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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

The following report has been compiled with the support of SEAMEO VOCTECH in Brunei and the Institute of Brunei Technical Education (IBTE), a UNEVOC centre. Further details of the contents contained herein can be found at the TVET Platform for South East Asia https://sea-vet.net/.

UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589
### TVET Country Profiles

Brunei Darussalam

**November 2018**

## Statistics

### General information

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicator</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic</td>
<td>Total population (thousands)²</td>
<td>428,874 (2016)</td>
</tr>
<tr>
<td></td>
<td>Population growth²</td>
<td>1.3% (2016)</td>
</tr>
<tr>
<td></td>
<td>Median age of population²</td>
<td>30 (2016)</td>
</tr>
<tr>
<td></td>
<td>Population aged 15-24 years</td>
<td>71,000</td>
</tr>
<tr>
<td>Socio-economic</td>
<td>GDP growth (annual %)³</td>
<td>1% (2018)</td>
</tr>
<tr>
<td></td>
<td>GDP per capita (current US$)³</td>
<td>33,233.5 (2018)</td>
</tr>
<tr>
<td></td>
<td>Unemployment rate (%)⁴</td>
<td>7.1% (2017)</td>
</tr>
<tr>
<td></td>
<td>Youth literacy rate, population 15-24 years, both sexes (%)</td>
<td>99.3% (2011)</td>
</tr>
</tbody>
</table>

### Participation in education by level and by programme orientation (2016)

<table>
<thead>
<tr>
<th>Category</th>
<th>Gross enrolment ration (%)</th>
<th>Percentage of students who are female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education (ISCED 1)</td>
<td>106.6%</td>
<td>106.2%</td>
</tr>
<tr>
<td>Secondary education, all programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower secondary (ISCED 2)</td>
<td>93.4%</td>
<td>93.9%</td>
</tr>
<tr>
<td>Upper secondary (ISCED 3)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tertiary education, all programmes (ISCED 5-8)</td>
<td>30.9%</td>
<td>38.2%</td>
</tr>
</tbody>
</table>

### Education finance

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicator</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure</td>
<td>Government expenditure on education as % of GDP (%)</td>
<td>4.4% (2016)</td>
</tr>
<tr>
<td></td>
<td>Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)</td>
<td>-</td>
</tr>
</tbody>
</table>
## Other useful indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statistics</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of which:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total enrolment in TVET (% of total enrolment across all education streams)</td>
<td>22%</td>
<td>IBTE <a href="https://ibte.edu.bn/">https://ibte.edu.bn/</a> Ministry of Education <a href="http://t1p.de/grj7">http://t1p.de/grj7</a></td>
</tr>
<tr>
<td>Total enrolment in Polytechnics</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

1 Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). [http://uis.unesco.org/](http://uis.unesco.org/)
3 World Bank. World Development Indicators. [https://data.worldbank.org](https://data.worldbank.org) and International Monetary Fund Data mapper.
1. TVET systems

### TVET in the Bruneian education system

- **Primary (ISCED 1)**
  - Primary education
    - General education: 6 years

- **Lower Secondary (ISCED 2)**
  - Lower secondary education
    - General education: 3 years
  - Lower secondary pre-vocational education
    - Compulsory education: 3 years
  - Lower secondary special education / Industrial Skills Qualification
    - TVET: 3 years

- **Upper Secondary (ISCED 3)**
  - General Upper Secondary Education (BC GCE O & A Levels)
    - TVET: 4 years

- **Post-secondary non-tertiary (ISCED 4)**
  - Lower secondary pre-vocational education
    - TVET: 3 years
  - Higher National Technical Education Certificate (NTec)
    - TVET: 2 years
  - Advanced National Diploma
    - TVET: 2.5 years
  - Higher National Diploma
    - TVET: 2.5 years

- **Tertiary (ISCED 5-8)**
  - Doctorate
    - Compulsory education: 3 years
  - Master’s degree
    - Compulsory education: 1.5 years
  - Bachelor’s degree
    - Compulsory education: 5 years

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*Compiled by UNESCO-UNEVOC International Centre.*
**Formal TVET system**
The formal TVET system in Brunei is structured as follows:

<table>
<thead>
<tr>
<th>Pre-vocational Courses and Industrial Skills Qualifications</th>
<th>leading to vocational degrees are provided at lower secondary level (ISCED 2).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>1-2 years</td>
</tr>
<tr>
<td>Admission requirements:</td>
<td>Completion of Primary Education</td>
</tr>
<tr>
<td>Taught in:</td>
<td>Lower Secondary Institutions</td>
</tr>
</tbody>
</table>

