



"... dan bermesyuaratlah dengan mereka dalam urusan itu (hal-hal duniawi seperti urusan politik, ekonomi, kemasyarakatan dan lain-lain), kemudian apabila kamu telah membulatkan tekad (berazam) maka bertawakkallah kepada Allah, sesungguhnya Allah SWT suka kepada orang-orang yang berserah diri (bertawakkal)."

– Surah Ali Emran Ayat 159



**The Ministry of Education
Strategic Plan
2012 – 2017**



TABLE OF CONTENTS

	Page
Message from the Honourable Minister of Education	i
Message from the Deputy Minister of Education	iii
Foreword by the Permanent Secretary (Core Education)	v
Foreword by the Permanent Secretary (Higher Education)	vii

Chapter 1: Overview	1
► Background	2
► Brunei Vision 2035	2

Chapter 2: Vision, Mission and Core Values	5
► Vision	6
► Mission	7
► Core Values	8

Chapter 3: Past, Present and Future Directions: Rationale for Change	9
► National Education System SPN21	10
► Current Situation	14
► Statistics and Benchmark	15
► Case for Change	17

Published by:

Strategic Management Unit
Department of Planning, Development and Research
Ministry of Education
Brunei Darussalam

©Strategic Management Unit, Department of Planning, Development and Research 2012

	Page
Chapter 4: The Ministry of Education Strategic Plan 2012-2017	21
► Ministry of Education Strategy Map 2012-2017	22
► Strategic Focus Areas	23
► Strategic Objectives and Key Performance Indicators	25
Chapter 5: Implementation of the Ministry of Education Strategic Plan 2012-2017	33
► Embedding the Balanced Scorecard into the Operating System	34
► Structure of the Strategic Management Process	34
► Timeline of the Strategic Management Process	36
► Critical Success Factors	37
References	38
Ministry of Education Strategic Planning Working Group	39
Acknowledgements	41



**Yang Berhormat Pehin Orang Kaya
Seri Kerna Dato Seri Setia Haji Awang
Abu Bakar bin Haji Apong**
Minister of Education

Message

from the Honourable Minister of Education

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
لَسْتُ أَمْرُ عَلَيْكُمْ وَرَحِمَهُ اللَّهُ وَبَرَكَاتُهُ

The Ministry of Education Strategic Plan 2012-2017 builds upon the Ministry's first Strategic Plan covering the period 2007-2011. Under this previous plan, the Ministry saw a number of initiatives implemented including the major change to the National Education System known as the National Education System for the 21st Century (SPN21).

I am pleased to share that by February 2012, the Ministry achieved four main targets as stipulated in its Strategic Plan 2007-2011. Firstly, more than 80% of teachers in secondary schools have obtained at least first degree qualifications; and more than 80% of our students have completed their vocational and technical education. In addition, the ratio on access to computer per student now stands at 1:10. Finally, the Ministry has also introduced the Compulsory Education Order 2007 which is now fully in force.

In the Strategic Plan 2012-2017, four new initiatives have been prioritised for implementation. These initiatives are Early Childhood Care and Education; the development of the Brunei Teachers Standards to continuously improve the quality of Education including technical education through the "Model Schools" initiative; and finally, the Boarding School or Hostel with a Holistic Approach initiative.

In our efforts to achieve the objectives of this Strategic Plan, it is important to be forward-looking in the process of developing the details for the implementation of the plan. This is necessary to ensure that our Education System and Management will contribute to nation-building and socio-economic growth.

It is hoped that Brunei Darussalam will become an Education Hub noted for its high quality education system, first class infrastructure, and distinctive culture of research, development, and innovation in education.

I believe that through continuous discussion and review the Ministry of Education will be able to translate its plans and measures into action and realise the 8 Policy Directions under the Education Strategy in Wawasan Brunei 2035. I therefore urge everyone to be proactive and take the necessary action to effect the changes needed in response to the situation at hand. I look forward to new achievements emerging from the Strategic Plan 2012-2017 which will enable us to implement international best practice in Brunei Darussalam.

Finally, I would like to congratulate and put on record my appreciation to the Strategic Planning Team and everyone who has contributed directly or indirectly in making the Ministry of Education Strategic Plan 2012-2017 a success.

وَالسَّلَامُ



**Yang Mulia Dato Seri Setia
Haji Awang Yusoff bin Haji Awang Ismail**
Deputy Minister of Education

Message

from the Deputy Minister of Education

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
أَلَسْتُ أَمْرًا عَلَيْكُمْ وَرَحِمَةً لِّلَّذِينَ كَانُوا يَكْفُرُونَ

It is an honour to be given the opportunity to write a message for the Ministry of Education Strategic Plan Book 2012-2017. I am very pleased indeed to see that the Ministry of Education has produced a very comprehensive Strategic Plan to guide us in the next 5 years. This is, I perceive, another step towards achieving the Wawasan Brunei 2035 or Brunei Vision 2035. To realise this, the success of strategic planning implementation is crucial and key to this is support from executives, effective communication, involvement of employees, thorough planning of the organisation, competitive analysis and a widespread perceived need for strategic planning.

In order for us to move forward, to become a high-performing organisation, culture change – as part of the Ministry of Education's MAC3 initiative – needs to be addressed. This change involves understanding our current culture, where to go next, defining its strategic direction, how the culture should look like, how culture change will support to accomplish the ministry's vision, and creating plans to realise the desired organisational culture. Most importantly, each and every individual in the Ministry must change their behaviour to create the culture we desire. For this change to occur, we need time, commitment, planning and proper execution.

Every individual at all levels of the Ministry of Education will contribute in their own capacities to achieve our vision and mission. We need to ensure that their capacities are strengthened from time to time to allow for improvements.

Even more so, the Government of His Majesty the Sultan and Yang Di-Pertuan of Brunei Darussalam has been and is continuously supporting and providing human capacity-building. This will not only improve the capacities of employees but also produce quality human resource as desired by the Brunei Vision 2035. As a large organisation, care must be taken in communicating the strategy and its reasoning, so that it is well-understood by everyone in the Ministry of Education – for us to work as a team to achieve our vision and mission by 2017.

Lastly, I wish all the best to everyone, especially the Strategic Planning team, Insya Allah.

وَالسَّلَامُ



**Yang Mulia Awang Haji Mahrub
bin Haji Murni**
Permanent Secretary [Core Education]

Foreword

by the Permanent Secretary [Core Education]

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
أَلَسْتُ أَمْرًا عَلَيْكُمْ وَرَحِمَهُ اللَّهُ وَبَرَكَاتُهُ

Alhamdulillah, I am grateful to Allah Subahanahu Wa Ta'ala for with his blessings and permission, the Ministry of Education has the opportunity to publish 'The Ministry of Education Strategic Plan 2012-2017'.

As a continuation of the previous Ministry of Education's five-year strategic plan, 'The Ministry of Education Strategic Plan 2012-2017' maps out the directions and expectations of the Ministry of Education to provide a comprehensive education and training in order to produce a well-educated, highly skilled and successful nation capable of realising the aspiration of Brunei Vision 2035.

As a comprehensive strategic plan, the 'Ministry of Education Strategic Plan 2012-2017' intends to promote the development and progress of the national education system and to produce significant human resources, particularly through core education based on a relevant and balanced curriculum and co-curriculum. In order to achieve this goal, we not only need an appropriate education system, but require strong and quality leaders, officials, trainers and staff. Therefore, to ensure effective implementation to achieve these matters, each department or division of the Ministry of Education plays an important role in conducting and consistently monitoring the effectiveness of the system by using the Key Performance Indicators mechanism, which is designed and used as a guide corresponding to the Ministry of Education's strategic planning. Implementation of the strategic plan in general is very crucial and critical success

factor. It is our hope that the execution of the responsibility and task on Strategic Focus Areas will be taken seriously in order to achieve the desired outcomes.

With this publication of ‘The Ministry of Education Strategic Plan 2012-2017’, it is intended to be a reference and guide to all people especially staff of the Ministry of Education in obtaining information on the directions, expectations and achievement of the Ministry of Education. With this I hope this book will bring benefits to everyone, especially in implementing efforts toward developing and improving the management and quality of education in Brunei Darussalam in the future.

Finally, I would like to thank all those involved in contributing to the formation and realisation of this plan.

وَالسَّلَامُ



**Yang Mulia Dr. Haji Junaidi
bin Haji Abdul Rahman**
Permanent Secretary [Higher Education]

Foreword

by the Permanent Secretary [Higher Education]

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
أَلَسْأَلُكُمْ عَلَيْكُمْ وَرَحِمَةُ اللَّهِ وَبَرَكَاتُهُ

Alhamdulillah, all praise be to Allah Subhanahu Wata’ala, with whose blessings the Ministry of Education is able to publish the Ministry of Education Strategic Plan 2012-2017 Book, thus marking another step of accomplishment towards the Wawasan Brunei 2035 since the implementation of its first Strategic Plan 2007-2011.

In this continuing journey, we have acknowledged the need to stay relevant to demands and the changing needs of the nation while keeping up with the dynamism of the global market climate. This has made it imperative for the Ministry of Education to provide a responsive national education system, one that can prepare the country with the human resource needs for it to enjoy continued growth and stability, and achieve a global competitive edge.

