

Bilingual education in Brunei: the evolution of the Brunei approach to bilingual education and the role of CfBT in promoting educational change

Summary report

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The full report is available on our website: www.cfbt.com



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1 Introduction and context

Brunei Darussalam is an ethno-linguistically diverse country on the north-western coast of Borneo.¹ The wealthy sultanate, with a land mass of about 5,765 square kilometres, borders the Malaysian state of Sarawak and the South China Sea.² Brunei is made up of two districts, Temburong on the east and Brunei-Muara to the west, where the capital Bandar Seri Begawan is situated. 'Darussalam' denotes 'abode of peace' and Brunei is both tranquil and prosperous: the small but oil-rich state is able to fund a generous welfare system that furnishes citizens with free housing, education and medical care, without the need for income tax.³ The World Bank estimates the population at 405,938,⁴ with Malays forming about two-thirds of the local population, followed by Chinese at 11 per cent.⁵ About six per cent comprise indigenous peoples which form nine other ethno-linguistic groups of *Belait, Bisaya, Dusun, Kedayan, Murut, Tutong, Mukah, Iban* and *Penan*.⁶ The remaining population generally consists of a mix of nationalities primarily from India and the Philippines working in the service sector, and of course the native English-speaking expatriate groups,⁷ some of whom are employed by CfBT.

Bahasa Melayu, or Standard Malay, is the official language and English is viewed as the 'principal language of business'⁸ and one of the media of instruction in the education system. There is also a local version of Malay called Brunei Malay which is spoken by most of the population as a first or second language.⁹ However, there are variations in Malay dialects. Four other varieties have been reported in different regions (in addition to 'Standard' and 'Brunei'). There are also different types of script: Malay may be written in either Jawi¹⁰ or Roman script while the various Chinese languages and dialects use Chinese characters.

Brunei achieved full independence from the British in 1984 but both countries continue to share a close relationship. Brunei also shares a close bond with Singapore; the Brunei dollar is 'pegged' with the Singapore dollar and both countries have had interchangeable currencies for over 40 years.¹¹ In November 2012 Brunei officially became the Chair of the Association of South East Asian Nations (ASEAN), taking over the chairmanship from Cambodia, the chair for 2012.¹²

Islam is the official and majority religion, but others are also practised such as Christianity and Buddhism. Islamic religious education has been a key feature of the education system but became compulsory on 1 January 2013 for all Muslim children born after 1 January 2006 and aged between seven and fifteen years following the Compulsory Religious Education Order of 2012.¹³ According to the order, parents who fail to register their children at religious school face a fine.¹⁴ Religious studies take place in the afternoon so students attend secular school in the morning from about 7.30am to 12.30 and then religious school from around 1.30pm to about 4.00 or 5.00pm (times appear to vary

¹ Saxena (2008) p. 249

² Brunei Ministry of Home Affairs (2009) p. 9

³ *ibid.*

⁴ World Bank Data Catalog (2013)

⁵ Brunei Ministry of Home Affairs, *op. cit.*

⁶ Saxena (2008) *op. cit.*

⁷ Brunei Ministry of Home Affairs, *op. cit.*

⁸ *ibid.*

⁹ Saxena (2008) *op. cit.*

¹⁰ 'Jawi is the Arabic-derived alphabet that was used to write Malay until the 19th century when the Roman script was introduced and gradually took over.' (Coluzzi, 2012: p. 4)

¹¹ Monetary Authority of Singapore (2011)

¹² *RTB News* (2012)

¹³ *BruDirect* (2013)

¹⁴ *The Brunei Times* (2012)



according to school year).¹⁵ At one point in 2004, Brunei implemented an 'Integrated Education System' in 37 of its schools that incorporated religious education (and other subjects such as 'Extended Civics' for non-Muslims) into the regular school day,¹⁶ hence parents needed to only send their children to one school that provided both secular and religious education.¹⁷ However, this system was discontinued in December 2005.¹⁸

1.1 The relationship between Brunei and CfBT

There have been numerous changes applied to Bruneian education policy since the country's independence in 1984. Naturally, ministers have come and gone, with educational frameworks introduced and revised. Brunei's Strategic Plan for Education, for example, was drafted by the MoE in 2005 and scheduled to be put in place between 2007 and 2011. This was followed by the near-simultaneous commissioning of the current National Education System for the 21st Century (SPN21).¹⁹ The area of external examinations has shown strong consistency, with reliance on the O Level gold standard and a preference for the internationally-recognised Cambridge brand. However, evidence of the impact of debates and developments in education has seen the introduction of School Based Assessment into the curriculum. In line with these new approaches to assessing student attainment, in 2008 the lower secondary examination previously taken in Year 9 was moved forward to Year 8 and replaced by a combination of formative and summative assessment and a national exam (the Student Progress Assessment (SPA) and Student Progress Examination (SPE)).²⁰ Examinations at upper secondary have also undergone change; for instance, documents show that the IGCSE in English as a Second Language – an alternative to the O Level examination – was initially offered to a selection of students as early as 1999,²¹ but was removed in 2003²² and subsequently reintroduced in 2010.²³

