportunities, ready to progress and participate in a future-ready ecosystem while maintaining our national values.

MISSION

To Provide Quality and Holistic Education for a Purposeful Life for Learners

To Provide Quality and Holistic Education

As a professional and dynamic organisation, the Ministry of Education aims to provide quality and holistic education system offering educational programmes structured by relevant and meaningful curriculum, catering to the individuality of a wide range of learners and guided by the values of Malay Islamic Monarchy.

For a Purposeful Life for Learners

The delivery of holistic and quality education is achieved through developmental outcomes at various stages of education, to equip learners with 21st century knowledge, skills and competencies, ensuring their active contribution to the nation and continued relevance in the future.









CORE VALUES

Core values are guiding principles or views that are of central importance to the organisation. The Ministry of Education has identified five core values that represent the way we conduct our business, behave and articulate our principles.

COLLABORATIVE

Having a collaborative culture, working together, exchanging information, thoughts and ideas and co-creating to achieve better solutions.

ACCOUNTABILITY

Having responsibility towards the task undertaken as well as to one another.

INNOVATIVE

Being proactive with new ideas that are relevant for action.

COMPETENT

Having the right skills and ability to carry out tasks, being skillful and knowledgeable.

INTEGRITY

Being honest and having strong moral.



Nama: Nika
Hari: Sabtu
Warna berdasarkan petunjuk

Tanah: _____

1 merah
2 hijau
3 coklat
4 kuning
5 coklat
6 hitam

A drawing of a house with a pink roof (3), yellow windows (4), and a brown door (3). The house is on a brown base (5). There are trees (2) and a fence (6) in the foreground.

Nama: HUMANA
Hari: Sabtu
Warna berdasarkan petunjuk

Tanah: 5382

1 merah
2 hijau
3 coklat
4 kuning
5 coklat
6 hitam

A drawing of a house with a red roof (3), yellow windows (4), and a brown door (3). The house is on a brown base (5). There are trees (2) and a fence (6) in the foreground.



KEY SUCCESS MEASURES

In line with our mission 'to provide quality and holistic education for a purposeful life of learners', we have set seven Key Success Measures as target goals for the ministry within the next five years.

CORE EDUCATION

Primary Level Achievement

Learners have acquired essential basic skills for future learning.

Secondary Level Achievement

Learners are equipped with a wide range of knowledge, skill sets and competencies, capable of self direction, ready for future progression and specialised routes or contribute to socio-economic changes.

Post-Secondary Level Enrolment

Learners are enrolled in post-secondary education, higher education institutions, technical vocational and training.

KEY SUCCESS MEASURES

HIGHER EDUCATION

Renowned Higher Education Institutions

Institutions recognised for quality and distinguished academics, instructors, trainers and researchers, by peers and industries. They are assessed across various Higher Education indicators, such as academic and employer reputation, faculty/student ratio, and research citations to capture university performance effectively.

