A DELPHI SURVEY ON CITIZENSHIP EDUCATION IN ASEAN COUNTRIES: FINDINGS FOR BRUNEI

By

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ABSTRACT

The aim of the Delphi Survey was to elucidate Bruneian Education experts' responses to five questions regarding their knowledge and understanding of the charateristics of citizenship education viz. Environment, Coexistence, Culture, Social Justice and Equity, Democracy, Sustainable Development, Interdependence, Foreign Language, Social Welfare, Human Rights, ASEAN History and Culture, and Common Social Problems of ASEAN (Association of Southeast Asian Nations) Countries. A Delphi Survey questionnaire was given to the education experts at two different times. The education experts were primary and secondary teachers, University lecturers and other education experts. There were 386 participants in the first round survey, and 101 participants in the second round survey. The results shows that in the first part of the survey, most of the education experts' thought about their achievements of the characteristics for knowledge and understanding, skills and understanding, and values and attitudes at local, national, regional, global level and universal levels, at present, and in ten years later, are stable during the two rounds of the Delphi survey. For the second part of the survey, regarding their knowledge and understanding of the twelve characteristics of citizenship education, it was shown that there were consensus on their knowledge and understanding on different culture, social justice and equity, democracy, interdependence, foreign language, social welfare, ASEAN history and culture, and common social problems of ASEAN countries.

Keywords: Citizenship Education, Delphi Survey, ASEAN History, ASEAN Culture.

INTRODUCTION

The ASEAN Summit held in March 2009 formulated the Cha-am Hua Hin Declaration on the Roadmap for the ASEAN Community that outlined the action plans for the establishment of the ASEAN Community by 2015. One of the agenda in the road map under society and culture is the education for ASEANness was advocated. In this regard, the diffusion of common ASEAN education particularly citizenship education is essential as there are divergent cultural and social aspects within the ten ASEAN countries. The research project headed by principal researchers from Oita University, Japan entitled "Comparative Study on Education for ASEANness and Citizenship Education in the Ten ASEAN countries" was conducted in collaboration with national research teams from each member country of ASEAN. One of the research agenda was a forecasting survey, the Delphi Survey was conducted with experts in education in all the ASEAN countries. This paper presents the analysis and findings of the Delphi Survey on the data from Brunei.

Citizenship education

Globalization, and the growing acknowledgement of individuals around the world are increasingly, directly and indirectly interconnected, and interdependent beyond the local communities and nation-states to which they belong is making cosmopolitanism not only a reality, but a necessity (Appiah, 2008). Schools have a vital role to play in preparing our young people to take their place as informed, engaged, and empowered citizens who will be pivotal in shaping the future of our communities, our province, our country, and the global environment (Bondar et al., 2007). As a member of global community, member countries in ASEAN need to have a common

citizenship education. For ASEAN to achieve a common curriculum, there is an importance of the role of context and culture in understanding the aims and approaches to citizenship education (Kerr, 1999). The IEA (International Association for the Evaluation of Educational Achievement) Civic Education Study in Europe (Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W., 2001), eluciated and reported fourteen year old youths' understanding about democracy, citizenship, national identity and diversity across 29 countries. This study elucidated and reported on education experts' knowledge and understanding of some characteristics of citizenship education.

Purpose and Objectives

This paper reports on the findings of a forecasting survey (the Delphi Survey) for Brunei Darussalam. The Delphi Survey was a part of a research collaboration among researchers from the ten ASEAN countries headed by faculty member of Oita University, Professor Dr Toshifumi Hirata. The project entitled "Comparative study on education for ASEANness and citizenship education in ten ASEAN countries" was funded by Japan Society for the Promotion of Science, Grant-in-Aid for Scienctific Research (A), Kaken-Hi.

One of the purposes of the research was to elucidate the current situation, issues and prospects of citizenship education in the ten ASEAN countires. Government policies, curriculum and books on citizenship education were analysed; and a survey for primary school pupils and secondary school students were conducted to elucidate their perceptions and knowledge about citizenship education.

The following objectives were formulated and reported in this paper.

a). To list the characteristics that participants thought that they had achieved at present, and which characteristics they thought should be achieved in 10 years' time.

b). To establish the stability of the participants' responses during the Delphi Survey at Round 1 and Round 2.

Methodology

The Delphi Survey, a forecasting survey method, was mounted for the purpose of foreseeing the future situation. In Brunei Darussalam, the Delphi Survey was conducted twice, the first round in 2012 and the second round was in 2013. The Delphi Survey was participated by primary and secondary school teachers, headmasters and principals, and university lecturers. During the second round of the Delphi Survey, the participants responded to the same items of the Delphi survey in the first round based on an assessment of the results obtained from the first round survey.