**National Technical Education Certificate courses** are provided at the upper secondary level (ISCED 3).

| Duration: | 2 years |
| Admission requirements: | Completion of Lower Secondary Education |
| Taught in: | Upper Secondary Technical Institutions |

**Higher National Technical Education Certificate courses** are provided at the upper secondary level (ISCED 4).

| Duration: | 2 years |
| Admission requirements: | Completion of National Technical Education Certificate |
| Taught in: | Upper-Secondary Non-Tertiary Technical Institutions |

**Higher National Diploma and Advanced Diploma Programmes** are offered at the tertiary level (ISCED 5-8).

| Duration: | 2.5 years |
| Admission requirements: | ‘A’ Levels or National Diploma |
| Taught in: | Polytechnics |

With the Higher National Diploma and Advanced Diploma, graduates are also able to enrol in non-vocational Bachelor’s degree programmes.

**Non-formal and informal TVET systems**
The Continuing Education and Training (CET) Institute under the Institute of Brunei Technical Education, the Ministry of Culture, Youth and Sports, the Youth Development Centre and the Arts and Handicraft Centre offer non-formal TVET programmes. Some examples include:

<table>
<thead>
<tr>
<th>Programme:</th>
<th>Ministry Development Centre courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry/organization responsible:</td>
<td>Ministry of Culture, Youth and Sports</td>
</tr>
<tr>
<td>Target audience:</td>
<td>Out-of-school youth</td>
</tr>
<tr>
<td>Admission requirements:</td>
<td>None</td>
</tr>
<tr>
<td>Qualifications received:</td>
<td>Training Certification</td>
</tr>
</tbody>
</table>
**Programme:** Life skills and community services courses  
**Ministry/organization responsible:** Continuing Education and Training (CET) Institute, Institute of Brunei Technical Education (IBTE)  
**Target audience:** School leavers and working adults

**Programme:** Intermediate skills training and education  
**Ministry/organization responsible:** Youth Development Centre, Arts and Handicraft Centre  
**Target audience:** School leavers (17-18 years old)

### 2. TVET strategy and key policy documents

TVET in Brunei Darussalam aims at developing a skilled and entrepreneurial workforce to spur economic development in the country as envisioned by Brunei’s Vision 2035.

The following key documents help guide the development of TVET in Brunei Darussalam.

<table>
<thead>
<tr>
<th>Name of document</th>
<th>Brunei Vision 2035 (Wawasan Brunei 2035)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date entered into force</td>
<td>2007</td>
</tr>
<tr>
<td>Website link</td>
<td><a href="http://t1p.de/pida">http://t1p.de/pida</a></td>
</tr>
</tbody>
</table>

**Key points and objectives**

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 amongst the top ten nations in the world;
- Its dynamic and sustainable economy with income per capita within the top ten countries in the world.

<table>
<thead>
<tr>
<th>Name of document</th>
<th>SPN21 (Sistem Pendidikan Negara Abad Ke-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date entered into force</td>
<td>2009</td>
</tr>
<tr>
<td>Website link</td>
<td><a href="http://t1p.de/6y2n">http://t1p.de/6y2n</a></td>
</tr>
</tbody>
</table>

**Key points and objectives**

SPN21 aims at re-evaluating and reassessing the education structure, the curriculum assessment and the technical education in Brunei Darussalam. Its goal is to reposition TVET as an alternative post-secondary education capable of producing highly skilled workers in line with the needs of the industry.
3. Governance and financing

Governance
The Ministry of Education is the sole body responsible for the governance of TVET education in Brunei Darussalam. Its main tasks fall under the areas of quality assurance, the development of a qualification framework, the accreditation and certification of TVET institutions, and the curriculum development. The Ministry is made up of three agencies: the Brunei Darussalam National Accreditation Council (BDNAC), the Brunei Darussalam Technical and Vocational Education Council (BDTVEC) and the Private Education Section (BPS). The BDNAC, chaired by the Minister of Education, accredits higher education programmes and qualifications of universities, supervises and regulates the standards of higher education providers, and establishes and maintains the national qualifications register. BDTVEC has the same responsibilities for technical and vocational institutes by acting as the national awarding body for TVET qualifications in Brunei Darussalam.

With the launching of Brunei’s long-term development plan (Brunei Vision 2035), the private sector becomes increasingly involved in the planning and implementation of development projects – including those relating to TVET. The Ministry of Education’s grand initiative to transform and realign the Technical and Vocational Education System to the demands of the various industries that support national economic development is indicative of the growing importance of private sector’s role in TVET. This is particularly the case for post-secondary TVET, where industry collaboration is needed in several areas, including curricula planning, development and implementation of apprenticeship schemes as well as provision of competency-based training and assessment. Under the competency-based arrangements, any assessments for students need to be verified by the relevant industries.