Employable Graduates

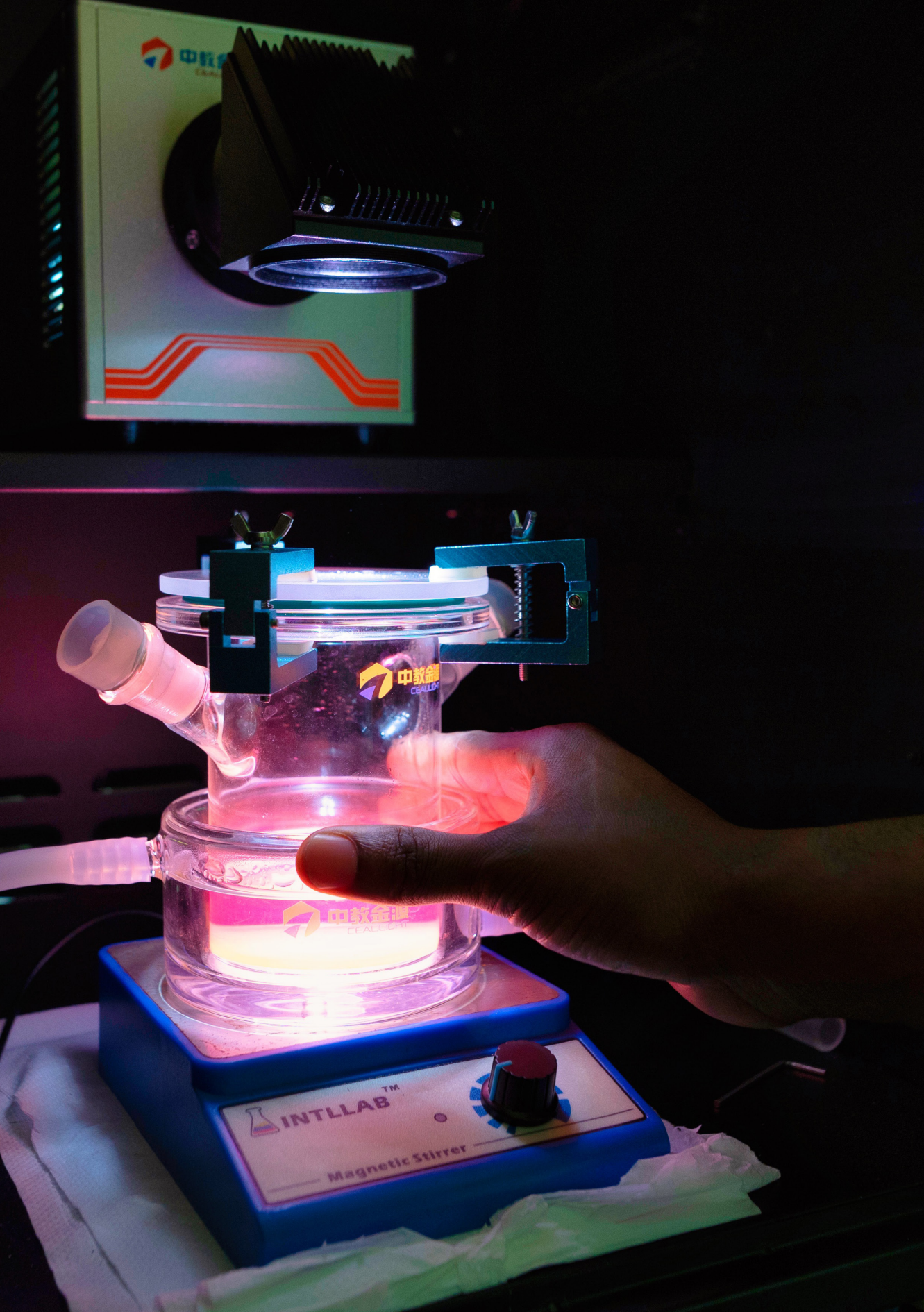
Ability of graduates to be employed six and twelve months after convocation in various professions.

Employer Satisfaction

Employers' perceptions of graduates' skills and competencies required to meet the industry's needs in various professions.

Sustainability

Forging better partnerships, including with industries, to meet the changing needs and environs of Higher Education in various themes such as research, reskilling, training, quality programmes, funding, in improving and sustaining the higher education sector.



中教金源
CEALLIGHT

中教金源
CEALLIGHT

中教金源
CEALLIGHT

INTLLABTM

Magnetic Stirrer

A woman wearing a brown hijab and glasses is looking down at a laptop. The image is overlaid with a semi-transparent blue layer containing various data visualization elements like pie charts, bar graphs, and line charts. The text '03 STRATEGIES' is prominently displayed in white on the blue overlay.

03 STRATEGIES





GOAL 1

Nurture Future-Ready Learners

Nurturing future-ready learners with skills and the ability to innovate, and have capabilities to co-create, live, work, navigate the ever-changing future and contribute as active members of society.