Research Instrument: The Delphi Survey

The Delphi survey consists of two parts. In part 1, the expert participants were inquired about their thoughts on their achievement of the three characteristics at present on five levels: local, national, regional, global and universal. In the same section, participants were required to think about which of those characteristics they should achieve ten years later. The three characteristics are (i) Knowledge and Understanding; (ii) Skills and Abilities, and (iii) Values and Attitudes. Each of the levels are associated with several topics.

At the local level, the topics that the expert participants should have are:

(i) Knowledge and understanding about the local history, local wisdom, local tradition, and culture;

(ii) Skills and abilities about the political participation in local community, mutual cooperation in local community, and problem solving;

(iii) Values and attitudes to love the local community, behave in accordance with middle path, act according to the tradition and culture, at the local level.

At the national level, the topics that the expert participants should have are:

(i) The knowledge and understanding about the national history, tradition, culture, law, social problems, sustainable development;

(ii) The skills and abilities about the political participation,

mutual cooperation, problem solving;

(iii) Values and attitudes to behave according to the national tradition and culture, have national identity as a nation, love for the nation;

At the regional level, the topics that the expert participants should have are:

(i) Knowledge and understanding about the history, tradition and culture, social problems, development, human rights, peace, and democracy;

(ii) Skills and abilities to esteem democracy and human rights, to solve problem of environment, to do sustainable development, to maintain the peace, to use foreign language, to understand the different culture, to commit the social issues, and to coexist;in ASEAN region;

(iii) Values and attitudes of ASEAN identitiy, ASEAN awareness, respect to human rights, democratic attitude.

At the global level, the topics that the expert participants should have are:

(i) Knowledge and understanding about the world history, social justice, environment, sustainable development, understanding of different culture, mutual interdependence;

(ii) Skills and abilities about the political participation, peaceful solution, understanding of different culture at international level;

(iii) Values and attitudes of awareness on the international cooperation, identity as global citizen, and global issues;

At the universal level, the topics that the expert participants should have are,

(i) The knowledge and understanding about the cultural diversity, human rights, peace, development, environment, democracy;

(ii) Skills and attitudes about theoretical thinking and judging, respecting the human rights, decision making;

(iii) Values and attitudes about respect to responsibility, happy life, pursuit of truth, legal solution, and

contribution of human beings.

The second part of the survey is divided into three sections: (i) knowledge and understanding; (ii) skills and abilities; and (iii) values and attitudes.

Each of the section are associated with a number of characteristics. There are twelve characteristics pertaining to knowledge and understanding viz. Environment; Coexistence/living together; Different culture; Social justice and equity; Democracy; Sustainable development; Interdependence, Foreign language; Social welfare; Human rights; ASEAN History and culture; and Common social problems of ASEAN countries.

The fourteen characteristics under the 'skills and abilities' section are : To express opinions on social problems; To have self-discipline and self-control; To solve problems; To make decision; To respond to ICT; About peaceful resolution about critical thinking; To improve quality of life; To cooperate with each other; About sustainable development; About social commitment; About foreign language usage; To behave in accordance with common rules and values in ASEAN countries; and To solve common social problems of ASEAN countries with other people.

Lastly, the last section on 'Values and Attitudes' consists of thirteen characteristics: To face with wrong matters, in justice; To preserve natural resources and protect environment and have an interest on its development; Self-dependence; To respect cultural diversity; To give importance to law; To promote international cooperation; To pay attention to global issues; To respect the culture and tradition; To have morality and pride as a nation; To respect democracy; To respect human rights; To think in scientific way, catch up with the new sciences and technologies; and To have morality and pride as a member of ASEAN.

For each of the section, there were five questions to which expert participants were required to choose from a selection of responses.

The first question sought expert participants' opinion with regard to their speciality, the frequency at which they deal

with the characteristics in the class or in their research. They were required to choose from very often (scored as 1), often (scored as 2), few (scored as 3) and none (scored as 4).

The second question asked the expert participants' response to the significance of the characteristics. The choices of responses were very important (scored 1); important (scored 2); a little important (scored 3) and not important (scored 4).

The third question was the degree of achievement of this characteristic at present; and the fourth question was on the degree of achievement of that characteristic at ten years later. For both questions, the respondents should select one from the following choices: completely achieved (scored 1); to some extent (scored 2); achieved (scored 3); not efficiently achieved (socred 4); and not at all (scored 5).

The last question was asking expert participants' opinions at what age the students should study about the characteristics. They were required to select from: 8 years old or younger (labelled 1); 9 to 10 years old (labelled 2); 11 to 12 years old (labelled 3); 13 to 14 years old (labelled 4); 15 to 16 years old (labelled 5); and 17 years old or older (labelled as 6).

However, this paper only reported on the education experts' responses to the knowledge and understanding of the thirteen characteristics viz: Eenvironment; Coexistence/living together; Different culture; Social justice and equity; Democracy; Sustainable development; Interdependence, Foreign language; Social welfare; Human rights; ASEAN History and culture; and common social problems of ASEAN countries.