One significant course of action appears unchanged, however: the Bruneian government's long-standing and firm commitment to its bilingual education policy since its launch in 1985²⁴ – the same year that marked CfBT's arrival in Brunei.²⁵ An important aspect of Brunei's bilingual education policy that has remained relatively constant is the MoE's collaboration with CfBT in matters concerning English language education. Even in the face of great external pressures, debate and relatively frequent changes in policy in surrounding countries in relation to English language education,²⁶ Brunei has stayed committed to its bilingual education policy and in tandem, its relationship with CfBT which has strengthened and widened in scope from being a key recruiter of high quality teachers to a capacity enhancer over recent years.

¹⁵ *The Brunei Times* (2013)

¹⁶ Muhammad (2009) p. 163

¹⁷ Ahmad (2005) p. 100

¹⁸ Muhammad, *op. cit.*

¹⁹ Brunei Ministry of Education (2008) p. 4

²⁰ SEAMEO (2008)

²¹ Nicol (2005/2004)

²² *ibid.*

²³ CfBT Brunei (2011)

²⁴ Saxena (2008)

²⁵ CfBT Brunei (2007)

²⁶ Examples include Indonesia's SBI scheme (British Council, 2010), its decision to scrap the teaching of English in primary schools and subsequent U-turn (Osman, 2012) and Malaysia's PPSMI that ran from 2003 to 2012 and has been replaced by the MBMMBI along with the introduction of English Literature as a compulsory subject in secondary schools (Malaysian Ministry of Education, 2012).

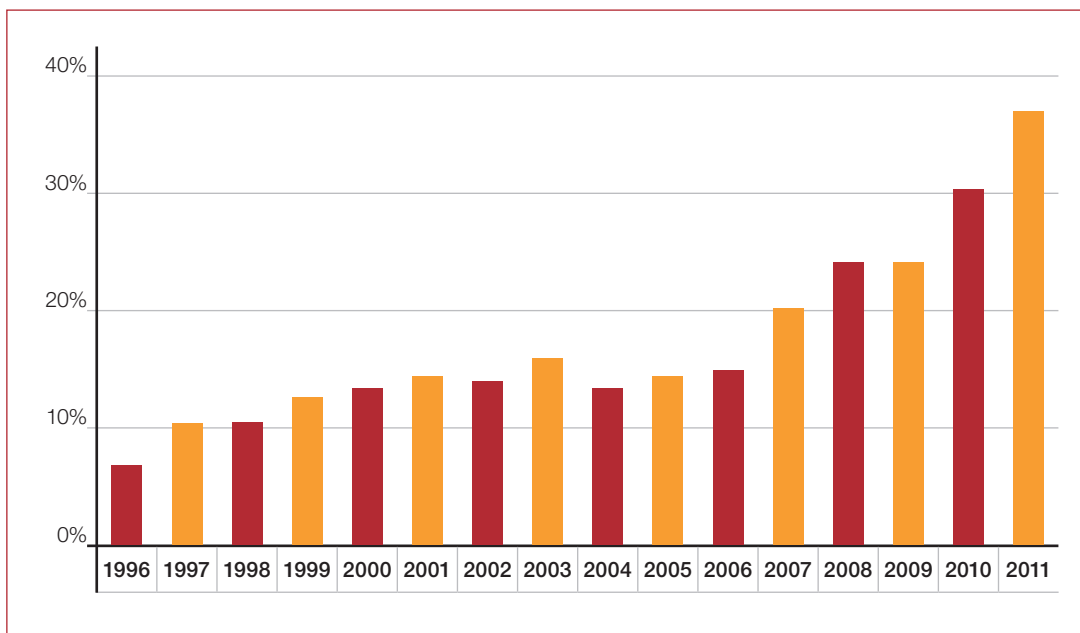


2 An independent evaluation of CfBT's English teaching programme

During 2012/13 academics from the Department of Education, University of Oxford were commissioned by CfBT to conduct an independent evaluation of the CfBT Brunei English teaching programme. The evaluation sought to document the various processes of change and improvement within the Bruneian education system, in particular those related to the teaching of English as an additional language in the bilingual system and the involvement of CfBT as an external education provider and change agent. The outcome of their evaluation is captured in a full report which is available to download from the CfBT website. The key findings are reported in this summary.

Building on previously documented improvement in O Level attainment in English (see Figure 1 below), the evaluation provides evidence to illuminate the rise in pupil attainment since 1996 and the particular processes that led to a stronger trend of improvements from 2006 onwards. The evaluation also provided evidence based on the perceptions, experiences and explanations of stakeholders about these trends, identified features of good practice and showed how CfBT and its teachers contributed to the work of schools to promote high quality teaching and learning and support improvements in attainment in English.

