Respondent Profile
Some details on the respondent:
 A representative from the Ministry of Education accomplished the ARC9 survey. The respondent is involved in the drafting, decision-making, implementation, and evaluation stages of the policy cycle. Their knowledge of SDG-related concepts varies between Basic and Intermediate level. Their knowledge of existing higher education policies aimed at contributing to the SDGs is on the Intermediate level as well.

Understanding the National Context
Who do you expect to be most responsible in pushing forward the implementation of the SDGs in higher education in your country? Is there a department/agency in-charge of such efforts and what are the priorities?
 By order of responsibility, the government and policymakers are seen as the primary actor responsible in pushing forward SDG-related efforts, followed by higher education institutions (HEIs), and civil society.
 Government’s primary role in the implementation of the SDGs in higher education is establishing a common vision and strategy. By order of importance given by the respondent, this is followed by building capacity, enforcing regulations, providing reputational incentives, and providing funding opportunities.
1. Establish a common vision and strategy
2. Build capacity (special units advising, tools for self-assessment, optional institutional reviews, guidelines)
3. Enforce regulations (e.g. accreditation requirements, audits, non-binding policy statements)
4. Provide reputational incentives (e.g. national ranking, labels, awards)
5. Provide funding opportunities
 No formal responsibility is allocated for higher education towards the SDGs. For Brunei Darussalam, the Ministry of Education’s Higher Education Department stands as the department/agency responsible for implementing the SDGs in higher education.

Are there policy documents for higher education’s response to the SDGs? What are some obstacles faced by HEIs in contributing to the SDGs?
 There is no noted government document that the Ministry refers to for the higher education sector’s response to the SDGs in Brunei Darussalam.
 In terms of obstacles faced by universities, they are mostly strategic (lack of or unclear strategy on the SDGs) and structural (lack of time, funding, human resources, infrastructure) in nature.

What are the top 5 SDG priorities for higher education in the country?

<table>
<thead>
<tr>
<th>Priority</th>
<th>SDG</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1</td>
<td>SDG 4</td>
<td>Quality Education</td>
</tr>
<tr>
<td>Priority 2</td>
<td>SDG 9</td>
<td>Industry, Innovation, and Infrastructure</td>
</tr>
<tr>
<td>Priority 3</td>
<td>SDG 13</td>
<td>Climate Action</td>
</tr>
<tr>
<td>Priority 4</td>
<td>SDG 8</td>
<td>Decent Work and Economic Growth</td>
</tr>
<tr>
<td>Priority 5</td>
<td>SDG 1</td>
<td>No Poverty</td>
</tr>
</tbody>
</table>
Policy Tools

What policy tools are used to encourage HEIs to address the SDGs in your country? What specific higher education area do they target?

The Ministry employs a number of policy tools to encourage universities to contribute to the attainment of the SDGs, such as:

- **Financial support or budget allocation** which target the areas of education and teaching, research, campus operations and governance, and partnerships and societal engagement
- **National rankings, labels and awards** also aimed at education and teaching, research, campus operations and governance, and partnerships and societal engagement
- **Access to facilities and infrastructure** mainly focused as well on education and teaching, research, campus operations and governance, and partnerships and societal engagement
- **Special units advising and guidance** focused on research, and campus operations and governance
- **Tools for self-assessment** which targets education and teaching, research, and partnerships and societal engagement
- **Optional institutional reviews** for the areas of education and teaching, and campus operations and governance
- **Legal obligations** aimed at education and teaching, research, campus operations and governance, and partnerships and societal engagement
- **Accreditation requirements** focused on education and teaching, research, and campus operations and governance
- **Audit, monitoring, and evaluation** which target the areas of education and teaching, research, campus operations and governance, and partnerships and societal engagement

There was no provided example on the Ministry’s use of policy tools to encourage HEI contributions to the SDGs.
Policy tools providing financial support or budget allocation, national rankings, labels, and awards, access to facilities and infrastructure, as well as legal obligations cut across the SDGs. Tools on self-assessment, optional institutional reviews, and accreditation requirements are primarily focused on SDG4: Quality Education, while auditing, monitoring, and evaluation are focused on SDG9: Industry, Innovation, and Infrastructure.

Contextualising Higher Education Policies for SDGs

What steps has your country taken to contextualize the UN 2030 Agenda and the SDGs in its higher education context? Which partners were involved in these steps?

To contextualise SDG-related policies, the Ministry has established governance and coordination mechanisms, undertook multi-stakeholder consultations, reviewed national plans and strategies, and mainstreamed concepts into existing or new strategies in collaboration with four main actors: central/national government authorities, HEIs and think tanks, non-government organisations, and industry/private sector.

- Established governance and coordination mechanisms
- Undertook multi-stakeholder consultations
- Reviewed national plans and strategies
- Mapped targets
- Prioritized and adapted targets
- Mainstreamed into existing or new strategies
- Assessing interlinkages, synergies, and tradeoffs
- Established monitoring arrangements for reporting and follow-up to the SDGs

The Ministry has also cooperated with central/national government authorities as well as HEIs and think tanks in mapping, prioritising, and adapting these targets. Other areas of partnership with these two actors are evaluating the implementation or impact of policies and establishing monitoring arrangements for reporting and follow-up to the SDGs.

Assessing interlinkages, synergies, and tradeoffs were also done by the Ministry primarily with the contributions of fellow central/national government authorities.

Industry and the private sector partners were involved in establishing governance and coordination mechanisms, in multi-stakeholder consultations, reviewing national plans and strategies, and mainstreaming into existing or new strategies.

Sources

The information was provided by the Ministry of Education of Brunei Darussalam, as of 24 December 2022.

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