Sample: Expert Participants

Table 1 shows the demography of the expert participants who responded to the Delphi Survey Round 1 and 2. It can be seen that almost the same percentage of male and female respondents were in Round 1 (male = 27.7%, female = 69.2%) and in Round 2 (male =27.7%, female = 70.3%) although the total number of respondents has decreased from Round 1 (N=374) to Round 2 (N=101).

The same proportion of age category are also shown for the Round 1 and Round 2 data. For example, a majority of the expert participants are in their thirties (Round 1, n=36.5%, Round 2 n = 44.6%). This is followed by the expert participants who are in their fourties (Round 1, n = 33.4%, Round 2, n= 30.7%).

Table 1 also shows that, the same percentage of the expert participants are primary school teachers during the first round Delphi Survey (36.5%) and second round Delphi Survey (35.6%). Secondary school teachers represented almost the same percentage during the first round Delphi Survey (13%) and the second round Delphi Survey (13.9%). The percentage of expert participants from lower secondary school increased from 5.7% in the first round Delphi Survey to 12.9% during the second round Delphi Survey. The pattern of increase is also seen in the expert participants from the higher education from 7.3% in the first round Delphi Survey to 16.8% in th second round Delphi Survey.

It can be seen from Table 1 that a majority of the expert participants are involved mainly in education activities as observed in 77.7% in Round one and 80.2% in Round two of the Delphi Survey.

Statistical Analysis

The data obtained from the expert participants' responses

Variable	Selection	Round 1 (N =386)		Round 2 (N=101)	
		n	%	n	%
Sex	Male	107	27.7	28	27.7
	Female	267	69.2	71	70.3
Age	20s	38	9.8	8	7.9
	30s	141	36.5	45	44.6
	40s	129	33.4	31	30.7
	50s	64	16.6	15	14.9
	60s	2	0.5	1	1.0
	70s and more	1	0.3	0	0
Occupation	Primary school teacher	141	36.5	36	35.6
	Lower secondary school teacher	22	5.7	13	12.9
	Upper secondary school teacher	50	13.0	14	13.9
	Higher Education Institution	28	7.3	17	16.8
	Civil servent	70	18.1	11	10.9
	Other	59	15.3	7	6.9
Characteristics of occupation	Mainly education activities	300	77.7	81	80.2
	Mainly research activities	7	1.8	4	4.0
	Other	56	14.5	5	5.0

Table 1. Demography of respondents during Round 1 and Round 2 of Delphi Survey

to the Round 1 and Round 2 Delphi survey were subjected to statistical analysis using 'SPSS'. Descriptive data using Means and Standard Deviations described the responses of expert participants to each of the five questions for the respective characteristics under the three sections (Knowledge and Understanding; Skills and abilities; and Values and Attitudes). This paper reported the findings for the section on knowledge and understanding only.

For inferential statistical analyses, the data was subjected to the paired sample t-test. The paired t-test evaluates whether or not the mean of the difference in responses to an item of the Delphi survey from the Round 1 and Round 2 is equal to zero. A zero mean difference in responses indicates no change in the responses of an item between Round 1 and Round 2 of the Delphi Survey. The probability p value associated to a t-value, which is greater than .05 suggests that the difference in the responses to an item from the two rounds of the Delphi survey is not significantly different from zero. This result indicates that there is little change in the responses from the two consecutive rounds (Round 1 and Round 2). Therefore, this concludes stability in the response to a specific item, and a consensus among the experts on the specific item from the two rounds (Kalaian, S. & Kasim, R., 2012).

Results and Discussions

Table 2 shows the responses provided by expert participants about which characteristics they thought that they had achieved at present, and which characteristics they thought should be achieved 10 years later. R1 represents the percentage of responses in the First Round