Figure 1: O Level credits between 1996 and 2011²⁷



²⁷ This data was supplied by CfBT, based on MoE examination data (Analisa Mata Pelajaran Bagi Keputusan Peperiksaan BCGCE O Level – Ministry of Education, Brunei Darussalam)



2.1 Research design, aims and methods

The research adopted a qualitative, multi-method case study approach that collected and analysed data from a cross-section of perspectives and a range of data sources. These included interviews with key stakeholders of the system (senior officers from the Ministry of Education, CfBT management and project leaders, English language teachers from both CfBT and Brunei, school senior management and students) and school visits. Documents related to CfBT engagement in education initiatives, teaching and learning materials, Bruneian government policy, project reports, previous research, student attainment data and academic literature were also analysed to provide additional perspectives and a wider evidence base.

The aims of the evaluation were:

- To assemble a 'timeline' of the Bruneian education system and in parallel, of CfBT engagement in order to document the processes of educational change in English language teaching and learning that have taken place since 1984, as well as associations with changes in patterns of student attainment. (There was a stronger focus on changes and policy developments since 2000 and a particular interest in the factors that are associated with improvements in students' attainment since 2005.)
- To explore the perspectives of a mix of stakeholders and their views on the historical educational context of Brunei as well as educational policies related to English language teaching, the current context in relation to teaching, learning and student outcomes, and collaboration with CfBT at various levels and the strengths and challenges of the system
- To investigate the role of CfBT in facilitating English language teaching in Brunei, and CfBT's engagement with classroom provision, teacher professional development, production of materials and the 'wider system'
- To identify evidence of effective practice in English language teaching and areas for further development
- To generate a series of recommendations and points to consider for the future in developing a framework for effective practice (that may also prove of value in settings outside of Brunei).

Below is an outline of the research activity:

- Desk-based research:
 - Document reviews (including policy, education initiatives and teaching and learning materials)
 - Analysis of longitudinal pupil data (student attainment data collected in collaboration with the Bruneian government and CfBT was analysed to further assist understanding of how policy developments may have influenced student outcomes over time, such as trends in O Level English and English-medium subject results across the years)

- Two weeks of fieldwork in Brunei involving visits to three primary schools and six secondary schools in different regions (including one primary school in Brunei's Water Village or *Kampung Ayer*):²⁸
 - Interviews in secondary schools with principals, deputy principals, heads of departments, CfBT teachers, local English language teachers and local teachers of English-medium subjects
 - Interviews in primary schools with the principal and the CfBT teacher working at that particular school (typically, according to the terms of CfBT's agreement with the government, primary schools have only one CfBT teacher per school)
 - Interviews with senior officers from the Ministry of Education, CfBT management and project leaders
 - Several focus groups held with CfBT teachers and separately with students
 - Observations in schools

The reality of the Brunei education system and the evolution of policy and the role of CfBT across many years called for a different approach; a multi-method case study provided the best way of investigating the processes of change and improvement and the interconnections between policy, practice and the role of a key external partner organisation involved in English language teaching.

²⁸ In terms of gender, classroom size, location, and socio-economic status of pupils, the schools form a broadly representative purposive sample of primary and secondary schools in Brunei.



3 Key findings

Six themes, or ‘evolutionary paths’, emerged from the data analysis. Five of these ‘paths’ materialised from the coding structure applied to interview transcripts and other data sources, while the final theme reflects an effort to synthesise and establish links between the five original themes. Collectively these themes have created the potential for system-wide improvement and helped Brunei to move to being ‘a generation ahead’ of its near neighbours in terms of its approach to bilingual education and achieving the improvement in students’ attainment in English that are needed to support economic development in the 21st century.

3.1 Bilingual education policy in Brunei: from dealing with external pressures to the view of ‘being a generation ahead’

The first theme or evolutionary path described the historical underpinnings of Brunei’s bilingual policy, particularly in the south-east Asia context, and the perceptions and observations from the research participants relating to its current policy, including its perceived strengths and challenges, and the multilingual milieu within schools and wider society.

Three central features have contributed to Brunei’s ability to manage its bilingual policy effectively. These are summarised in the figure below (Figure 2) which highlights consistency in the commitment to bilingual education policy, a drive towards proficiency in both languages and collaboration with CfBT.

Figure 2: Summary characteristics of bilingual context and MoE-CfBT relationship

Consistency	Towards proficiency	Collaboration
<ul style="list-style-type: none"> • Brunei’s commitment towards bilingual education policy amidst early external pressures 	<ul style="list-style-type: none"> • Opportunities to develop mastery of two languages; shift in perceived status of English as a key competency of the 21st century 	<ul style="list-style-type: none"> • Increased awareness of the potential ‘synergy’ between English and Malay languages

In summary the report concludes that **the consistent focus on promoting bilingual education has proved a strength, encouraging stability and consistency in the priority accorded to promoting competencies in both English and Standard Malay.** This has supported recognition of Brunei’s contribution to and ability to offer leadership from the lessons learned in the teaching and learning of English in the ASEAN region.