The formulation of the Ministry of Education Strategic Plan 2012-2017 is sensitised to the national agenda, the organisation’s human and physical capacities as well as the urge to internationalise. This has allowed the strategy to be crafted to expedite our next way forward with regard for idealism while upholding what is realistic to the country’s current context. As a result, the three Strategic Focus Areas (SFAs) of “Teaching and Learning Excellence, Professionalism and Accountability, Efficiency and Innovativeness” outlined in the Ministry’s Strategic Plan, signify the Ministry’s commitment to providing each individual child learning opportunities to develop them to the fullest of their abilities for future social and economic challenges.

It is important to understand and appreciate the documentation of the Ministry's Strategic Plan as an effort to communicate the strategy to the various functions that exist at different levels of the organisation (including the school level) as well as to its stakeholders. Effective communication exerts great influence on the success of any organisation's plan. There is much that the Ministry of Education 2012-2017 Strategic Plan book can offer in terms of direction and strategic framework. It manoeuvres the way the Ministry's operating units can best operate in alignment towards a shared Vision and Mission. It is therefore hoped that it can serve as a platform for strategy articulation to allow the operating units to translate the Ministry's strategy into a set of operational objectives, Key Performance Indicators (KPIs) and initiatives that help measure their performance and keep them pertinent to the Ministry's Strategic Plan.

With the direction now set and the path clearly charted, we each have a role to play in attaining the goals of the Ministry in anticipation of realising the long term goals of Brunei Vision 2035.

Finally, I wish to thank each and every one who contributed directly and indirectly to the successful production of this document.

وَالسَّلَامُ

Chapter 1: OVERVIEW

OVERVIEW

Background

Brunei Darussalam has a small population and is heavily dependent on a non-renewable resource for growth and stability. Education, therefore, plays a critical role in equipping the country with the human resource needs to support its economic diversification agenda. This would allow economic stability to be sustained. These needs for economic diversification has made it imperative for the Ministry of Education to take on reformation and restructuring efforts with respect to education policy, structure, curriculum, assessment and qualifications, and professional development necessary to pave way for the desired human resource capitalisation to come into fruition. This will transform the education landscape in support of the nation's drive to realise Brunei Vision 2035 (Wawasan Brunei 2035) by sensitising its plans and operation to the Eight Policy Directions outlined in the Education Strategy of the Brunei Vision 2035 in order for it to stay effective and relevant.



General Information (2011)			
Area in km ²	5765	Infant Mortality Rate per 1000 Live Births	8.3
Total Population (000)	422.7	Literacy Rate (F) (%) Aged 10 and Above	95.4
Life Expectancy at Birth (years)	78.9	Literacy Rate (M) (%) Aged 10 and Above	97.7
Average Annual Growth	2.0	GDP Per Capita (BND thousands)	48.7

Source: JPKE (2012)

Brunei Vision 2035

Brunei Vision 2035, aims to transform Brunei Darussalam by 2035 as a nation widely recognised for the accomplishment of its 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.

To ensure the accomplishment of the above goals, the following 8 strategies have been identified to ensure all aspects of development are implemented systematically and effectively:

- i. Education Strategy
- ii. Economic Strategy
- iii. Security Strategy
- iv. Institutional Development Strategy
- v. Local Business Development Strategy
- vi. Infrastructure Development Strategy
- vii. Social Security Strategy
- viii. Environmental Strategy



The Education Strategy aims to prepare our youth for employment and achievement in a world that is increasingly competitive and knowledge-based.

The eight policy directions under the Education Strategy are as follows:

- 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 competency in information and communications technology (ICT) for students, teachers and educational administrators, including the integration of ICT in teaching and learning.
- v. Devising programmes that promote life-long learning and widening 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.
- viii. Improving the management of all our educational institutions.



Chapter 2: VISION, MISSION AND CORE VALUES



VISION, MISSION AND CORE VALUES

Background

This Ministry of Education Strategic Plan 2012-2017 gives expression to the vision and the mission of the Ministry towards the achievement of the Brunei Vision 2035.

Vision: Quality Education towards a Developed, Peaceful and Prosperous Nation

The Ministry of Education acknowledges the relationship between education and economic performance, participation in the global economy and the development of knowledgeable society through quality education. A quality education seeks to develop and equip our children morally, intellectually, physically, socially and aesthetically with proper values and appropriate skills to become responsible dynamic citizens, who are able to contribute positively to the nation.

The Ministry of Education is committed to providing an educational system that prepares young people for future adult roles as capable, creative, thinking citizens who can contribute to and benefit their families, community and society. The Ministry of Education recognizes that globalization, together with increased sensitivity to national, regional and cultural issues affects the individual and group identity, places fresh demands upon the education system and is challenging assumptions about the purpose and functions of education.

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

The Ministry of Education is committed to developing and providing quality education, which has the following characteristics, for present and future generations of Brunei citizens.

- ▶ Moulding individuals within our society to be balanced and well-rounded.
- ▶ Developing the personal attributes (spiritual, mental, physical and aesthetic values, leadership, entrepreneurship, morale) of the students.
- ▶ Producing team players, caring individuals, good communicators, accountable and responsible citizens.
- ▶ Producing an education system of international standard, which fosters valuable and marketable skills, and encourages a life-long learning orientation that will contribute to a harmonious and politically stable society.
- ▶ Setting the foundation for a knowledge-based economy.
- ▶ Improving students' learning achievements comparable with international standards.

It is this provision of quality education that will provide a firm foundation for Brunei Darussalam to become a developed, peaceful and prosperous nation with the following features:

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

Mission: Provide Holistic Education to Achieve Fullest Potential for All

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



Core Values

The success of the Education Strategy hinges on a values-based orientation among every single individual working at operation level in all functions that exist at the various levels of the Ministry of Education. The core values underpinning this orientation are as follows:

- ▶ Accountability
- ▶ Integrity
- ▶ Leadership
- ▶ Honesty
- ▶ Respect
- ▶ Teamwork



Chapter 3: PAST, PRESENT AND FUTURE DIRECTIONS: RATIONALE FOR CHANGE



PAST, PRESENT AND FUTURE DIRECTIONS: RATIONALE FOR CHANGE

National Education System SPN21

During the past five years, the Ministry had implemented the objectives and initiatives stated in the Strategy Book 2007-2011. The introduction of the National Education System SPN21 in 2009 marked a milestone in the development of the country's education system. SPN21 strives in making 3 significant changes:

- i. The structure of the education system
- ii. A more balanced curriculum emphasising assessment for learning
- iii. Changes to the technical education in line with the 21st Century needs

Accordingly, various initiatives have been implemented on an ongoing basis to promote the continued growth and success of SPN21. These initiatives include:

i. Lesson Study

Lesson Study, which was first introduced in Japan, is now used in many countries across the globe. Lesson Study is a Teacher Professional Development Model where groups of teachers work collaboratively and continuously in preparing, implementing, monitoring and reporting the outcome of learning based on selected themes.

Currently, there are many secondary and primary schools involved in this initiative and it is hoped to be extended to other primary schools throughout the country.

The Department of Schools will continuously encourage schools and teachers to conduct Lesson Study to improve the quality of teaching and to support the professional development of teachers in Brunei Darussalam.



ii. Literacy Program for Primary Schools (Malay and English)

The Literacy Programmes in Malay and English for primary schools in Brunei Darussalam were introduced in 2009 resulting from a series of consultations as an attempt to put in place a systematic literacy programme in all government primary schools. This programme focuses on the four literacy skills - listening, speaking, reading and writing - as major components to be taught in a systematic way starting from the preschool level.



iii. Inquiry-Based Science Education (IBSE)

Inquiry-Based Science Education (IBSE) is a teaching tool whereby students are exposed in an inquisitive teaching and learning environment. This is an initiative adopted from France, the La Main a La Pate (LAMAP). It focuses on the employment of an investigative teaching approach through activities which involve trial scientific study. This approach gives students the opportunity to have a discussion which at the same time allows them to improve their language skills. The purpose of IBSE is to cultivate curiosity, stimulate creativity and critical thinking.

iv. Numeracy Programme

This initiative was introduced in 2010 with the implementation of two reputed programmes - Active Mathematics in Classroom (AMIC) and Primary Numeracy Initiatives In-Service Training (PNI-INSET). These programmes focus on providing professional development courses to teachers in helping them to develop mathematical skills necessary for teaching and learning Mathematics in school.

v. School Based Assessment for Learning (SBAfL)

School Based Assessment for Learning (SBAfL) is an assessment for learning tool which focuses on obtaining feedback on individual student's development and performance in the four important domains highlighted in SPN21 - Knowledge through Understanding, Skills, and Values and Attitude. The feedback on the strengths and weaknesses of students is gathered through teacher, peer and self-assessment, and is used by students and teachers to:

- ▶ improve learning outcomes by identifying areas to be improved and expanded; and
- ▶ effect positive changes in teaching and learning.