Level/Area		Topics	At present		10 years later	
			R1	R2	R1	R2
Local level	Knowledge & Understanding	(1) About the local history, local wisdom, local tradition, culture and so on, at the local level	92%	91%	8%	9%
	Skills& Abilities	(2) About the political participation in local community, mutual cooperation in local community, problem solving and so on, at the local level	65%	61%	35%	39%
	Values & Attitudes	(3) To love the local community, behave in accordance with middle path, act according to the tradition and culture, at the local level.	95%	89%	5%	11%
National level	Knowledge & Understanding	(4) About the national history, tradition, culture, law, social problems, sustainable development, and so on, at the national level	79%	79%	21%	21%
	Skills & Abilities	(5) About the political participation, mutual cooperation, problem solving, and so on, at the national level	49%	46%	51%	54%
	Values & Attitudes	(6) To behave according to the national tradition and culture, have national identity as a nation, love for the nation, and so on, at the national level	86%	87%	14%	13%
Regional level	Knowledge & Understanding	(7) About the history, tradition and culture, social problems, development ,human rights, peace, and democracy, and so on, in ASEAN region	63%	56%	37%	44%
	Skills & Abilities	(8) Ability to esteem democracy and human rights, to solve problem of environment, to do sustainable development, to maintain the peace, to use foreign language, to understand the different culture, to commit the social issues, and to coexist, and so on, in ASEAN region	45%	43%	55%	57%
	Values & Attitudes	(9) ASEAN identity, ASEAN awareness, respect to human rights, democratic attitude, and so on, in ASEAN region	64%	58%	36%	42%
Global level	Knowledge & Understanding	(10) About the world history, social justice, environment, sustainable development, understanding of different culture, mutual interdependence, and so on, at the global level	43%	41%	57%	59%
	Skills & Abilities	(11) About the political participation, peaceful solution, understanding of different culture at international level, and so on, at the global level	33%	38%	67%	63%
	Values & Attitudes	(12) Awareness on the international cooperation, identity as global citizen, and global issues, and so on, at the global level	48%	43%	52%	57%
Universal level	Knowledge & Understanding	(13) About the cultural diversity, human rights, peace, development, environment, democracy, and so on	52%	64%	48%	36%
	Skills & Abilities	(14) About theoretical thinking and judging, respecting the human rights, decision making, and so on	40%	43%	60%	58%
	Values & Attitudes	(15) Respect to responsibility, happy life, pursuit of truth, legal solution, and contribution to human beings, and so on	60%	71%	40%	29%

Table 2. Percentage of expert participants' responses to Level and Area of Knowledge and Understanding; Skills and Abilities; and Values and Attitudes at present and 10 years later during Round 1 (R1) and Round 2 (R2).

Round 1 Round 2		Mean	Std. Deviation	t	Sig. (2-tailed)
Local level Knowledge and understanding	L1-sL1	.119	.637	1.875	.064
Local level Skills and abilities	L2-sL2	.059	.947	.631	.530
Local level Values and attitudes	L3-sL3	.079	.659	1.209	.230
National level Knowledge and understanding	N1-sN1	.069	.725	.961	.339
National level Skills and abilities	N2_sN2	.000	1.020	.000	1.000
National level Values and attitudes	N3-sN3	.040	.647	.615	.540
Regional level Knowledge and understanding	R1-sR1	.030	.964	.310	.757
Regional level Skills and abilities	R2-sR2	-.050	.942	-.528	.599
Regional level Values and attitudes	R3-sR3	-.079	.966	-.824	.412
Global level Knowledge and understanding	G1-sG1	.079	.997	.799	.426
Globallevel Skills and abilities	G2-sG2	.119	1.061	1.125	.263
Global level Values and attitudes	G3-sG3	-.030	.921	-.324	.747
Universal Knowledge and understanding	U1-sU1	.228	.947	2.416	.018*
Universal level Skills and abilities	U2-sU2	.188	1.007	1.877	.063
Universal level Values and attitudes	U3-sU3	.267	.926	2.901	.005*

Note: * denotes significance at $p < .05$

Table 3. Paired sample t-test on expert participants responses to the characteristics achived at present and 10 years later

Survey, and R2 represents the percentage of responses in the Second Round Survey.

Table 3 shows the paired sample t-test which compares the means of the Round 1 and Round 2 data. It can be seen that there are not signficant differences between the two rounds for all the characteristics at Local, National, Regional, Global levels and Universal level for Skills and abilities. However, significant difference can be observed for Universal level for Knowledge and understanding (Mean = 1.88, t = 2.416, p =.018), and Universal level for Values and attitudes (Mean=.267, t = 2.901, p =.005).

The results shows that the experts' thoughts about their achievements of the characteristics for Knowledge and Unverstanding, Skills and Understanding, and Values and Attitudes at Local, National, Regional and Global levels, and Skills and Abilities at Universal level at present and ten years later are stable during the two rounds. They did not concur about the achievements of Knowledge and Understanding, and Values and Attitudes at Universal level at present and ten years later.