3.2 Perceptions of the Bruneian education system

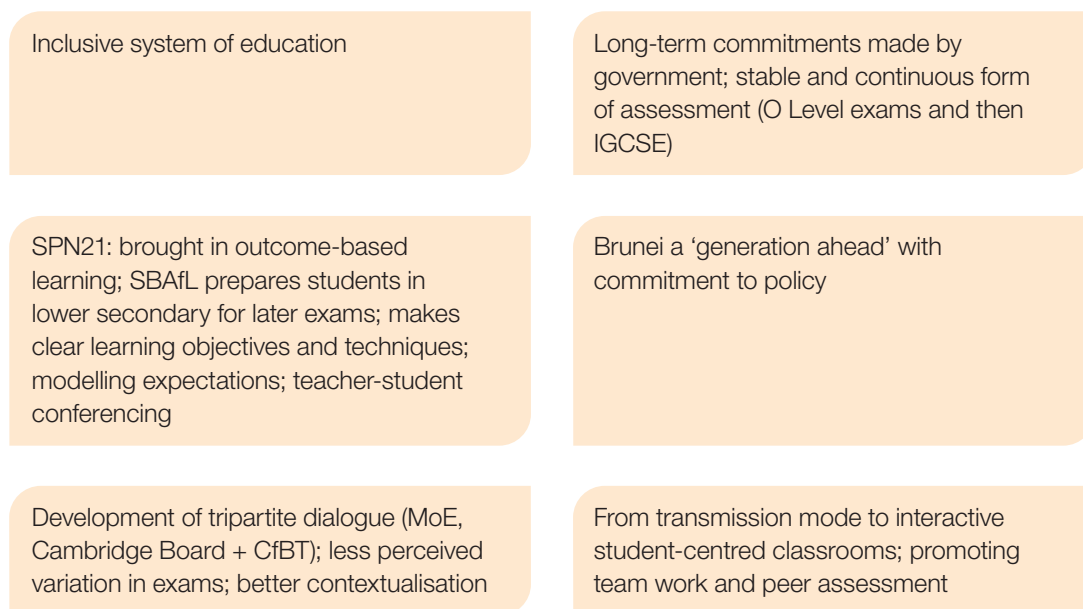
The second theme reflects the views and documentary analysis of the Bruneian education system including the various forms of assessment, and the implementation of different programmes and initiatives both at CfBT and local levels, for example, the Sistem Pendidikan Negara AbadKe-21 (the new National Curriculum known as SPN21) and provision within the system for different types of student, including those with special needs and of different language heritages. It shows that Brunei has become a leading example of bilingual education and its systemic implementation at all levels of the education system.



There is growing external recognition of Brunei's educational success internationally. This reflects the track record of support for and investment in English and the consistent policy commitment to bilingual education, enhancing the quality of education and increasing participation rates.²⁹

Adult literacy rates are estimated at over 90 per cent^{30, 31} with the number of students enrolled in pre-primary, primary and secondary levels of schooling rising from 91,992 in 1998 to 101,686 in 2012.³² This is against the backdrop of annual population growth falling from 2.82 per cent in 1990 down to 1.7 per cent in 2011 and birth rates reducing from 29 births per 1000 in 1990 to around 19 births in 2011.³³

Figure 3: Emerging features of the Bruneian education system from a range of perspectives



²⁹ Brunei Ministry of Home Affairs (2009) p. 152

³⁰ Adult literacy rate calculated as 'the percentage of people aged 15 and above who can, with understanding, read and write a short, simple statement on their everyday life' (World Bank, 2013)

³¹ World Bank Brunei-Darussalam (2013) [online: <http://data.worldbank.org/country/brunei-darassalam>]

³² *ibid.*

³³ *ibid.*



Although Brunei, in common with many countries internationally, has been influenced by education reform initiatives elsewhere it has also diverged from others in its consistent commitment to the Brunei bilingual education policy and its thoughtful adaptation of reforms to fit the Bruneian context. **There has been a strong consensus on the perceived need to promote higher levels of English attainment to promote economic competitiveness, recognising English as a crucial ‘tool’ for the 21st century**, rather than a colonial relic. This has changed the relationship with CfBT leading to **greater demands and higher expectations for the delivery of ongoing improvements in student attainment**.

The Bruneian Ministry of Education (MoE) has adopted the concept of linking targets in terms of performance to the CfBT contract, wanting a tangible return on its investment that goes beyond recruitment of good CfBT teachers to enhance its capacity to embed CfBT English language teachers in all schools. CfBT’s ongoing ability to deliver measurable outcomes across short- and medium term time-scales has strengthened the relationship.

3.3 The evolution of the MoE-CfBT relationship: from recruitment link to bilingual education partner

Theme 3 highlights the evolution of the relationship forged between Brunei’s MoE and CfBT. It charts the historic timeline of CfBT initiatives in parallel with those of the MoE, changes in the relationship dynamic over the years, the development of CfBT’s role and activity, what has worked well and what could be further improved.