The Brunei Common Assessment Tasks (BCATs) currently implemented in schools are formal, standardised and moderated assessment tasks that familiarise teachers and students with Assessment for Learning (AfL) best practices. Over time, teachers are expected to develop their own SBAfL tasks to better cater to the varied abilities and needs of their students. A Working Committee headed by the Curriculum Development Department oversees the assessment of BCATs in schools.



vi. Edexcel BTEC Programme

This programme was introduced and implemented in January 2011 with the aim of providing opportunities for students who show more interest in hands-on and concrete learning.

vii. Enhancing the Profession

In an effort to enhance the efficiency of teaching and learning, training and guidance are provided to teachers and officers internally as well as internationally. The Teacher Service Scheme (Skim Perkhidmatan Guru), introduced in 2008, is aimed at expanding the capacity of teachers while

the School Leadership Programme (SLP) focuses on widening the capacity of school leaders to excel and be effective.



With the new Teacher Service Scheme, teachers with calibre will have the opportunity to obtain higher promotions and, at the same time, will be able to remain working in schools. The SLP was first launched in March 2010 and since then a total of 186 local government, Arabic and private schools have graduated from this programme. SLP focuses on the levers of improvement - how school leaders create conditions in schools or transform them in existing settings to support high quality teaching and learning for all students.

viii. Other Initiatives

The Ministry has also worked on strengthening the quality of services through the Building Improvement of Schools and Infrastructures (BISAI) project and building maintenance programme.

In the quest for education excellence, the Ministry of Education has also given due attention to strengthening the level of partnership and close cooperation with the community and industry, forging links in education internationally through bilateral ties, involvement in important associations like SEAMEO, UNESCO and IESCO, implementing the whole school reading programme and intensifying support from the Science, Technology and Environment Partnership (STEP) Centre.

At present, other initiatives are also being intensified such as in formulating a plan to implement early childhood care and education, introducing model schools, shaping the Brunei Teachers Standards and introducing a comprehensive model for students' accommodation.

Current Situation

The current education system, SPN21, recognises the need to prepare the Brunei citizens as competitive individuals to meet the social and economic challenges of the 21st Century. SPN21 thus aims to produce citizens who are committed and able to contribute to the future growth, prosperity and stability of Brunei Darussalam. The system was developed around the appreciation for idealism in terms of advancement of ideas and approaches while being simultaneously grounded by realism in order to stay contextual.

As the Ministry attempts to put this into realisation, it seeks to develop each child's potential to their fullest by providing them the opportunities to acquire the 21st Century Skills without disregarding the national philosophy of a Malay Islamic Monarchy to infuse the national identity, Islamic teachings and moral values to instill integrity. In order for the Ministry of Education to deliver this commitment, it will continue to regulate itself around the following existing frameworks and organisational support:

- ▶ Bilingual Education Policy 1984
- ▶ Inclusive Education Order 1994
- ▶ Education Order 2003
- ▶ Compulsory Education Order 2007
- ▶ The National Education Council
- ▶ Majlis Tertinggi Melayu Islam Beraja
- ▶ Brunei Darussalam National Accreditation Council
- ▶ Brunei Darussalam Technical and Vocational Education Council
- ▶ A well-established and internationally-recognised public examination and teachers standards

- ▶ Links with international and regional organisations such as UNESCO, SEAMEO, ISESCO and APEC
- ▶ Extensive assets in buildings and facilities
- ▶ Co-curricular Activities Implementation Policy 2007

Nonetheless, the Ministry also realises the need to stay proactive by strengthening the following areas:

- ▶ Performance management and the execution of strategic plan
- ▶ Curriculum review and development for improved learning outcomes
- ▶ Technical and vocational education
- ▶ Early Childhood Care and Education (ECCE)
- ▶ Autonomy and accountability for schools and departments
- ▶ Asset management across all sectors
- ▶ Human resource planning, management and development
- ▶ Research and development (R&D)
- ▶ Effective communication and leadership



Statistics and Benchmarks

Access and Participation

The Ministry of Education introduced the Compulsory Education Order 2007 – which stipulates 9 years of compulsory schooling. This change has had an impact on the enrolment of children into the education system. Owing to the restriction imposed against enrolling under-aged children, the Net Intake Rate (NIR) of the 5-year olds to Year 1 (represented as NIR-1) has decreased from 2006 to 2010, as shown in Figure 1.

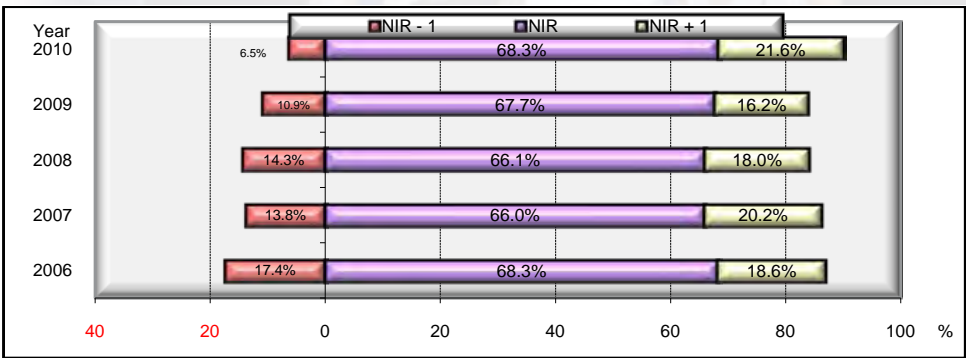


Figure 1 Net Intake Rate 2006 – 2010 (DPDR, 2011).

The Gross Enrolment Ratio (GER) at the Primary Level has steadily stabilised to almost 100%, which shows that most of the children are now within the appropriate school ages (6 – 11 years old).

The introduction of automatic promotion at the primary and secondary levels has contributed to the decrease in the number of repeaters. Repeating however is still allowed at Year 11, which resulted in a GER of more than 100%.

Figure 2 below shows that the number of females enrolled at the Primary, Secondary and Post-Secondary levels are almost equal to males. This is however not the case at the Tertiary Level where the ratio of female to male is close to 2:1.

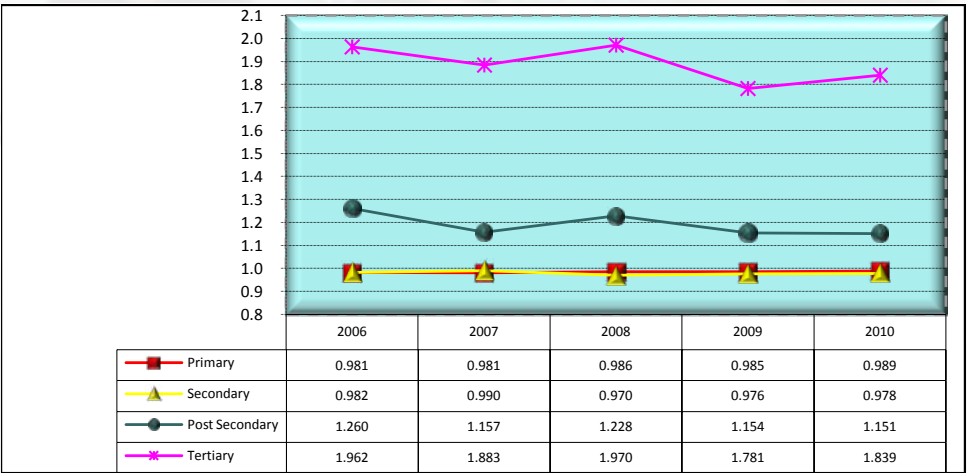


Figure 2 Gender Parity Index by levels of education in 2006 – 2010 (DPDR, 2011).

Quality and Relevance in Education

Pupil's Performance

At the primary level, there is currently a national public examination for Year 6 students, which is known as Penilaian Sijil Rendah (PSR) or Primary School Assessment.

Figure 3 shows Year 6 students' performance in Government Schools at PSR from 2006 to 2011.

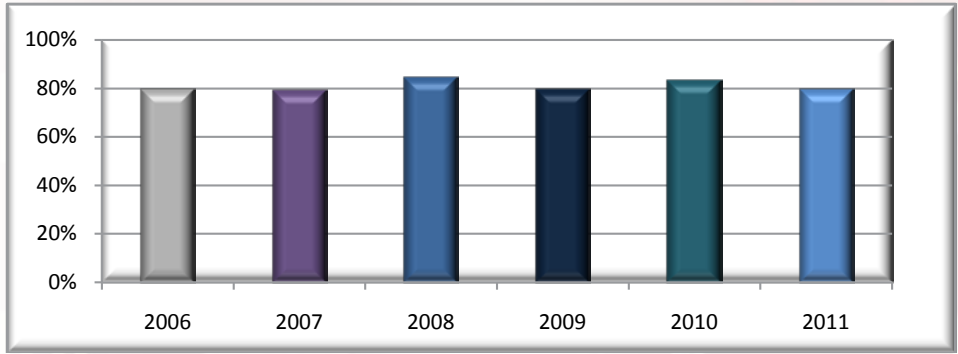


Figure 3 Bar chart presenting the % of PSR passes in 2006 – 2011 (DPDR, 2011).