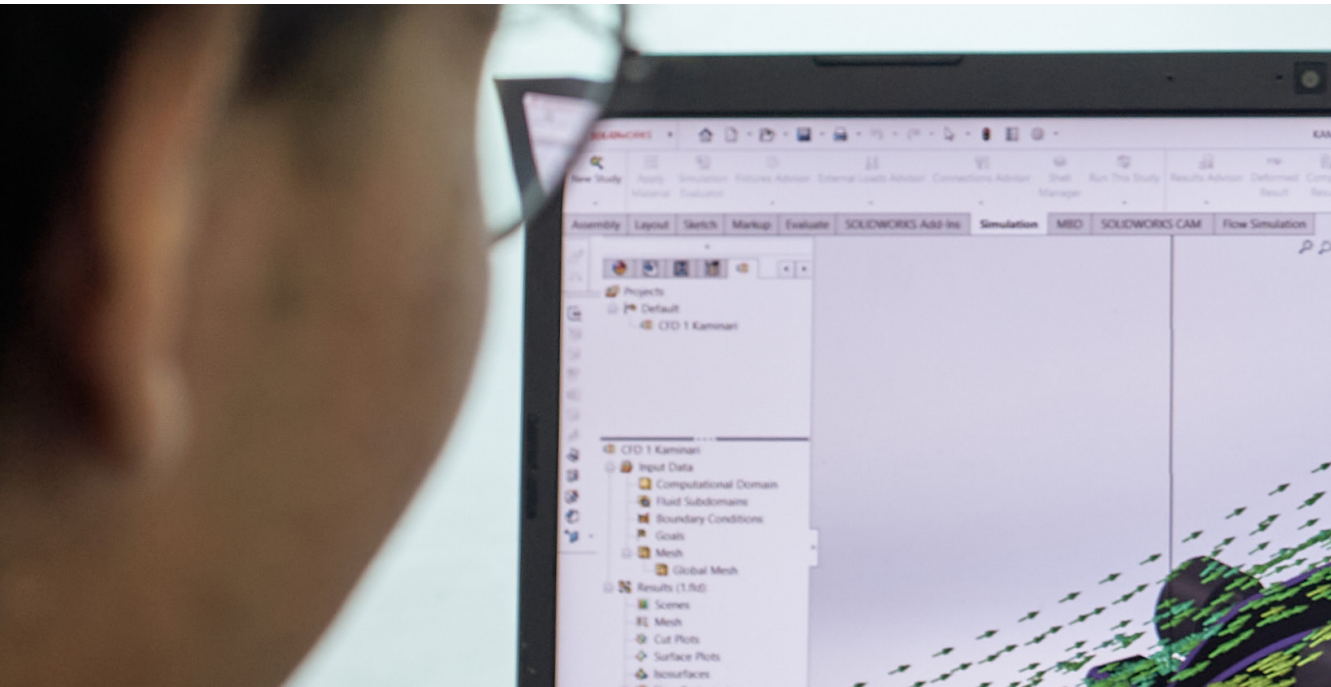
STRATEGIC OBJECTIVES

CORE EDUCATION

- SO 1.1
Raise student learning outcomes
- SO 1.2
Strengthen students' future-ready skills
- SO 1.3
Strengthen students' education foundation

HIGHER EDUCATION

- SO 1.4
Nurture entrepreneurialism in learners
- SO 1.5
Strengthen ethics and integrity
- SO 1.6
Inculcate a lifelong learning culture
- SO 1.7
Strengthen skills, mastery and competencies



GOAL 2

Enhance Innovative Education Ecosystem

Our goal is to establish an innovative education ecosystem that is capable of navigating the rapidly changing education landscape. We strive to ensure that our educational practices and processes remain robust and relevant, delivering value to our learners and providing novel and adaptable solutions by engaging our stakeholders. We will streamline the review and update of our programmes, curriculum, and assessments to anticipate change and introduce flexibility in our ecosystem to allow us to be more progressive.