Figure 4: Changes in the relationship between MoE and CfBT over time





In the evaluation report both the MoE and CfBT were credited with contributing to the relationship changes. The reasons for the shift from recruitment of teachers to school improvement partnership identified by the report included: pay increases of CfBT teachers, investment in the English Project for Pre-Schools (EPPS) programme, the introduction of a number of initiatives designed to impact on pupil attainment (e.g. Success in Cambridge O Level Public Exams, sometimes referred to as Scope), the development and growing infrastructure for professional development of teachers, and the development of increased accountability and target setting.

The following figure shows how the MoE-CfBT partnership dynamic changed.

Figure 5: Summary of change in MoE-CfBT partnership – dynamic and specific initiatives now in place

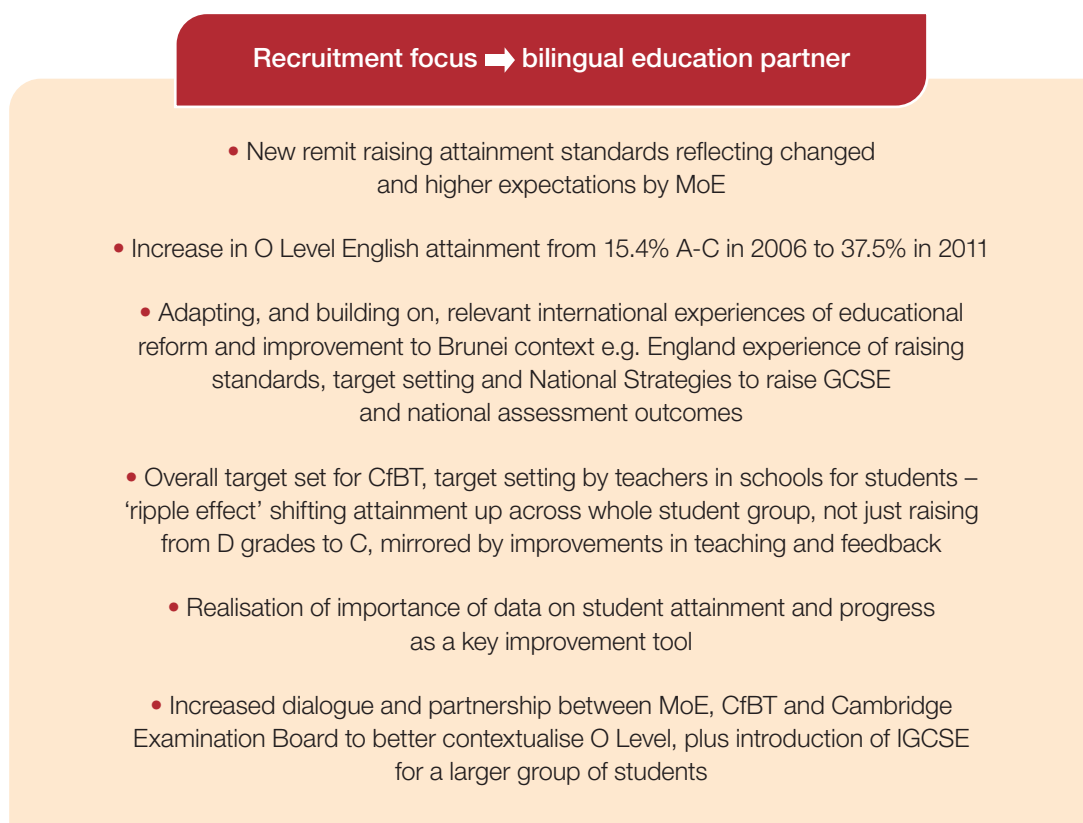


Figure 5 shows that there has been **a change from being a respected recruitment link (a supply-side focus) to a deliverer of improved attainment and a capacity-enhancing role that has led to a strong and productive view of successful bilingual education partnership.**

3.4 Programmes targeting student outcomes and attitudes: from pockets of good practice to national-level reach

The fourth evolutionary path focused in detail on the range of programmes and interventions for English language learning (and to a lesser extent, English-medium subjects) in Brunei, particularly those put in place between the MoE and CfBT. These primarily related to initiatives designed to improve O Level attainment, key influences during the implementation of each programme and the use of data to inform next steps. This included targeting students and schools to promote improvement. For example, the main report describes this use of data analysis as a key idea which enabled:

- increased understanding of exam requirements and decrease in variation
- the introduction of the IGCSE ESL exam
- singularity of focus and system 'buy-in' to using data and professional development to enhance the quality of teaching and learning
- the adoption of a number of programmes for teachers which linked skills to outcomes
- improvements in student motivation and interest.

