



# **BRUNEI DARRUSALAM**

**Focal Point:** Mr. Adinin bin Md. Salleh

## **1. Overview of Open and Distance Learning (ODL) in Brunei Darussalam**

- 1.1 Instruction by Open and Distance Learning (ODL) is not widely used and practiced in Brunei Darussalam.
- 1.2 In spite of the universally accepted potential benefits of the Open and Distance Learning system, education delivery in Brunei Darussalam is still based entirely on a formal, conventional system of education. This is attributed to its smallness in terms geographical area, whereby all points in and around the country are accessible, and that education could be provided and delivered through conventional methods.
- 1.3 In addition, in view of its small population and stable economy, Brunei has been able to provide favourable and accommodating educational infrastructure and set out policies that allow opportunities for Bruneians to access education in the conventional way. Consequently, ODL has not established any significant inroads as an alternative mode of accessing education in Brunei Darussalam.
- 1.4 Despite the absence of any substantive plan to adopt this system of education delivery, Brunei Darussalam, nonetheless, acknowledges the benefits of ODL, particularly, in relation to: widening access in education; its flexibility and versatility in fulfilling constant re-training, 're-skilling' and up-grading requirements in an ever changing society and market economy; and, including its perceived cost-effectiveness and lesser cost features.
- 1.5 In 2010, the Brunei Darussalam National Accreditation Council (BDNAC), as the sole accrediting agency in Brunei Darussalam, recognised the Open and Distance Learning (ODL) mode of study and has outlined important accreditation criteria for ODL courses.
- 1.6 The accreditation criteria that were set forth by the BDNAC for ODL courses include:
  - The university or institution must be accredited by the BDNAC.
  - At present, only Masters and PhD levels are accredited.
  - The Masters and PhD programmes/courses must not include programmes or courses in professional fields such as Engineering, Architecture, Accountancy, Law, Medicine, Quantity Surveying, Dental, etc.

- The mode of delivery must be blended mode learning which involve face-to-face interaction and online learning.
  - The ODL programmes or courses should be comparable to the programme or course conducted formally or conventionally particularly in terms of entry requirements, duration, course content and mode of assessment.
- 1.7 The main objective of BDNAC's recognition is to help working adults who have no opportunity to further their studies as a full time students due to the need for them to work and stay in the office. The form of education will provide a second chance and motivation to those who were not given the opportunity during their school days.
- 1.8 At present, institutions of higher learning in Brunei Darussalam are looking into the possibility of offering their own online or open distance learning mode of study in Brunei Darussalam.

## **2. The VUSSC Materials**

- 2.1 The COL has created an account and provided a password for Brunei Darussalam Focal Point to access its Moodle site for VUSSC and how to use Moodle in Brunei Darussalam.
- 2.2 Through the Moodle platform, we are able to log in to view some of the VUSSC online courses which are very useful for our domestic reference especially to our local higher education providers should they wish to run any of the online programmes.
- 2.3 The COL Focal Point has also shared the information to our local private institutions to bring to their attention not only about COL but the VUSSC materials that are in place for them to refer to and use.
- 2.4 Brunei Darussalam's representative (Dr. Rosmawijah) from the local university (Universiti Brunei Darussalam – UBD) has participated in the COL's workshop for Designing and Implementing a Monitoring and Evaluation Framework for VUSSC for the Asia Pacific region held in the Maldives.
- 2.5 Based on her recent report, the Ministry of Education Brunei Darussalam was pleased to hear that she had given a strong and positive contribution during the COL's workshops including the workshop in Singapore to develop the VUSSC curriculum.
- 2.6 She has shared her experience and valuable information learned in Singapore to help develop & design the MEd Educational Leadership Programme for VUSSC in Brunei Darussalam. This also includes her participation to help COL to design the VUSSC's PGCE programmes for early childhood, primary education, secondary education and technical & vocational education in Samoa.

- 2.7 It was a great privilege for Brunei Darussalam through our representative to get involved and help the COL and VUSSC in terms of the development of their teacher education.
- 2.8 For future action plan in teacher education with VUSSC and COL, Brunei Darussalam, through our representative, wish to inform that the Sultan Hassanah Bolkiah Institute of Education (SHBIE) and Universiti Brunei Darussalam may wish to help out VUSSC more in terms of designing education curriculum.
- 2.9 As the flagship of SHBIE is the Master of Teaching (MTeach) programme, probably SHBIE UBD can share their journey as a graduate school of education, especially in designing the Master of Teaching programme.

### **3. Identified Priorities 2012-2017**

- 3.1 Determined to realise Brunei's 2035 National Vision of moulding the people of Brunei Darussalam into highly-educated and skilled individuals, the Ministry of Education has outlined a number of initiatives to better prepare youths in facing the highly-competitive knowledge-based world.
- 3.2 There are seven (7) grand initiatives to align the project directions under the Education Strategy as follows:
  - i. Literacy and Numeracy (Learners Proficiency).
  - ii. Model Schools.
  - iii. Talent Pipeline.
  - iv. Teachers Quality and Professionalism.
  - v. e-Hijrah projects.
  - vi. Brunei Technical Education Transformation.
  - vii. Leadership Development.
- 3.3 To materialise the above initiatives, the Ministry of Education has created four (4) Check Point Targets:
  - i. To reduce unemployment rate by 80%.
  - ii. To ensure products of our education system meet employers' satisfaction.
  - iii. To be higher in the Global Competitiveness Index.
  - iv. By 2018, to be ranked TOP 50 in TIMMS & PISA.<sup>1</sup>
- 3.4 The four Check Point Targets might be accomplished by the Ministry of Education Brunei Darussalam under three (3) identified Strategic Focus Areas:
  - i. Teaching and Learning Excellence.
  - ii. Professionalism and Accountability.
  - iii. Efficiency and Innovativeness.

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<sup>1</sup>TIMMS (Trends in International Mathematics and Science Study) and PISA (The Program for International Student Assessment).

- 3.5 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*

- 3.6 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.
- 3.7 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.
- 3.8 The Ministry of Education recognizes that globalisation, 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.

*Mission: To Provide Holistic Education to Achieve Fullest Potential for All*

- 3.9 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.
- 3.10 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. 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.

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