At the secondary level, Year 10 General Education Programme (GEP) students on the accelerated 4-year programme and Year 11 students on the 5-year programme will sit for the internationally-recognised public examinations.

Figure 4 shows an increase in the % of students from the Government Schools achieving 5 GCE 'O' Levels and above from 2006 to 2011. The additional GEP 4-year students also contributed to the increase in the performance in 2011.

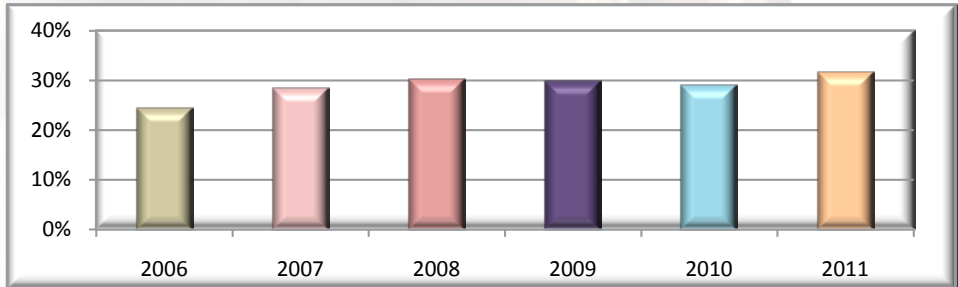


Figure 4 Bar chart presenting the % of students achieving 5 GCE 'O' and above in 2006 – 2011 (DPDR, 2011).

The sixth form students will sit for their GCE 'A' levels during their two years studies at the Post-Secondary General Education Level.

Figure 5 shows students' achievements at 2 GCE 'A' Levels and above from 2006 to 2011.

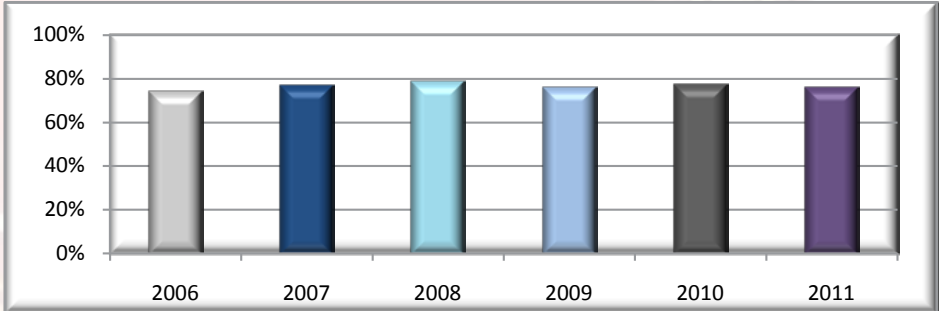


Figure 5 Bar chart presenting the % of students achieving 2 GCE 'A' and above in 2006 – 2011 (DPDR, 2011).



Case for Change

On examining the current scenario which indicates continuous and sustained growth, the Ministry of Education is compelled to further strengthen its strategies in the process of achieving improved performance and outcomes. Hence, the need for change.

His Majesty Sultan Haji Hassanal Bolkih Mu'izzaddin Waddaulah Sultan and Yang Di-Pertuan of Brunei Darussalam in different occasions has emphasised the importance of improving our services to our stakeholders. The following are excerpts of the titah by His Majesty the Sultan and Yang Di-Pertuan of Brunei Darussalam:

"Sistem pendidikan tidak hanya untuk melahirkan insan terpelajar, tetapi juga lebih penting, mesti mampu menjadi acuan untuk menghasilkan generasi pemikir."

[17th Teachers Day Celebration, 27 October 2007]

"Guru seperti inilah yang kita perlukan untuk menghadapi dunia yang banyak berubah dan akan terus berubah. Guru pada hari ini adalah digital immigrants, manakala para pelajar pula adalah digital natives. Dalam makna, guru-guru itu perlulah bekerja lebih keras serta mendepani segala perkembangan."

Seterusnya, guru-guru perlu sampai kepada satu standard yang diperlukan. Sudah tiba masanya kita mempunyai standard guru, yang boleh dijadikan penyukat selaku guru berkualiti, sebagaimana jua negara-negara maju yang lain memilikinya."

[19th Teachers Day Celebration, 5 November 2009]

"... kepelbagaian usaha yang dilaksanakan dalam pelaburan pendidikan awal kanak-kanak, yang salah satu agenda utama kementerian ini, akan dapat meraih pulangan tinggi untuk Wawasan Brunei 2035. Beta percaya, kecemerlangan kanak-kanak di peringkat ini, penajanya, adalah guru-guru yang gemilang."

[20th Teachers Day Celebration, 28 September 2010]

"Negara Brunei Darussalam kini, Alhamdulillah, menurut Development Index for Education for All telah menduduki tempat ke-34 dari 127 negara ahli yang dinilai. Beta percaya kedudukan ini boleh ditingkatkan lagi melalui pelbagai usaha, termasuk usaha mengatasi masalah anak-anak dari golongan keluarga kurang berkemampuan, dengan memberikan mereka itu peluang pendidikan yang sama. Bantuan-bantuan yang dihulurkan, seperti kemudahan pengangkutan, kewangan dan penyediaan asrama penuh, perlulah dilaksana dengan sebaik-baiknya."

[21st Teachers Day Celebration, 24 September 2011]

Impacts of Globalisation

Globalisation is a phenomenon from which no single country will be exempted. It penetrates and implicates the world by making it imperative for nations to keep pace with the changing demands and expectations of the world. In the wake of this phenomenon, Brunei is faced with the challenges to provide and maintain the human resource needs to stay relevant and competitive on the global front if it is to survive and remain as a stable country.

In view of education as a foundation to moulding individuals who can contribute to a nation's general welfare, the Ministry of Education's commitment is, without a doubt, to provide quality education in ensuring that the Sultanate preserves its relevance and secures its role in the world. This necessitates changes pertinent to the enhancement of the education environment so that the country's education system can successfully produce individuals with valuable and marketable skills of international standards, capable of contributing to the country's economic development and establishing long-term participation in the global economy. In light of this, schools and educational institutions need to be populated by educators who have a lasting impact on a learner's progress and eventual outcome. With teachers being one of the major players, it is crucial that their pedagogy keeps pace with the latest developments to ensure marketability and relevancy in the national and global arenas. Investment on plans and initiatives is necessary to drive the desired change. Placing the emphasis on research and development for making available the capacity and knowledge infrastructure with quality institutions, a flexible curriculum at all levels of education, new kinds of teacher training, and use of ICT to enhance the

teaching and learning process will likely result in individuals developed to their fullest potential. In this way, the nation can best be supported to accomplish the change and eventually, be prepared to compete effectively in the climate of rapid global change.

The Ministry of Education's membership in UNESCO and other international organisations is a reflection of the Ministry's firm commitment to enhancing the quality of education and developing a contextual framework that will propel Brunei's education to internationally acclaimed standards. This in turn, complements the Millenium Development Goal, as enshrined in UNESCO DAKAR 2000.

Alignment to National Development Plan

The Brunei Government, in its effort to stimulate the country's economic growth, has been actively promoting the development of various sectors through the 5-year National Development Plans. The current 10th National Development Plan was formulated in line with the Brunei Vision 2035 in order to achieve the nation's goals. The Ministry of Education has been allocated funds and budgets for development through various programmes and projects. One of the projects is to build new and/ or renovate current primary, secondary, technical, vocational and higher institutions to increase access and participation to these various levels of education and, at the same time, provide a conducive teaching and learning environment.



In building a globally dynamic and competitive knowledge-based economy, education is central to the strengthening of human capital. With the implementation of SPN21 in its middle and crucial stage, it is important to sustain and accelerate the present momentum to ensure the successful implementation and consolidating the foundations of SPN21 as intended. A significant and rapid growth in the skills and competencies of all personnel involved in the education system, including teachers, leaders and officers, is required through continuous professional development programmes. The continuous development of human resources for the enhancement and acceleration of SPN21 will include training and enrichment programmes in curriculum and assessment, teacher competency standards (Brunei Teachers Standards), literacy and numeracy, early childhood education, technical and

vocational education, teaching and learning pedagogies for 21st Century skills and co-curriculum capacity building. A particular training approach chosen is to build on current good practices and traditions and create new ways of doing things in an ICT enabled context. A critical element of this is to both leverage and accentuate Brunei's heritage and traditions and also establish a unique 21st Century innovation and learner-centric system by using ICT to support the continuous enhancement of the SPN21.



In realising the importance of developing and strengthening a culture of ICT in schools and the Ministry, various e-Hijrah projects have been planned to be implemented under the National Development Plan. These include e-Hijrah Office of Programme Management, Education Enterprise Architecture, Whole School Approach to ICT Development, ICT leadership, Media and In-Service Centre, Integrated National Education Information System, 1:1 Computing in Model Schools and Interactive Technologies for Schools. In the 10th National Development Plan, there are 47 initiatives to be implemented under the e-Hijrah strategies.

The following chapter describes the way forward in the next 5 years.