The evidence indicates that CfBT provided successful continuing professional development (CPD) for English language teachers, including promoting a strong focus on the use of data, research evidence and supportive materials. CfBT has drawn on education reform experiences elsewhere to support **context-specific improvements in the quality of teaching and learning, promoting more active student learning in schools, with a focus on enhancing study skills and improved attainment.**

The full report identifies a number of CfBT/MoE programmes or initiatives to promote attainment and quality of learning and teaching in Brunei. The first of these was *Success in Cambridge O Level Public Examinations* (SCOPE). Following the concerns over a broadly static picture of student achievement in the English language O Level examination (e.g. MoE 1997, 2005), and the setting of targets for improved attainment outcomes in English at O Level, CfBT strongly promoted this key intervention to increase student achievement in the English language. Although it is not possible to establish causal links, the increase in the number of students achieving O Level credits after the implementation of SCOPE was remarkable.

The second programme promoted by CfBT in parallel with SCOPE was *Sharing Practice in Effective Language Teaching* (SPELT). Inventories of teacher skills were drawn up; strengths and weaknesses could then be identified from classroom observation and teacher questionnaires; these combined to provide new and sustained opportunities for teacher professional development. Hence there was a two-pronged approach with SCOPE for students linked with SPELT workshops for teachers. The MoE was closely involved – again an indicator of collaboration and partnership.

A third initiative introduced was the *English Project for Pre-School* (EPPS) which focused attention on building a strong foundation in English at pre-school. The EPPS programme promoted literacy in English from a young age, exploiting the fact that Standard Malay and English both use the Roman alphabetic system. The rationale for the introduction of the programme was strongly tied to the idea of placing equal status on English and Standard Malay during early literacy development in order

to address the complex problem of developing bilingualism in Bruneian students in the context of formal schooling. The EPPS project was described by several interviewees as ‘revolutionary’ for its time. Overall, the interviews with various stakeholders including CfBT and non-CfBT English language teachers and school principals indicated that EPPS was very positively regarded and seen to provide a good foundation for bilingual development.

Figure 6: Key features of programmes and interventions for students by CfBT and the MoE



Key features of programmes and interventions for students by CfBT and the MoE and their interlinkages are illustrated in the diagram above. Figure 6 shows that the different strategies fit together to promote improvement and how the whole is more than the sum of the individual constituent parts. CfBT interviewees drew attention to the growing importance of capacity building and argued that working collaboratively with Brunei participants, promoting both individual teacher, organisational and joint learning was key to this process.



3.5 Programmes targeting teaching practice, professional development and capacity building

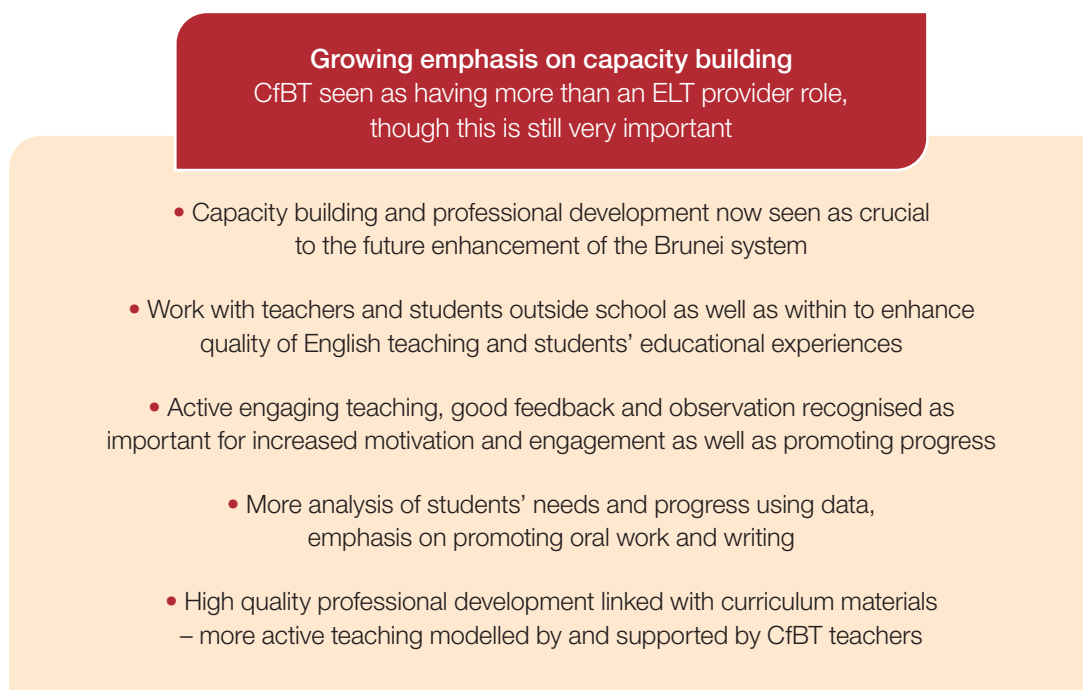
The fifth theme described programmes and interventions for English language teaching in Brunei, including the provision of high quality CPD for both Bruneian and CfBT English language teachers. It explored the evolution of teaching practice at different levels, general perceptions of the teaching profession in Brunei and challenges facing teacher training and education as a whole within the country. It also provided evidence on stakeholders' views of CfBT teachers and their contributions, including the relationship dynamics between Bruneian and CfBT teachers at different levels.