Knowledge And Understanding

Knowledge and Understanding on the following characteristics:	Round 1										Round 2									
	Q1.Your speciality (frequency you deal with this characteristics in the class or in research)		Q2. The significance of this characteristics		Q3. The degree of achievement of this characteristics at present		Q4.The characteristics that should be achieved 10 years later		Q5. The age when the students should study this characteristics		Q1. Your speciality (frequency you deal with this characteristics in the class or in research)		Q2. The significance of this characteristics		Q3. The degree of achievement of this characteristics at present		Q4. The characteristics that should be achieved 10 years later		Q5. The age when the students should study this characteristics	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Environment	1.77	.85	1.40	.71	2.61	.95	1.89	.93	1.59	1.07	1.96	.73	1.46	.60	2.67	.85	2.21	.864	1.60	1.05
2.Coexistence/living together	1.99	.92	1.57	.72	2.63	1.08	2.07	1.01	2.07	1.56	1.98	.78	1.53	.64	2.64	.94	2.29	.85	1.75	1.22
3. Different Culture	2.24	.85	1.80	.79	2.79	1.02	2.21	.99	2.23	1.35	2.50	.68	1.87	.62	2.85	.94	2.43	.80	2.04	1.30
4. Social justice and equity	2.37	.93	1.79	.95	2.97	1.08	2.33	1.08	2.91	1.62	2.47	.79	1.86	.66	2.94	.87	2.48	.86	2.61	1.36
5. Democracy	2.66	1.03	2.17	.81	3.20	1.20	2.62	1.19	3.58	1.79	2.88	.82	2.10	.78	3.21	.97	2.59	.94	3.52	1.65
6. Sustainable development	2.33	.95	1.76	.82	3.02	1.87	2.30	1.09	3.33	1.73	2.45	.84	1.88	.65	3.02	.94	2.38	.85	2.92	1.40
7. Interdependence	2.24	.97	1.89	.86	2.89	1.0	2.29	1.10	3.01	1.67	2.33	.86	1.93	.72	2.92	.97	2.32	.79	2.70	1.43
8. Foreign Language	2.65	1.00	2.12	.75	3.13	1.19	2.52	1.15	2.43	1.72	2.81	.89	1.46	.60	3.33	.96	2.52	.96	1.97	1.36
9. Social Welfare	2.21	.91	1.73	.80	2.85	1.02	2.27	1.09	2.79	1.61	2.21	.73	1.53	.64	2.83	.73	2.35	.89	2.43	1.30
10. Human Rights	2.50	1.04	1.78	.80	2.97	1.17	2.36	1.11	3.11	1.79	2.61	.905	1.87	.62	2.95	1.043	2.40	.99	2.74	1.60
11. ASEAN History and Culture	2.74	.94	2.12	.84	3.23	1.12	2.58	1.08	2.95	1.56	2.64	.844	1.86	.66	3.03	1.10	2.51	.98	2.77	1.39
12. Common social problems of ASEAN countries	2.85	.96	2.15	.71	3.35	1.15	2.61	1.07	3.69	1.66	2.89	.799	2.10	.78	3.23	1.15	2.56	1.02	3.48	1.57

Table 4. The means and standard deviations for expert participants' knowledge and understanding of the twelve characteristics during Round 1 (N=378) and Round 2(N = 101)

Results for each of the questions regarding the education experts' knowledge and understanding are reported in this section.

Question 1 : With regards to knowledge and understanding of the each chacteristic, in your area of specialisation, how frequent do you deal with the characteristic in the class or your research?

Table 4 shows the mean and standard deviations for all the responses to the five questions under the section on 'Knowledge and understanding" at Round 1 and Round 2 respectively. Table 5 shows the mean differences of the responses between the the first and second round of the survey, together with a t-test statistic and its associated p-value for responses to Knowledge and Understanding on the twelve characteristics.

From Table 4, the following results indicate that within the experts' speciality (teaching or researching)

(a) They often have the knowledge and understanding in dealing with:

(I) Environment (Mean = 1.77, SD. = .85 at Round 1; and Mean = 1.96, SD = .73 at Round 2);

(ii) Coexistence (Mean = 1.99 , SD. =.92 at Round 1; Mean = 1.98, SD = .78 at Round 2);

Knowledge and understanding of the following characteristics	Pair Round 1-Round2	Mean	Std. Deviation	t	p
(1) Environment	Q1-1 - 2Q1-1	-.079	1.146	-.695	.489
(2) Coexistence	Q1-2 - 2Q1-2	-.069	1.344	-.518	.605
(3) Different Culture	Q1-3 - 2Q1-3	-.356	1.119	-3.202	.002*
(4) Social justice and equity	Q1-4 - 2Q1-4	-.267	1.199	-2.241	.027*
(5) Democracy	Q1-5 - 2Q1-5	-.545	1.404	-3.899	.000*
(6) Sustainable development	Q1-6 - 2Q1-6	-.218	1.197	-1.829	.070
(7) Interdependence	Q1-7 - 2Q1-7	-.188	1.198	-1.579	.118
(8) Foreign language	Q1-8 - 2Q1-8	-.386	1.530	-2.537	.013*
(9) Social welfare	Q1-9 - 2Q1-9	-.109	1.095	-1.000	.320
(10) Human Rights	Q1-10- 2Q1-10	-.069	1.402	-.497	.620
(11) ASEAN History and culture	Q1-11- 2Q3-11	-.426	1.506	-2.842	.005*
(12) Common social problems of ASEAN countries	Q1-12– 2Q1-12	-.129	1.361	-.950	.344

Note: * denotes significance at p < .05

Table 5. Results of paired sample t-tests on experts' knowledge and understanding on the twelve characteristics

(iii) Sustainable development (mean = 2.33 , SD. =.95 at Round 1; Mean = 2.45 s.d. = .84 at Round 2)

(iv) Interdependence (Mean = 2.24, SD. = .97 at Round 1; Mean = 2.33, SD. = .86 at Round 2), and;

(v) Social welfare (Mean = 2.21 , SD. = 1.04 at Round 1; Mean = 2.61, SD = .905 at Round 2);

(b) They less often have the knowledge and understanding in dealing with,

(I) Human rights (Mean = 2.50, SD. =.92 at Round 1; Mean = 1.98, SD. = .78 at Round 2); and

(ii) Common social problems in ASEAN countries (Mean = 2.85 , SD. =.96 at Round 1; Mean = 2.89, SD. = .79 at Round 2.)