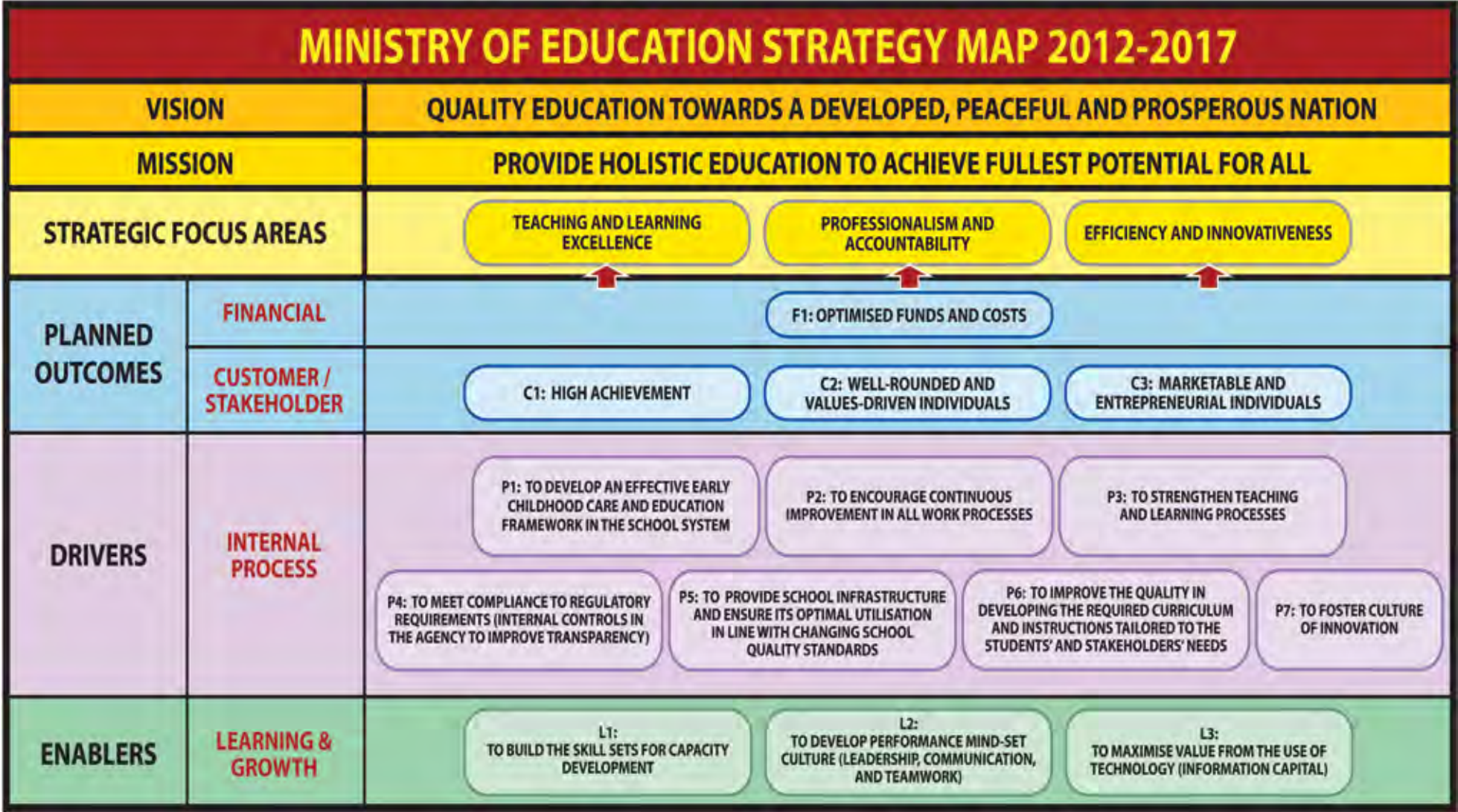
E-HIJRAH™

Ministry of Education



Chapter 4: THE MINISTRY OF EDUCATION STRATEGIC PLAN 2012 - 2017





THE MINISTRY OF EDUCATION STRATEGIC PLAN 2012-2017

The development of the Ministry of Education Strategic Plan 2012-2017 affirms the Ministry’s continuous and unwavering commitment towards quality education for the nation. The plan has been developed through a series of workshops and consultations by the Ministry. The achievements of the previous 5-year Strategic Plan were reassessed and reevaluated to determine the extent to which the plan was aligned to Brunei Vision 2035.

The Ministry of Education Strategic Plan 2012-2017 sets the course which the Ministry will take in the next five years. To ensure its effective implementation, the commitment of everyone is vital.

It identifies 3 Strategic Focus Areas (SFAs), 14 Strategic Objectives and 18 Key Performance Indicators (KPIs).

Strategic Focus Areas

The 3 Strategic Focus Areas in which the Ministry of Education has identified are: 1. Teaching and Learning Excellence; 2. Professionalism and Accountability; and 3. Efficiency and Innovativeness. These are the essential areas that the departments, divisions and units under the Ministry of Education need to focus on to achieve the common goals. All the three goals are interlinked and inseparable.

SFA 1: Teaching and Learning Excellence

Scope:

The scope of this focus area is extensive, covering all the domains in the education framework. The framework comprises of the following domains and their various components: the “Management and Organization” Domain which subsumes ‘School Management’ and ‘Professional Leadership’; the “Learning and Teaching” Domain which subsumes ‘Curriculum and Assessment’ and ‘Student Learning and Teaching’; the “Student Support and School Ethos” Domain which subsumes ‘Student Support’ and ‘Partnership’; and the “Student Performance” Domain which subsumes ‘Attitude and Behaviour’ and ‘Participation and Achievement’.

Clear Planned Outcomes:

We will deliver the 21st Century Skills within the 9 learning areas. Learners will develop knowledge, skills, attitudes and values to ensure optimum student achievement in academic and non-academic fields.

Choice of activities:

- ▶ Set a clear education framework to support education policy
- ▶ Provide evidence of performance evaluation to focus on student development through School-Based Assessment
- ▶ Establish a comprehensive ICT Framework to improve efficiency and speed up administrative work
- ▶ Continuous benchmarking with other international best practices

Risks and Challenges:

- ▶ Availability of quality teachers capable of meeting the Brunei Teachers Standards
- ▶ Achieving the learning outcomes in stages of schooling
- ▶ Quick response to identify the needs of the learners through continuous assessment and intervention
- ▶ Regular and systematic monitoring mechanism to fulfill teaching and learning process standards

Champion: Deputy Permanent Secretary (Core Education)

SFA 2: Professionalism and Accountability

Scope:

In the strategic focus area of professionalism and accountability, the scope covers the adoption of best practices by the Ministry, the schools and higher institutions of learning in implementing the policies, setting standards and remaining accountable for all learning outcomes.

Clear Planned Outcomes:

We will continue to uphold effective governance in the implementation of planned initiatives which are transparent and accountable to stakeholders.

- ▶ Key Performance Indicators are designed and implemented in support of the Development for Accountability framework for the Ministry and schools
- ▶ The strategy is set to achieve school leadership in line with Brunei Teachers Standards through the following:

- Accountability for student quality
- Skill certification of teachers
- Continuous professional development

Choice of activities:

- ▶ Regulate framework compliance and practise good governance
- ▶ Provide capacity building through the development of teaching, coaching and mentoring, and facilitating the learning environment to improve student achievement
- ▶ Encourage continuous staff empowerment

Risks and Challenges:

- ▶ Execution skills in implementation
- ▶ Adherence and compliance

Champion: Permanent Secretary (Core Education)



SFA 3: Efficiency and Innovativeness

Scope:

The Ministry of Education will continuously understand the stakeholders' needs and expectations, plan policies, streamline processes, monitor and evaluate its core business processes namely: the Core Education process and the Higher Education process.

Clear Planned Outcomes:

Ensuring the reliability of services to the students, teachers and schools by having innovative and cost-effective methods in delivering our educational outputs and outcomes.