Figure 7: Key features of evolution in teaching and professional development



SPN21 is the new national education system and curriculum for the 21st century. This has helped to facilitate change and the opportunity has been capitalised upon by CfBT through its emphasis on professional development. The result of this focus on CPD has been to build capacity within the teaching force of CfBT but also to change the nature of the partnership between CfBT and the Bruneian government, with the remit of CfBT broadening to encompass greater responsibility for improvements and increased collaboration between the two partners. In many ways the CPD developments have created opportunities for greater collaboration and capacity building. The following figure (Figure 8) summarises the capacity-building initiatives in Brunei further.

Figure 8: Summary of capacity-building initiatives in Brunei

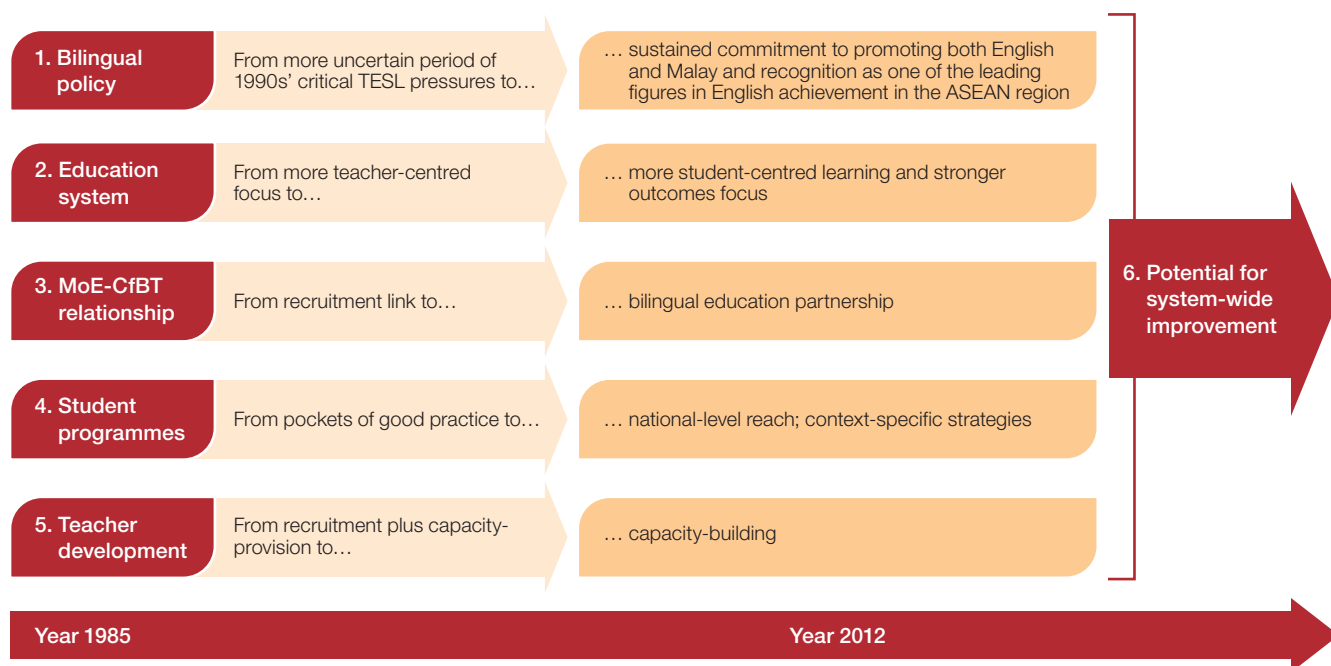


3.6 Building the infrastructure and the potential for school- and system-wide improvement

Lastly, theme 6 explored some of the implications for system-wide improvement offered by Brunei's continued partnership with CfBT and the infrastructure that has been built thus far. The report concluded that the relationship between CfBT and the Bruneian MoE has evolved into one where CfBT expertise is focused on capacity building as well as capacity providing. It has come to be seen as a valued education improvement partner rather than just an effective recruitment agency, an organisation that helps to support MoE aims and one that promotes positive educational change and improved practice in schools as well as improved outcomes for students.

The full report describes how the preceding five themes have resulted in a partnership between CfBT and the MoE which offers potential for sustained, system-wide improvements. Underpinning this is the Brunei government's commitment to a bilingual policy, their move towards more outcomes-focused measures of success, and the way that CfBT has reciprocated with greater capacity building and a system-wide approach to improvement – which have been associated with the impressive improvement at O Level, particularly since 2006. Perhaps the report's overarching finding is that it is the relationship between CfBT and the MoE in Brunei and the fact this relationship has evolved – setting and responding to increasingly ambitious and broader targets – that is the real success story underpinning the sustained improvements and growing success of bilingual education in Brunei.