Table 5 shows the stable characteristics of the experts' knowledge and understanding are on Environment (Mean difference = -.079, t=-.695, p=.489); Coexistence (Mean difference = -.518, t = -.518, p=.605); Sustainable development (mean difference = -.218, t=-1.829, p=.070); Interdependence (Mean difference = -.188; t=-1.579, p =.118); Social welfare (Mean difference = -.109, t=-1.00; p = 320); Human rights (Mean difference = -.069; t = -.497, p = .620) and common social problems of ASEAN countries (Mean difference = -.129, t = -.950, p = .344).

Table 5 also indicated that there are five characteristics of knowledge and understanding which were not stable and did not reach consensus among the experts after the second round Delphi survey. The expert participants did not reach consensus in their speciality to have the knowledge and understanding in dealing with Different culture (Mean difference = -.356, t=-3.202; p=.002), Social justice and equity(Mean difference = -.267, t=-2.241; p=.027), Democracy (Mean difference = -.545, t=-3.899; p=.000), Foreign language (Mean difference = -.386, t=-2.537; p=.013), and ASEAN History and culture (Mean difference = -.426, t=-2.842; p=.005).

Question 2: With regards to knowledge and understanding, what is the significance of the characteristic?

From Table 4, the results indicate that the expert participants chose that the knowledge and

understanding on Environment (Mean = 1.40, SD. = .71 at Round 1, and Mean = 1.46, SD= .60 at Round 2) and Coexistence (Mean = 1.57, SD. =.72 at Round 1, Mean = 1.53, SD. = .64 at Round 2) were very important; and Sustainable development (Mean = 1.76 , SD. =.82 at Round 1, Mean = 1.88, SD. = .65 at Round 2) and human rights (Mean = 1.78, SD. = .80 at Round 1, Mean = 1.87 SD. = .66) at Round 2) were important.

Table 6 shows the stable characteristics of the experts' knowledge and understanding that are significant on Environment (Mean difference = -.089, t=-1.084, p=.281); Coexistence (Mean difference = -.1.519, t = -.518, p=.132); Sustainable development (Mean difference = -.050, t=-.517, p=.607); and Human rights (Mean difference = -.030; t = .246, p = .806).

Table 6 also indicated that the other eight characteristics of knowledge and understanding were not stable and did not reach consensus among the experts after the second round Delphi survey. The expert participants did not reach consensus about the significance to have the knowledge and understanding in dealing with Different Culture (Mean difference = -.178, t=-1.945, p=.055), social justice and equity (Mean difference = -.257, t=-2.678, p=.009), Democracy (Mean difference = -.396, t=-3.693, p=.000), Interdependence (Mean difference = -.238, t=-2.214; p=.029), Foreign language (Mean difference = -.653, t=-6.742; p=.000), Social welfare (Mean difference = -.465, t=-5.192, p=.000), ASEAN history and culture (Mean difference = -.356, t=-3.976, p=.000) and common social problems of ASEAN countries (Mean difference = -.257, t=-2.146, p=.034).

Question 3 : With regards to knowledge and understanding, what is the degree of achievement of this characteristic at present?

From Table 4, the results indicate that the expert participants agreed that the degree at which the knowledge and understanding about enviroment (Mean = 2.61, SD. = .95 at Round 1; and Mean =2.67, SD= .85 at Round 2) was achieved to some extent. They agreed that the knowledge and understanding of Sustainable development (Mean = 3.02, SD. = 1.87 at Round 1; Mean

= 3.02 SD. = .94 at Round 2); Interdependence (Mean = 2.89, SD. = 1.0 at Round 1; Mean = 2.92, SD. = .97 at Round 2); Human rights (Mean = 2.97, SD. = 1.17 at Round 1; Mean = 2.95, SD. = 1.043 at Round 2); ASEAN history and culture (Mean = 3.23, SD. = 1.12 at Round 1; Mean = 3.03, SD. = 1.10 at Round 2), and common social problems of ASEAN countries (Mean = 3.35, SD. = 1.15 at Round 1; Mean = 3.23, SD. = 1.15 at Round 2) were achieved.

