Transformation of Technical Education in Brunei Darussalam
Presentation Outline

- Dynamics & Challenges
- Existing TVET System
- The Two Key Documents
- Rationale for Change
- Proposed Changes
- Implementation Framework
- Case Studies
- The Possibilities
- Conclusion
Dynamics and Challenges

- National Plans
- Education
- Society
- Economy

TVET Systems
Existing TVET System

- Not immune to challenges
- Responding to national aspirations (SPN-21 and Wawasan 2035)
- Lack of focus on skills development and alignment with national manpower needs
- Department of Technical Education (DTE) system no longer relevant or responsive in a modern-day competitive economy
- Challenge is to build a first-class post-secondary technical education institution
The Two Key Documents

The White Paper
- Rationale for a new system of technical education

Upgrading Plan for Technical Education
- Proposed changes in the transformation
Rationale For Change

- DTE system established in 1993
- World has since changed dramatically
- A new system of governance required to stay relevant and responsive
- Need for strategic alignment with education, economy and social aspirations
- Key issue is addressing the needs of the less academic students in schools
To establish a new Brunei Technical Education (BTE)

Key changes:

- Course restructuring
- Expanding apprenticeship scheme
- Progression and Continuing Education & Training (CET) opportunities
- A new scheme of service
- Campus development
- Renaming DTE and vocational institutes
Implementation Framework

1) The White Paper and Upgrading Plan drafted April 2013
2) Dialogue sessions with stakeholders May/June 2013
3) BTE will be launched under new constitution and Governing Board
4) Organizational transition from existing DTE to BTE over next two years
5) Upgrading of existing campuses and staff capability development begin and continue in parallel
6) First Regional mega campus (BTE Central) ready in 2018 followed by the Second (BTE Satellite) in 2020 (8,000 students)
Learning Spaces
Sports Facilities
A Case: Energy Industry Competency Framework (EICF)

Outcomes derived from EICF:

• The collaborative and strong government commitment (EDPMO & MOE)
• Partnership with the industry (EDPMO, MOE & Oil and Gas Industry)
• Career Chart defined for each program
• Programs offered since July 2013: 4 HNTEC, 4 ISQ programmes.
Selection of students (Industries and MoE)

Strong ownership and support from industries:
- Development of curriculum,
- Delivering (Subject Matter Expert) and
- Competency Based Assessment

70% hands on, 30% theory

Dual certificate (Technical Institution & Industry)

Employability (100% for ISQ programmes)
A CASE: BRUNEI MARITIME ACADEMY (BMA)

- Diploma in Marine Engineering
- Diploma in Nautical Studies
- Apprenticeship in Engine Rating
- Apprenticeship in Deck Rating
- Bridging Programme COP for Steward
- Bridging Programme COP for Cook
- Bridging Programme for Officers of Engineering Watch (OEW)
Looking ahead, the outcomes:

- A whole new world of technical education for future generations.
- Long-term benefits for the individual, economy, society and nation.
CONCLUSION

“The question today is no longer about the importance of Technical Education in social and economic development. It is about building quality and sustainability in an educational sector that is often overlooked in society.

What we need is the will and support from all stakeholders - political leaders, industries, management & staff, parents, teachers and the community.”
THANK YOU

weikeh.chin@moe.gov.bn

weikeh.chin@ubd.edu.bn