Choice of activities:

- ▶ Communicate the National and the Ministry of Education policies and objectives
- ▶ Plan and provide resources
- ▶ Adopt innovative initiatives
- ▶ Implement key projects including SPN21 and e-Hijrah
- ▶ Monitor and evaluate the outcomes by using 'the concept of the measurement framework'

Risks and Challenges:

- ▶ The readiness of the human capability and the structure to support it
- ▶ Meeting the planned timeline of action plans

- ▶ The engagement of everyone in the Ministry of Education for a shared vision

Champion: Deputy Permanent Secretary (Higher Education)

Strategic Objectives and Key Performance Indicators

The Ministry of Education's Strategic Objectives under the four perspectives are:

Financial Perspective

- ▶ Optimised funds and costs

Customer/ Stakeholder Perspective

- ▶ High achievement
- ▶ Well-rounded and values-driven individuals
- ▶ Marketable and entrepreneurial individuals

Internal Process Perspective

- ▶ To develop an effective early childhood care and education framework in the school system
- ▶ To encourage continuous improvement in all work processes
- ▶ To strengthen teaching and learning processes
- ▶ To meet compliance to regulatory requirements (Internal controls in the agency to improve transparency)
- ▶ To provide school infrastructure and ensure its optimal utilisation in line with changing school quality standards
- ▶ To improve the quality in developing the required curriculum and instructions tailored to the students' and stakeholders' needs
- ▶ To foster culture of innovation

Learning and Growth Perspective

- ▶ To build the skill sets for capacity development
- ▶ To develop performance mind-set culture (Leadership, Communication and Teamwork)
- ▶ To maximise value from the usage of technology (Information Capital)

F1: Optimised funds and costs

Objective Description Statement:

This objective seeks to achieve the maximisation of Fund Management. It involves explicit planning of the resources needed by the Ministry and effective allocation and monitoring

Executive Owner: Director of Administration and Services

KPI1: % of budget utilised

Measure Intent: Financial management: Strategic Plan and manage resources (Meet legal and regulatory requirements)

KPI2: % of variance (Plan versus Actual)

Measure Intent: Financial management: Strategic Plan and manage resources (Meet legal and regulatory requirements)

C1: High achievement

Objective Description Statement:

The Ministry of Education’s framework encompasses the four domains of “Management and Organisation”, “Learning and Teaching”, “Student Support and School Ethos”, and “Student Performance”. To achieve this objective, each domain is required to support and add value to:

- ▶ school Performance Indicators which are a set of important tools used to measure the level of achievement in each school, in support of the implementation of the School Development and Accountability framework
- ▶ strategic implementation and monitoring of the relevant curriculum
- ▶ the school leadership has a good grip of the assessment approaches to improve the learning rate
- ▶ support holistic evaluation of school key tasks by school personnel (assignments, projects, tests, participation in discussions and others with a view to enhancing the effectiveness of the evaluation in the learning outcome
- ▶ appropriate intervention and remedial programmes

Executive Owner: Director of Examinations

KPI: % increase in public examinations

Measure Intent: The percentage increase in public examinations measures the students’ results

C2: Well-rounded and values-driven individuals

Objective Description Statement:

To critically evaluate our education system to gauge the development of students’ attitude and behavior.

How good are students’ self-concepts?

- ▶ How good is students’ attitude towards learning?
- ▶ How is students’ moral behaviour? How appropriate are their values with respect to social harmony, civic obligation and national identity?
- ▶ Have students mastered self-management skills, e.g. fostering a healthy lifestyle, emotional balance and ability to handle stress?

How good are students’ interpersonal relationships, social and leadership development skills?

- ▶ How good are students’ behaviour and self-discipline?

Executive Owner: Director of Co-Curriculum Education

KPI: Student Behavioural Index Rating (Student Behavioural Assessment)

Measure Intent: The student behavioural index rating (A group of measures combined to form overall performance) measures the percentage of students through school assessments (peer and self-assessment)

- A score in behavioural development – ‘Student Self Concept Evaluation’
- A participation in uniformed activities
- Physical development index
- One game one student
- ICT competency

C3: Marketable and entrepreneurial individuals

Objective Description Statement:

To monitor the business environment and the relevant agencies in order to match students’ skill sets with the needs of the industry. To achieve this objective we need to have a broad curriculum to meet the stakeholders’ expectations: student interest and abilities to match the needs and challenges of economic development in the 21st Century.

Executive Owner: Head of Higher Education Division and Director of Technical Education

KPI: % employed within 6 months after graduation

Measure Intent: The percentage employed within 6 months after graduation measures the percentage of graduates absorbed in the market place by prospective employers. We believe reducing the length of time to get placement in the industry will demonstrate the employability and strong relevance of the curriculum matching the market needs.

P1: To develop an effective early childhood care and education framework in the school system

Objective Description Statement:

To provide teachers with official guidelines so that student learning outcomes, teacher teaching and learning excellence (through a training, monitoring,

supervising and mentoring system), parents and community involvement will be achieved effectively – to ensure professionalism and accountability.

To enhance ECCE teaching and learning quality so that teachers perform at a standard recognised internationally (100% high performance among teachers according to performance rating).

Executive Owner: Head of Early Childhood Care and Education

KPI: % of child progress on the learning curve in the 4 key domains

Measure Intent: The % of child progress on the learning curve/ development profile measures the leaning outcome in 4 key areas of child development (social and emotional skills, motor skills, interaction skills and life skills). Increase in percentage raises the readiness of the child in the band classification.

P2: To encourage continuous improvement in all work processes

Objective Description Statement:

To meet the expectations of students and other stakeholders. It involves continuous studying of the existing core processes, procedures, current curricula, and support services. It involves activities such as:

1. Redesign the process for simplicity in teaching and learning methods, infrastructure, content and quality, teachers’ qualification and changes in curriculum;

2. Providing user-friendly services: ‘Hassle free procedures, processes and standardization in the service delivery’

Executive Owner: Director of Administration and Services

KPI: % of projects completed per year – project teams

Measure Intent: The number of process improving activities/projects completed measures the continuous improvement done in the work flow to improve administrative efficiency

- ▶ redesign the workflow, shorten the lead time in service delivery and monitor programs under the ministry;
- ▶ time to complete major projects to meet stakeholders’ needs.

P3: To strengthen teaching and learning processes

Objective Description Statement:

To have a clear policy in developing training programs and certification for professional development. This objective helps to develop the competency profile level of the teacher to improve the quality of delivery, assessment, reporting and intervention of the student learning outcomes.

Core teaching values and competency profiles will be structured according to areas of competencies and will lead to the establishment of a coherent teacher education curriculum and the introduction of a range of new qualifications framework.

School-based training, at primary and secondary levels, supported by Teacher Training Centres (TTC) and Colleges of Education (CoE) links, on-the-job mentoring and a school leadership program will become increasingly important to raise accountability, professional recognition and professional development.

Executive Owner: Director of Schools

KPI 1: % increase in students’ rating of achieved learning outcomes

Measure Intent: The students’ rating of achieved learning outcomes measures the percentage of the students’ continuous progress assessment scores in band profile in key learning areas. High scores will help us achieve our strategy of teaching and learning excellence.

KPI 2: % increase in teachers teaching competency band

Measure Intent: The percentage increase in teachers’ teaching competency band measures the capabilities of teaching quality – accountability, certification for professional recognition and professional development. We believe that by raising the teaching standards we will be able to raise the quality of teaching.

P4: To meet compliance to regulatory requirements (Internal controls in the agency to improve transparency)

Objective Description Statement:

To have clear and well-defined standards through the following actions:

1. Adopt best practices
2. Assess and report the key quality issues – Qualification framework

3. Communicate with service users to act on the non-compliance elements
This objective seeks to meet requirements in standards, procedures, guidelines, regulations and best practices in education policy. It involves formulating clear policies, translating the policies into clear procedures, communicating the policies to users, as well as supervision and monitoring of the policy implementation, collecting and compiling reports on enforcement and taking corrective measures.

Executive Owner: Director of Schools Inspectorate

KPI: % of non-compliance

Measure Intent: The percentage of non-compliances serve as an audit to measure compliance with imposed standards, policies and procedures established by the regulators. Reducing the occurrence of non-compliances will help us accomplish professionalism and accountability.

P5: To provide school infrastructure and ensure its optimal utilisation in line with changing school quality standards

School Infrastructure Development: The increased numbers of pupils will necessitate extra classrooms, schools and other facilities (science laboratories, ICT laboratories, library, sports facilities, amenities for special needs and so on) for conducive learning environment.

This objective will help assess the level of infrastructure utilisation and the extent to which educational institutions can benefit from its optimal utilisation. There is also a need to consider issues of accessibility in line with the philosophy of building schools closer to communities.

Executive Owner: Director of Planning and Estate Management

KPI: % of utilisation of facilities

Measure Intent: The percentage of utilisation measures the utilisation rate of the facilities in schools. International best practices indicate that if the utilisation rate is optimised, the well-rounded and values-driven students outcome can be enhanced. Therefore, we believe increasing the utilisation rate will help us contribute to better student outcome.

P6: To improve the quality in developing the required curriculum and instructions tailored to the students’ and stakeholders’ needs

Objective Description Statement:

To continuously identify needs, design and develop the required curricula, textbooks, learning materials and teaching methods for students at all levels. It also works with the users to assess the curriculum delivery in the teaching process and the mechanism for continuous improvement based on international best practices and learning outcomes. This includes:

- ▶ Giving priority on the development of all core subjects to meet students’ interest and abilities
- ▶ Assessing its relevancy to the business community needs
- ▶ Meeting Quality Framework
- ▶ Fulfilling the learning outcomes

Executive Owner: Director of Curriculum Development

KPI 1: Employer feedback rating on whether the curriculum matches industry needs

Measure Intent: The employer satisfaction rating measures the rating level by business partners in matching the skill sets.

KPI 2: % of students who achieved the learning outcomes to fulfill the set standards

Measure Intent: The percentage of students achieving the learning outcomes measures the learning gaps in the set standards of the curriculum based on observation and assessment. Observing and assessing the rate of learners’ progress in each band will help in curriculum implementation, monitoring and benchmarking. The gaps can be identified and rectified.