Table 7 shows the stable characteristics of the experts' knowledge and understanding of the degree of achievement of the twelve characteristics that are Environment (Mean difference = -.059, t=.436, p=.664);

Significance of the following characteristics	Pair Round 1-Round 2	Mean	Std. Deviation	t	p
(1) Environment	Q2-1 - 2Q2-1	-.089	.826	-1.084	.281
(2) Coexistence	Q2-2 - 2Q2-2	-.139	.917	-1.519	.132
(3) Different Culture	Q2-3 - 2Q2-3	-.178	.921	-1.945	.055*
(4) Social justice and equity	Q2-4 - 2Q2-4	-.257	.966	-2.678	.009*
(5) Democracy	Q2-5 - 2Q2-5	-.396	1.078	-3.693	.000*
(6) Sustainable development	Q2-6 - 2Q2-6	-.050	.963	-.517	.607
(7) Interdependence	Q2-7 - 2Q2-7	-.238	1.078	-2.214	.029*
(8) Foreign language	Q2-8 - 2Q2-8	-.653	.974	-6.742	.000*
(9) Social welfare	Q2-9 - 2Q2-9	-.465	.901	-5.192	.000*
(10) Human Rights	Q2-10 - 2Q2-10	.030	1.212	.246	.806
(11) ASEAN History and culture	Q2-11 - 2Q2-11	-.356	.901	-3.976	.000*
(12) Common social problems of ASEAN countries	Q2-12 - 2Q2-12	-.257	1.205	-2.146	.034*

Note: * denotes significance at p < .05

Table 6. Results of paired sample t-test on experts' opinions on the significance of the twelve characteristics

The degree of achievement of this characteristics at present	Pair Round 1-Round 2	Mean	Std. Deviation	t	P
(1) Environment	Q3-1 - 2Q3-1	.059	1.370	.436	.664
(2) Coexistence	Q3-2 - 2Q3-2	-.277	1.335	-2.087	.039*
(3) Different Culture	Q3-3 - 2Q2-3	.802	1.265	6.371	.0008*
(4) Social justice and equity	Q3-4 - 2Q3-4	-.307	1.198	-2.575	.011*
(5) Democracy	Q3-5 - 2Q3-5	-.564	1.389	-4.084	.000*
(6) Sustainable development	Q3-6 - 2Q3-6	-.109	1.529	-.716	.476
(7) Interdependence	Q3-7 - 2Q3-7	-.129	1.474	-.877	.382
(8) Foreign language	Q3-8 - 2Q3-8	-.792	1.444	-5.511	.000*
(9) Social welfare	Q3-9 - 2Q3-9	-.485	1.376	-3.544	.001*
(10) Human Rights	Q3-10 - 2Q3-10	-.267	1.509	-1.780	.078
(11) ASEAN History and culture	Q3-11 - 2Q3-11	-.168	1.550	-1.092	.278
(12) Common social problems of ASEAN countries	Q3-12 - 2Q3-12	.059	1.777	.336	.738

Note: * denotes significance at p < .05

Table 7. Paired sample t-test on experts' knowledge and understanding of the degree of agree of achievement of the twelve characteristics at present.

Sustainable development (Mean difference = -.109, t=-.716, p=.476); Interdependence (Mean difference = -.129, t = -.877, p=.382); Human rights (Mean difference = -.030; t = .246, p = .806); ASEAN history and culture (Mean difference = -168, t=-1.0928, p=.278); Common social problems of ASEAN countries (Mean difference = .059 t = .336, p=.738).

Table 7 also indicated that the other six characteristics of knowledge and understanding were not stable and did not reach consensus among the experts after the second round Delphi survey. The expert participants did not reach consensus about the degree of achievement of the knowledge and understanding of Co-existance (Mean difference = -.277, t= -2.087, p=.039); Different culture (Mean difference = .802, t= 6.371, p=.0008), Social justice and equity (Mean difference =

-.307, t=-2.575, p=.011), Democracy (Mean difference = -.564, t=-4.084, p=.000), Foreign language (Mean difference = -.792, t=-5.511; p=.000), and social welfare (Mean difference = -.485, t=-3.544, p=.001).

Question 4 : With regards to knowledge and understanding, (which) characteristics that should be achieved in ten years time?

From Table 4, the results indicate that the expert participants agreed that in ten years time, the degree at which the knowledge and understanding about sustainabale development (mean = 2.30, SD. = 1.09 at Round 1; and mean =2.38, SD = .85 at Round 2); Interdependence (Mean = 2.29, SD. = 1.10 at Round 1; and Mean =2.32, SD.= .79 at Round 2) social welfare (Mean = 2.27, SD.. = 1.09 at Round 1; and Mean =2.35, SD= .89 at Round 2), and Human rights (Mean = 2.36, SD. = 1.11 at Round 1; and Mean =2.40, SD= .99 at Round 2) was achieved to some extent. They agreed that the knowledge and understanding of democracy (Mean = 2.62, SD. = 1.19 at Round 1; Mean = 2.59,SD. = .94 at Round 2); Foreign language (Mean = 2.52, SD. = 1.15 at Round 1; Mean = 2.52, SD. = .96 at Round 2); ASEAN history and culture (Mean =2.58, SD. = 1.08 at Round 1; Mean = 2.51, SD. = .98 at Round 2), and common social problems of ASEAN countries (Mean = 2.61,SD. = 1.07 at

Round 1, Mean = 2.56, SD. = 1.02) at Round 2) should be achieved in ten years later.