Figure 9: The six evolutionary paths – a bird’s eye view



The Brunei case study has identified a number of strengths to the education system and examples of the ways in which CfBT has worked with the MoE to support improved attainment and capacity building that is promoting educational change and improvement. These include:

- the consistent policy commitment to bilingual education since 1984
- the stable environment, making Brunei an attractive place to work for English language teachers and promoting the recruitment of a relatively stable and high quality teaching cadre by CfBT
- the provision of more student-centred and active English language classroom instruction in collaboration with local teachers and following key principles outlined in Bruneian government policy (Strategic Plan 2007-2011 and SPN21)
- the building of capacity within CfBT and at local teacher level through training, ‘modelling’ and other collaborative projects
- the provision of targeted support (in initiatives such as SCOPE, EPPS, SPELT)
- the facilitation as a ‘middle layer’ between the MoE’s different departments, schools and educational practitioners
- the creation of a large number of special interest groups that bring together professional educators to develop effective communities of practice
- the implementation of student attainment and teacher development programmes and support for collaborative inter-school working; the collection, analysis and redistribution of student attainment data and its use in specific, targeted interventions.

4 Recommendations of the evaluation

Those interviewed also identified areas for further improvement or development and some specific examples are summarised here. The recommendations fall within three categories: those about student attainment, those about teacher professional development and more general recommendations for improvement.

4.1 Methods that could improve student attainment

- Greater focus on optimising English literacy and functional literacy in Standard Malay for the largest possible number of learners would enhance academic language proficiency, not only in English, but also in Standard Malay.
- Greater focus on the upper primary years in order to ease the transition between primary Year 6 and secondary Year 7 as well as in Pra and lower grades would support pupils' development beyond Year 8.
- Paying attention to oral and vocabulary skills would boost students' achievement in English.
- The use of SCOPE writing and speaking preparation materials in conjunction with clearer progression paths and an increase in the use of tasks³⁴ could support the teaching of writing and speaking skills.
- The EPPS programme should pay special attention to preparing children for the linguistic demands that the teaching and learning of maths, science and ICT through the English language from Year 1 entail.
- There are challenges that arise from the simultaneous teaching of the basics of decoding script in two languages that could be better addressed through careful and explicit comparisons between English and Malay.
- Future longitudinal research could study students who underwent the EPPS programme at its inception in order to investigate these students' experiences and outcomes from Pra to O Level.
- There is a perceived need for improving the screening of special educational needs (SEN) for diagnostic purposes, for the development of stronger teaching support, as well as for the context-appropriate use of remedial language-learning materials, such as graded readers on topics of interest closely linked to the curriculum.
- There was a perceived need for developing a 'books at home' programme where students can choose books to read for pleasure; shifting the mindset of fear of misuse when borrowing books from school.
- The role of new technology, such as e-readers and low-cost notebooks, in supporting out-of-school learning may prove especially beneficial, especially in more remote areas.
- Resources could be targeted at enhancing support for parents (as some schools are beginning to do), including the distribution of learning materials that do not assume parents are able to speak English themselves.

³⁴ Activities that require learners to use language in a collaborative way to achieve a meaning-focused outcome either as rehearsal or interaction.



4.2 Professional development

- Ongoing programmes for both Bruneian English medium of instruction and English language teaching, to introduce workshops concentrating on promoting high quality pedagogy and curriculum delivery, could be provided on an ongoing basis to enhance professional development opportunities.
- There is a good argument for a programme of teacher development which introduces the principles of content and language integrated learning (CLIL). It is also worth considering the potential merits of adding to the initial briefing of CfBT teachers a small 'toolkit' of Bahasa Melayu mathematics, science and ICT words and phrases.
- There is potential in expanding on the idea of the Cooperating Teachers model – this model might extend the scope of teacher dyads from those with CfBT teachers and Bruneian teachers to those where a Bruneian teacher who has previously worked in a CfBT dyad is paired up with another, more inexperienced Bruneian teacher.
- It is worth exploring possibilities around the setting up of an educational/training hub that organises and promotes collaboration with teacher training providers to enhance the skills of newly qualified teachers.
- A programme of 'core' (compulsory) and 'elective' CPD modules could be considered, perhaps looking more closely into the role of professional development coordinators in schools or clusters of schools.

4.3 Recommendations for improvement which leverage aspects of CfBT's propositions

- CfBT could consider whole-school improvement strategies, leveraging other areas of its capacity-building work worldwide in school improvement and inspections, in addition to English teaching.
- Experiences from the 'English language success story' could be further explored, transferred and harnessed in order to maintain and improve the current levels of student attainment in Standard Malay.
- Having a dedicated individual or small team responsible for data capture, maintenance and analysis at CfBT could help build stronger links with the examinations and other MoE departments and may be valuable in the long term.
- Similarly, the MoE should consider the benefits of regularly collecting and analysing student attainment and other data in more depth, to provide a better basis for monitoring the system and for identifying trends and improvement.
- The MoE and CfBT could jointly reflect on the successes and lessons learned from their partnership and offer this expertise externally to see how far this can be applied in other contexts.



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