STRATEGIC OBJECTIVES

CORE EDUCATION

SO 2.1

Strengthen teaching and learning practices

SO 2.2

Enhance curriculum and assessment

HIGHER EDUCATION

SO 2.3

Improve and innovate teaching, learning and research environments

SO 2.4

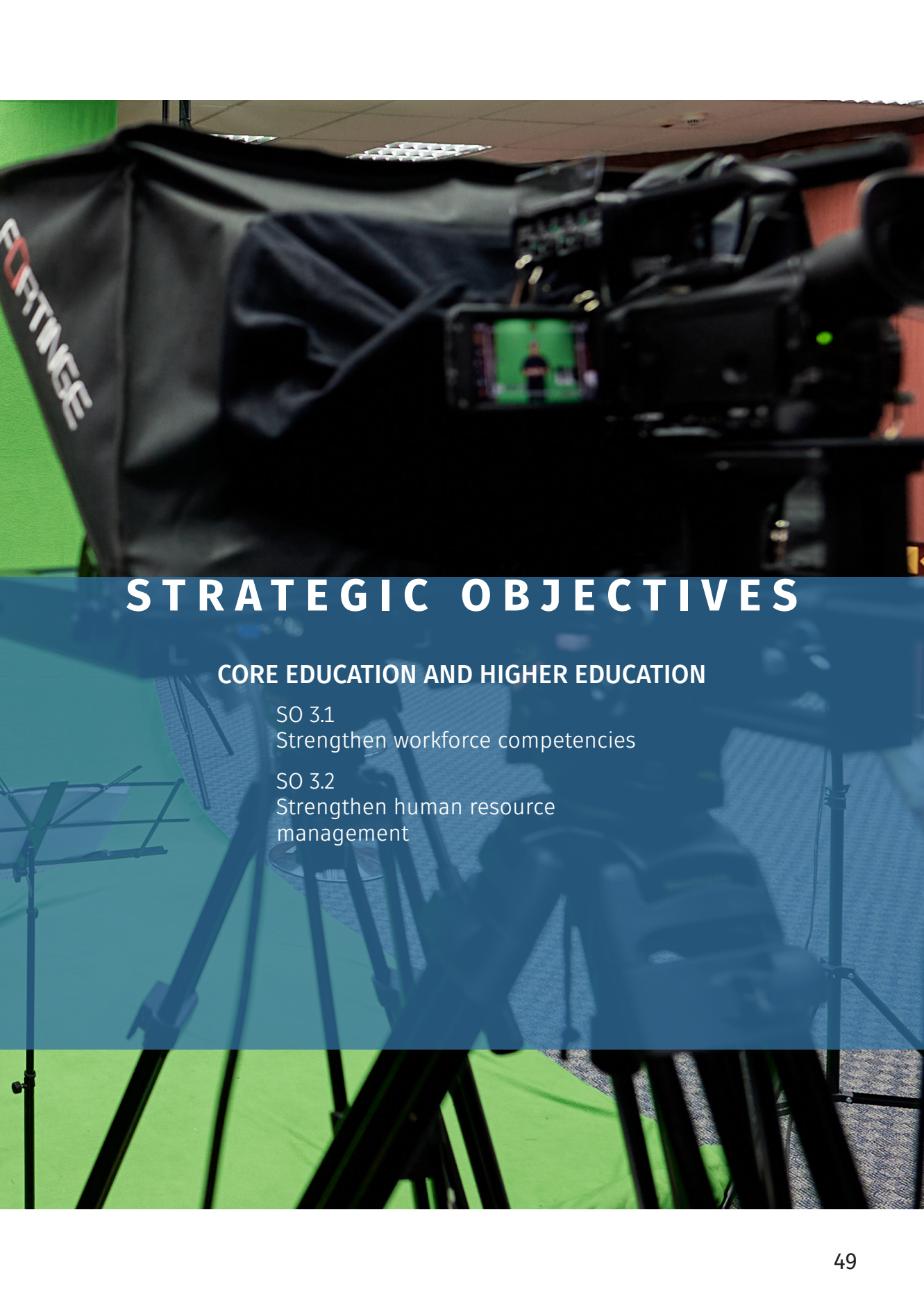
Increase research and innovation



GOAL 3

Build Up Human Resources

We strive to improve our human resources at all levels. We believe that they play a crucial role in creating learners who are ready for the future, and in achieving excellence in education. By providing top-notch professional training, we can ensure that our staff is capable of delivering exceptional academic programmes, while maintaining high ethical standards and a commitment to public responsibility and sustainability.