Close collaboration with industries is being promoted with the aim of producing a skilled and competitive workforce that is entrepreneurial, professional as well as highly employable and possesses appropriate qualifications and industry-accredited skills. For instance, IBTE has established an ‘Industry Steering Committee’ that encompasses seven clusters: energy and engineering; business and financial services; hospitality and tourism; building construction, agro technology, Info-Communications Technology (ICT), and maritime.

Through this initiative, greater opportunities will be available for post-secondary school students who are skilful and technically inclined to pursue TVET courses and obtain gainful employment in the skill and technical sectors. This transformation is seen as more responsive and demand-driven with stakeholders pledging to commit by providing support in making the transformation a success.

Engagement by employers, employees, and civil society in TVET can take various forms, including:
- Participating in developing national, sector or local policies;
- Supporting funding mechanisms;
- Joining the boards and management bodies of TVET providing institutions;
- Helping to identify occupational skills and standards to serve as the basis for education and training regulations; and
- Participating in pilot programmes, initiatives and innovations.
**Financing**

A national budget of US$5.3 billion is assigned to TVET for the financial year 2018/2019 of which US$ 900 million are allocated for National Development Plans to facilitate current and new projects. The Ministry of Education, being the main ministry responsible for TVET, received a budget of US$695.8 million for the financial year 2018/19.

4. **TVET teachers and trainers**

In 2014, Brunei Darussalam developed and implemented the Brunei Teachers’ Standard (BTS), focusing particularly on primary and secondary school teachers. The aim of BTS is to ensure high quality of teaching that will eventually ensure better learning outcomes for students. However, this is not a requirement for TVET institutions as it is mainly focused on general education.

TVET teachers are recruited from fresh graduates with minimum qualifications or qualifications at least one level higher than the ones they are teaching. Most of the local TVET teachers are hired without a formal teaching qualification, only a small proportion of teachers have teaching experience. The basic required qualification is the completion of the Higher National Diploma.

Teachers’ Continual Professional Development (CPD) is provided through in-house training, local and international short courses and industrial placements. Locally, CPD is led by different agencies under the Ministry of Education such as the Hassanal Bolkiah Institute of Education (SHBIE) and the Institute for Leadership, Innovation and Advancement (ILIA) of the University Brunei Darussalam (UBD).

In 2016, 595 TVET teachers were employed in Brunei Darussalam.
5. Qualification system and quality assurance

National Qualifications Framework (NQF)
In 2011, the Brunei Darussalam Qualifications Framework (BDQF) was established through the BDNAC by the Ministry of Education. The framework comprises eight levels and explains the level of learning, achieved learning outcomes of study areas and a credit system based on student academic load. It applies to all qualifications recognised in Brunei Darussalam, thereby integrating and linking all qualifications recognised within the country. The BDQF is as follows.

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic qualifications</th>
<th>TVET qualifications</th>
<th>Higher Education Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BTEC® Level Introductory Certificate</td>
<td>Skills Certificate 1 (SC1)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>GCE® “O” Level (Grades D-E) IGCSE® “O” Level (Grades D-E) SPU® (Grades D) BTEC Level 2 Extended Certificate</td>
<td>Skills Certificate 2 (SC2) Industrial Skills Qualifications (ISQ)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>GCE “O” Level (Grades A-C) IGCSE and GCSE® “O” Level (Grades A* - C) SPU (Grades A-C) BTEC Level 2 Diploma</td>
<td>Skills Certificate 2 (SC3) National Technical Education Certificate (NTec)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>GCE “A” Level IGCSE “A” Level IB Diploma STPU10</td>
<td>Diploma Higher National Technical Education Certificate (HNTec)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Advanced Diploma Higher National Diploma (HND)</td>
<td>Foundation Degree Advanced Diploma Higher National Diploma (HND)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Bachelor’s Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Master’s Degree Post Graduate Diploma Post Graduate Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Doctoral Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 BTEC: The British Business and Technical Education Council accredited the qualifications.
7 GCE: General Certificate of Education
8 IGCSE: (International) General Certificate of Secondary Education
9 SPU: Brunei Religious Education Certificate (Sijil Pelajaran Ugama Brunei)
10 STPU: Brunei Higher Religious Education Certificate (Sijil Tinggi Pelajaran Ugama Brunei)
Quality Assurance

The Ministry of Education is divided into three agencies that are connected to the quality assurance of TVET in Brunei Darussalam: the Brunei Darussalam National Accreditation Agency (BDNAC), the Brunei Darussalam Technical and Vocational Education Council (BDTVEC) and the Private Education Sector (BPS). The BDNAC is responsible for the assessment and accreditation of qualifications recognised by the Government of Brunei Darussalam. Amongst others, it has to list all of the approved programmes on its website with their level and purpose as a point of reference and value-added information for learners and employers. The BDTVEC acts as the national awarding body for technical and vocational qualifications in Brunei. Through this local awarding body, the provision of technical and vocational education in the country has become more flexible and effective.