P7: To foster culture of innovation

Objective Description Statement:

Sustaining competitive advantage in human capital development requires education institutions and the Ministry’s operating units to continually think out of the box through developing new concepts and designs in support of the business community needs and expectations. This also includes the management of the research and development (R&D) process which involves:

1. Identification of opportunities for new products and services
2. Concepts generation and selection
3. Methodology development and evaluation
4. Deployment of knowledge

Executive Owner: Head of Higher Education Division

KPI: R&D index rating

Measure Intent: The index rating measures the weighted score in a group of measures (Number of research concepts generated, number of papers published in tiered journals, number of live research projects per staff at any time per academic year, and number of projects leveraged at teaching and learning).

KPI: Number of ideas per individual per year

Measure Intent: The number of ideas per employee per year measures the rate of suggestions that contribute towards improvement in the work areas. We believe increase in employees’ ideas will help in encouraging creative thinking to accomplish our goal of becoming an effective and innovative organisation.

L1: To build the skill sets for capacity development

Objective Description Statement:

To develop the skill sets of teachers and staff of the Ministry for the purpose of their continual professional development. These skill sets will be translated into clear Continuous Professional Development [CPD] frameworks which identify the competency profile level of teachers and staff.

For teachers, the framework will identify their skill levels and hence, competency gaps. It will enable the required capacity to be developed in order to close the gaps in teaching and learning process.

Executive Owner: Director of Human Resource Development Division

KPI: % of teachers achieving the Required Competency Level

Measure Intent: The Required Competency Level (RCL) measures a ‘competency gap’ between required level and the current availability level of teachers’ skill sets. Closing the competency gap would provide leverage points for executing the strategy in teaching and learning.

L2: To develop performance mind-set culture (Leadership, Communication and Teamwork)

Objective Description Statement:

To establish clear communication within and across units, and greater accountability for implementing initiatives. It requires a change in work culture – set values to drive both internally focused (i.e. cross functional teams sharing information, listening more and responding) to shape the organisation for professional development and accountability.

Improving the work culture through promoting cross functional teamwork will help enhance staff professionalism and accountability.

Executive Owner: Director of Planning, Development and Research

KPI: Employee satisfaction index

Measure Intent: The employee satisfaction index is formed from a combination of indicators which reflects an overall indicator of employee satisfaction. It

measures indicators on complaints, welfare, absenteeism and employee survey results on leadership perception. Improving the employee satisfaction will contribute in achieving our strategy as an efficient and innovative organisation.

L3: To maximise value from the use of technology (Information Capital)

Objective Description Statement:

To ensure ICT is fully utilised in all work processes, covering from curriculum development, teaching and learning as well as administrative processes.

At the school level, the following actions will be taken:

- ▶ design, initiate, develop the programs planned on time
- ▶ assess lessons, assignments and examinations results online
- ▶ track and monitor the teachers' administrative activities on learning outcomes

Executive Owner: Director of Information Technology and Communication

KPI: % of use of ICT across the curriculum

Measure Intent: The percentage of use of ICT across the curriculum measures the effectiveness of teachers and students' access to lesson plans, assignments and progress reports. We believe an increase in the use of ICT application in the preparation and delivery of curriculum will help in executing the teaching and learning process.



Chapter 5: IMPLEMENTATION OF THE MINISTRY OF EDUCATION STRATEGIC PLAN 2012 - 2017



IMPLEMENTATION OF THE MINISTRY OF EDUCATION STRATEGIC PLAN 2012-2017

Embedding the Balanced Scorecard into the Operating System

The 3 Strategic Focus Areas in which the Ministry of Education has identified The Balanced Scorecard (BSC) will be embedded into every Department/ Section/ Unit and the educational institutions under the Ministry of Education as a tool for monitoring and reporting purposes (Figure 6).

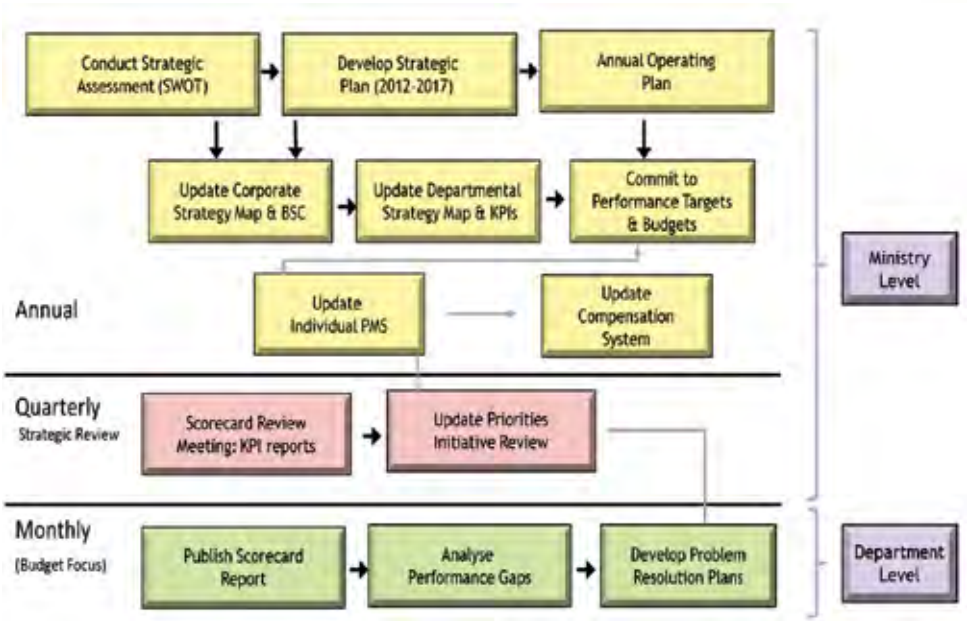


Figure 6 Management of Operating System using Balanced Scorecard .

Every month, each department/ section/ unit and educational institutions under the Ministry of Education needs to publish their scorecard reports, analyse the performance gaps and develop resolution plans.

The top Leadership team will be conducting a quarterly strategic review meeting to report the KPIs and update the priorities initiative review. The team will have an annual meeting to update individual Performance Management System (PMS), compensation system, corporate strategy map and BSC, departmental strategy map and KPIs, commit to performance targets and budgets, and develop and align the annual operating plan.

Structure of the Strategic Management Process

Balanced Scorecard – Top Leadership Team

A top leadership team chaired by the Minister will have scheduled strategy review meetings to discuss whether strategy execution is on track, detect problems in the implementation, recommend actions and recommend responsibility for achieving the targeted performance. The Permanent Secretary (Higher Education) has the single point authority to lead and facilitate the execution of the Strategic Plan 2012-2017 (Figure 7).

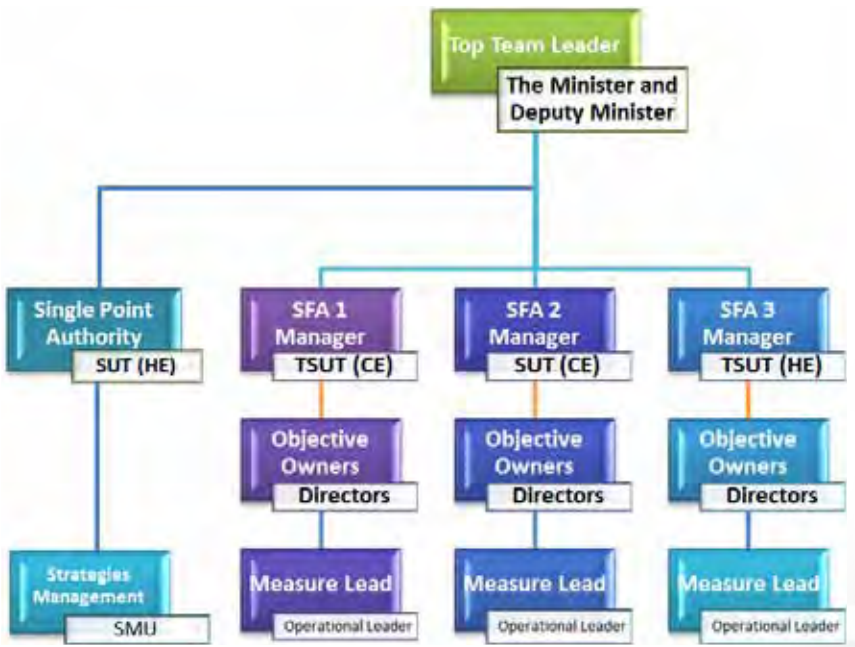


Figure 7 Structure of the Strategic Management Process.

The scope involves a five-stage closed loop system:

- a. Develop the MoE Strategic Plan to support the national agenda
- b. MoE Strategy Map with relevant KPIs and Targets
- c. Initiatives screening and funding
- d. Cascading: Aligning to departments, units and school management
- e. BSC Reporting Management Implications – the Quarterly Review Meeting

The team will be assisted by the Strategic Management Unit (SMU) members to provide day to day management of the office including:

- a. Educating others

- b. Scheduling and coordinating the Strategic Review Process with clear strategic agenda
- c. Facilitating the annual strategy meetings
- d. Preparing reports

SFA Project Manager

The SFAs are to be led by the Permanent Secretary (Core Education) for SFA2, Deputy Permanent Secretary (Core Education) for SFA1 and Deputy Permanent Secretary (Higher Education) for SFA3, each of whom will have single point responsibility to lead focus on the SFAs and present the performance at the strategic review meetings.

