



## 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?

- The top 5 SDG priorities in higher education are SDG 1: No Poverty, SDG4: Quality Education, SDG8: Decent Work and Economic Growth, SDG9: Industry, Innovation, and Infrastructure, and SDG13: Climate Action.

Priority 1	SDG 4	Quality Education
Priority 2	SDG 9	Industry, Innovation, and Infrastructure
Priority 3	SDG 13	Climate Action
Priority 4	SDG 8	Decent Work and Economic Growth
Priority 5	SDG 1	No Poverty

## 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

	Education & Teaching	Research	Campus Operations & Governance	Partnerships and Societal Engagement
Financial support or budget allocation	x	x	x	X
National rankings, labels and awards	x	x	x	X
Access to facilities and infrastructure	x	x	x	X
Special units advising and guidelines		x	X	
Tools for self-assessment	x	x	X	
Optional institutional reviews	x		X	
Legal obligations	x	x	x	X
Accreditation requirements	x	x	X	
Audit, monitoring, or evaluation	x	x	x	x

- 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.

## Produced by



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