STRATEGIC OBJECTIVES

CORE EDUCATION AND HIGHER EDUCATION

SO 3.1

Strengthen workforce competencies

SO 3.2

Strengthen human resource management

CROSS CUTTING ENABLERS

Cross-cutting enablers provide added value to the various activities within the plan, aiding in achieving desired goals. These enablers may be a part of a process or function at the operational level. Six enablers have been identified that support and contribute to achieving the objectives and goals of the Strategic Plan.



High-Quality Facilities and Infrastructure

Well-equipped facilities and infrastructure create conducive environments for teaching and learning. This improves engagement in learners, optimises teaching, and enables better access to resources.



Innovative Technology Infrastructure through Digital Transformation

Incorporating innovative technology infrastructure through digital transformation in education enhances learning experiences. This fosters better engagement and understanding in learners, preparing them for a technology-driven world.



Effective Governance and Policies

Effective governance and policies establish well-defined regulations and fair assessment practices, ensuring a high-quality education system.



Continuous Innovation through Research Development and Foresighting

Continuous innovation through research development and foresighting drives improvements and ensures continued relevance of the education system.



Stakeholder Involvement and Internationalisation

Stakeholder involvement and internationalisation broadens perspectives and enhances learning. It exposes learners to diverse cultures and ideas, fostering global awareness and preparedness.



Financial Sustainability

Financial sustainability ensures long-term viability and continued excellence in education.

GLOSSARY

| | |
|----------------------------------|--|
| 21st Century Skills | Tools that can be universally applied to enhance thinking, learning, working, and living in the contemporary world. |
| Core Education (CE) | A) Education provided from pre-school to sixth form centres; B) Government schools providing national curriculum (SPN21); C) Private schools providing national (SPN21) and international curriculum; D) Programmes for students with special education needs. |
| Credit Transfer | Academic credits gained in completed courses that may be carried over from one institution to another during a course of study. |
| Education Technology | A wide array of teaching-and-learning-related software and hardware that are increasingly employed in college and university classrooms. |
| Future-Ready Ecosystem | Scaling up capabilities relevant to future competition through the interaction of components within learning environments. |
| Higher Education (HE) | A) Education provided by a higher education institution; B) Skills training including technical and vocational education and training (TVET) provided by an educational institution; C) Education and training after formal education which may include academic studies or skills-training leading to career development. |
| Human Capital | Ability to produce economic value from human labour through skills and experience. |
| Gross Enrolment Ratio | Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year. |
| Industrial Revolution 4.0 | Intelligent networking of machines and processes for industry with the help of information and communication technologies. |

| | |
|--|---|
| Lifelong Learning (LLL) | Ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional reasons. |
| Management Technology | Tasks enabling an organisation to utilise technology to achieve its goals. |
| Quacquarelli Symonds (QS) | An analysis of higher educational institutions around the world set up by a British company. |
| Qualification Reference Framework | Common reference framework that enables comparisons between educational qualifications across participating ASEAN Member States (AMS). |
| Quality Assurance | A systematic review of the educational facilities and services to maintain educational standards, whilst ensuring improvement by evaluating internal and external aspects of an educational system. |
| Regional Education | Involving educational institutions within a specific geographical zone. |
| Research Clusters | Research expertise in common fields, areas, or themes involving collaborators working on research projects. |
| Stakeholders | Individuals who participate in a higher educational institution's goals and activities, as well as organisations that contribute to students' development and well-being. |
| Strategic Orientations | Indications of the direction in which the ministry aims for, and how well it is set up to achieve it. |
| Student Mobility | An opportunity for students to study abroad at a higher educational institution. |
| Sustainability in Financial Resources | The capacity to obtain revenues in response to continuing demands to sustain processes, results, and surplus at a steady rate. |
| Sustainable Development Goal 4 (SDG4) | Ensures inclusive and equitable quality education and promotes lifelong learning opportunities for everyone regardless of age and gender. |

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