The SFA Project Manager will form a working team by appointing:

- Executive (Strategic Objective) owners:- Interpret the cause and effect of the performance and monitor project and costs
- Measure Leads: Collect data, compile contents and graphs, and report to the owners
- The Project Manager (SFA Owner – During the Strategic Review Process, he/she presents KPIs (Actual versus Target) and also the progress of the milestone
- The SMU team prepares a report (Issue, Implication, Action and Accountability)

Timeline of the Strategic Management Process

Figure 8 below shows the scope of the strategic management process in the Ministry. It covers the stages of task priorities in its implementation across all functions which look at development of the strategy, its planning, alignment at different levels, its implementation and the implementation quarterly review.

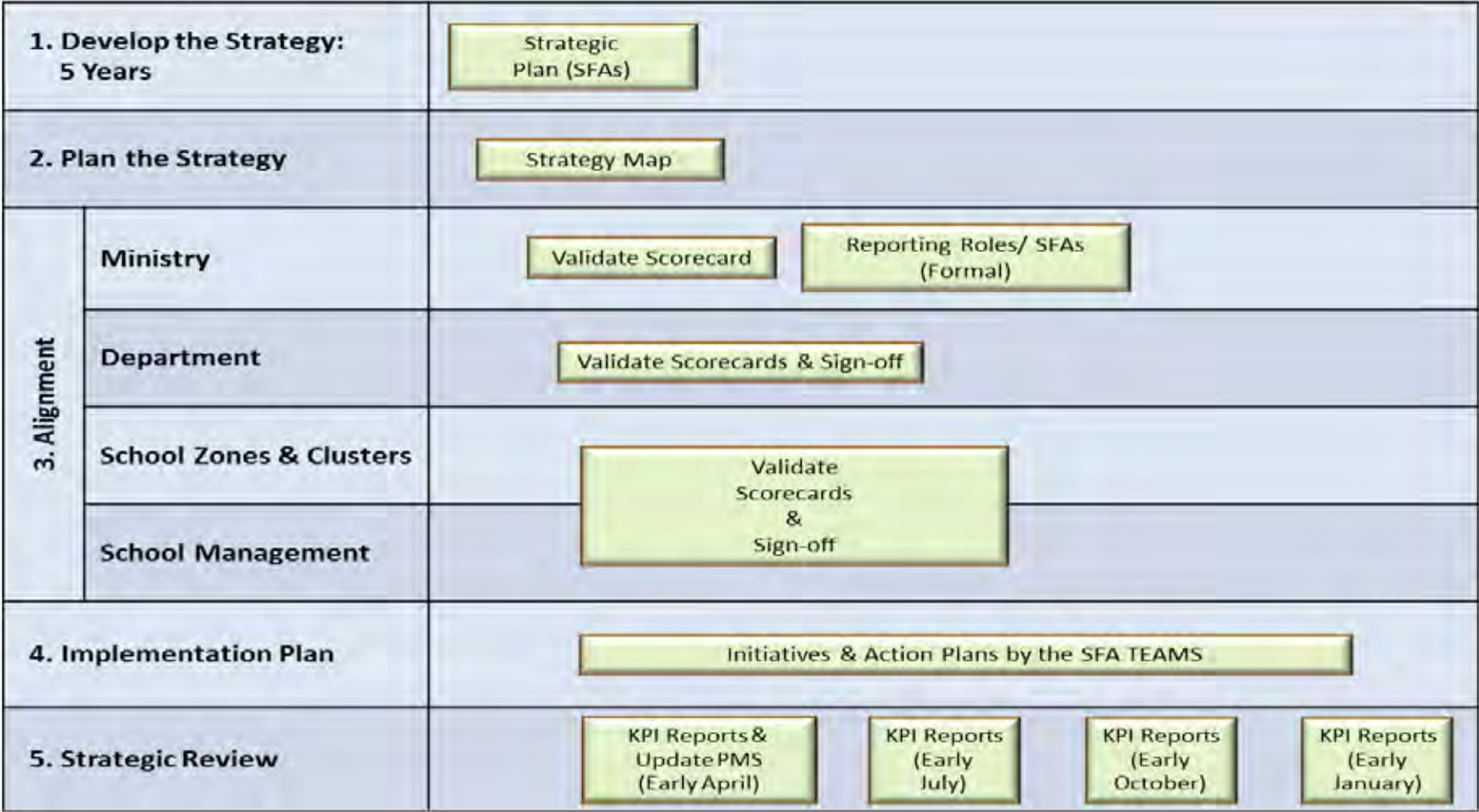


Figure 8 Timeline of the Strategic Management.

Critical Success Factors

Critical success factors are critical factors or activities required for ensuring the success of a company or an organisation. Critical success factors represent those managerial or enterprise areas that must be given special and continual attention to bring about high performance. Critical success factors are seen as an element that is necessary for an organisation or project to achieve its mission.



The Ministry of Education has identified 9 critical success factors (Figure 9) to ensure the success of its strategic plan:

- 1. Continuous and effective implementation and monitoring system
- 2. Strong community support
- 3. Effective communication
- 4. Sufficient financial resources
- 5. Adequate infrastructure
- 6. Clear policy statement
- 7. Effective research and planning
- 8. Quality leadership
- 9. Competent, quality and committed workforce



Figure 9 Critical Success Factors.

REFERENCES

Department of Planning, Research and Development. (2011). *Education Statistics 2010*. Ministry of Education, Brunei Darussalam.

Department of Statistics. (2009). *Brunei Statistical Yearbook 2009*. Department of Economic Planning and Development, Brunei Darussalam.

Department of Statistics. (2010). *Brunei Darussalam Key Indicator 2010*. Department of Economic Planning and Development, Brunei Darussalam.

Jabatan Perkembangan dan Kemajuan Ekonomi. (2007). *Brunei Darussalam Long-Term Development Plan: Wawasan Brunei 2035. Outline of Strategies and Policies for Development (OSPD) 2007-2017. National Development Plan (RKN) 2007-2012*. Prime Minister's Office, Brunei Darussalam.

Jabatan Perkembangan dan Kemajuan Ekonomi. (2012). *Brunei Darussalam Key Indicators 2011*. Brunei Darussalam.

Ministry of Education. (2007). *The Ministry of Education Strategic Plan 2007-2011 Brunei Darussalam. Revised Edition*.

Ministry of Education. (2012). *Sistem Pendidikan Negara Abad ke-21*. Retrieved 14 April, 2012. from <http://www.moe.edu.bn/web/spn21>.

Ministry of Education Strategic Planning Working Group

Co-Chairperson
Yang Mulia Awang Haji Mahrub bin Haji Murni
Permanent Secretary [Core Education]

Yang Mulia Dr. Haji Junaidi bin Haji Abdul Rahman
Permanent Secretary [Higher Education]

Co-Vice Chairperson
Yang Mulia Awang Haji Suhaila bin Haji Karim
Deputy Permanent Secretary [Core Education]

Yang Mulia Awangku Abdullah bin Pengiran Haji Tengah
Deputy Permanent Secretary [Higher Education]

Members
Yang Mulia Dr. Hjh Romaizah binti Haji Mohd Salleh
Director of Planning, Development and Research

Yang Mulia Awang Janidi bin Jingan
Acting Deputy Director/ Assistant Director, Department of Planning, Development and Research

Yang Mulia Dayang Siti Zuliana binti Haji Abdul Samad
Acting Senior Special Duties Officer [Higher Education], Department of Planning, Development and Research

Yang Mulia Awang Wan Abdul Rahman bin Wan Ibrahim
Acting Assistant Director/ Specialist Inspector, Department of Planning, Development and Research



Yang Mulia Awang Azrin bin Liomar

Education Officer, Department of Planning, Development and Research

Yang Mulia Dayang Chua Ley Si @Daisy

Education Officer, Department of Planning, Development and Research

Yang Mulia Dk Siti Khairunnisa Adibah binti Pg. Hj Md Salleh

Special Duties Officer Grade II, Department of Planning, Development and Research

Yang Mulia Dayang Reena Lim Bee Yew

Education Officer, Curriculum Development Department

Calligraphy

Yang Mulia Awang Wan Habib bin Wan Ibrahim

Lecturer, Universiti Islam Sultan Sharif Ali

ACKNOWLEDGEMENTS

Yang Berhormat Pehin Orang Kaya Seri Kerna Dato Seri Setia Haji Awang Abu Bakar bin Haji Apong

Minister of Education

Yang Mulia Dato Seri Setia Awang Haji Mohd Yusoff bin Haji Ismail

Deputy Minister of Education

Permanent Secretaries

Vice Chancellors

Rector

Deputy Permanent Secretaries

Director General of Education

Directors

Heads of Sections/ Units

Departmental Strategic Plan Coordinators and Assistant Coordinators

Staff of the Department of Planning, Development and Research