To measure the success of TVET in Brunei Darussalam, the following three Key Performance Indicators (KPIs) are used:

- **Employability Rate**: the measure of the percentage of graduates being employed 6 months after graduation;
- **Employers’ Satisfaction Rate**: the measure of the proportion of employers being satisfied with the work and performance of graduates being hired;
- **Students’ Completion Rate**: the measure of the percentage of students completing their programmes.

IBTE and PB obtained their ISO 9001 Quality Management System (QMS) certifications in 2016 and 2017 respectively. Additionally, TVET institutions have also established quality management divisions to ensure that the Quality Management System (QMS), which is operating within the TVET institutions, works effectively and efficiently, and in compliance with the QMS requirements of the IBTE and PB.

The main functions of these Quality Management Divisions are:

- To oversee the processes related to the Quality Management System (QMS) including quality planning, support, product realization, and improvement processes;
- To offer support in acquiring international and national certifications / accreditations for programmes;
- To ensure that QMS as well as TVET academic policies are communicated and implemented within the institutions, including all campuses / schools;
- To support management representatives of TVET schools in order to identify / plan activities and resources to develop, implement and maintain the QMS and achieve quality standards; and
- To centrally monitor and evaluate the teaching-learning and examination-assessment processes of each programme.

Furthermore, private Registered Training Organizations (RTOs) are allowed to offer foreign accredited programmes such as BTEC, London Chamber of Commerce and Industry, National Craft Certificate, etc. Under the Energy Industry Competency Framework (EICF), the Energy and Industry Department at the Prime Minister’s Office (EIDPMO), in collaboration with the MoE, has also set up a working group to establish and oversee the Energy Industry Quality Assurance (EIQA) framework. The EIQA framework would manage, monitor, and audit the quality process and standards for RTOs.
6. Current reforms and policy discussion

Current reforms in Brunei Darussalam focus on a number of areas. These include:

- Aligning TVET programmes and curricula with industry needs in order to increase their relevancy. Thus, industry stakeholders should be invited to develop the National Occupational Skills Standards (NOSS) and support the formulation of the TVET curriculum through the process of DACUM (‘Developing a curriculum’);
- Increasing apprenticeship courses by working closely with industries and promoting a dual education system;
- Developing a new system for the recruitment of TVET teachers that emphasises the importance of industry experience.

Challenges

According to the Institute of Brunei Technical Education, Brunei-Darussalam is facing the following challenges to the TVET system:

- **Limited capacity (in terms of infrastructure and human resources)**: Introducing staggered enrolment in TVET institutions would increase current capacities and upgrade the existing infrastructure to open more opportunities for secondary school leavers who wish to pursue their studies in TVET.
- **Recruitment of teachers with industrial experience**: There is a need to obtain autonomy in managing human resources and finances as well as the relevant scheme of services to enable experts from industries to become trainers.
- **Support from relevant stakeholders**: To improve the quality of TVET, an Industry Competency Framework (ICF) needs to be developed to obtain continuous support and assistance from the relevant stakeholders, particularly from industries.
- **Labour force data**: TVET institutions should liaise with the Manpower Planning Unit and job centres to evaluate the country’s job market trends. This will enable TVET institutions to determine the labour market needs and plan the enrolment and distribution of graduates to the relevant industry sector accordingly.
- **Realignment of TVET with the demands of industries supporting national economic development**: Enabling greater collaboration between TVET institutions and industry through mechanisms such as the Industrial Steering Committee is needed. This would help in improving the responsiveness of the skills acquired by the students to the industry requirements, which would promote their employability while also reinforcing the National Economic Development Plan.

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11 DACUM website of the Center on Education and Training for Employment at the Ohio State University [www.dacumohiostate.com](http://www.dacumohiostate.com)
7. References and further reading

https://drive.google.com/file/d/0B99x49T3tawlWWFUbkozcWJzM00/view (Accessed 10 October 2018.)

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