Table 8 shows the stable characteristics of the experts' knowledge and understanding of the seven characteristics that should be achieved in ten years time are Democracy (Mean difference = -.178, t=-1.304, p=.195); Sustainable development (Mean difference = -.248; t=-1.755, p=.082); interdependence (Mean difference = -.089, t = -.717, p=.475); foreign language (Mean difference = -.228; t = -1.595, p = .114); social welfare (Mean difference = -.208; t = -1.530, p = .126); human rights (Mean difference = -.139; t=-1.056, p = .294); ASEAN history and culture (Mean difference = -.079, t=-.615, p=.540);and Common social problems of ASEAN countries (Mean difference = -.129, t = -.921, p=.359).

Table 8 also indicated that the other four characteristics of knowledge and understanding which were not stable and did not reach consensus among the experts after the second round Delphi survey. The expert participants did not reach consensus about the knowledge and understanding that should be achieved in ten years time on Environment (Mean difference = -.267, t= -1.950, p=.054); Co-existance (Mean difference = 2.77, t= -2.201, p=.030); Different culture (Mean difference = -.257, t=-2.224, p=.028), Social justice and equity (Mean difference = -.307, t=-2.265, p=.026). However,

The characteristics that should be achieved 10 years later	Pair Round1-Round2	Mean	Std. Deviation	t	Sig. 2-tailed
(1) Environment	Q4-1 - 2Q4-1	-.267	1.378	-1.950	.054*
(2) Coexistence	Q4-2 - 2Q4-2	-.277	1.266	-2.201	.030*
(3) Different Culture	Q4-3 - 2Q4-3	-.257	1.163	-2.224	.028*
(4) Social justice and equity	Q4-4 - 2Q4-4	-.307	1.362	-2.265	.026*
(5) Democracy	Q4-5 - 2Q4-5	-.178	1.374	-1.304	.195
(6) Sustainable development	Q4-6 - 2Q4-6	-.248	1.417	-1.755	.082
(7) Interdependence	Q4-7 - 2Q4-7	-.089	1.250	-.717	.475
(8) Foreign language	Q4-8 - 2Q4-8	-.228	1.434	-1.595	.114
(9) Social welfare	Q4-9 - 2Q4-9	-.208	1.366	-1.530	.129
(10) Human Rights	Q4-10 - 2Q4-10	-.139	1.319	-1.056	.294
(11) ASEAN History and culture	Q4-11 - 2Q4-11	-.079	1.294	-.615	.540
(12) Common social problems of ASEAN countries	Q4-12 - 2Q4-12	-.129	1.405	-.921	.359

Note: * denotes significance at p < .05

Table 8. Paired sample t-test on experts' knowledge and understanding on the characteristics that should be achieved ten years later.

knowledge and understanding on enviroment was indicated in Table 7 to have achieved to some extent at present.

It is interesting to note that the expert participant could not reach a consensus on the achievement either at present or ten years later for the knowledge and understanding of Coexistence, Different culture and Social justice and Equity. This is inferred from the significant t values for these characteristics as shown in Table 7 and Table 8.

Question 5: At what age should the students study to gain the knowledge and understanding of these characteristics?

Table 4 shows the stable characteristics of the experts' opinions on the age that students should study to gain knowledge and understanding of the following characteristics:

(a) at 9 to 10 years old

(I) Environment (Mean = .1.59, SD. = 1.07 at Round 1, mean =1.60, SD.=1.05 at Round 2);

(ii) Co-existence (Mean =2.07, SD. = 1.56 at Round 1, mean = 1.75, SD. = 1.22 at Round 2);

(iii) Different culture (Mean =2.23, SD. =1.35 at Round 1, mean =2.04, SD. = 1.30 at Round 2); and

(iv) Foreign language (Mean = 2.43, SD =1.72 at Round 1, Mean =1.97, SD = 1.36 at Round 2).

(b) at 11 to 12 years old

(I) Social justice and equity (Mean =2.91, SD. = 1.62 at Round 1, Mean =2.61, SD = 1.36 at Round 2);

(ii) Sustainable development (Mean =3.33, SD =1.73 at Round 1, Mean =2.92, SD = 1.40 at Round 2);

(iii) Interdependence (Mean = 3.01, SD =1.67 at Round 1, Mean =2.70, SD = 1.43 at Round 2);

(iv) Social welfare(Mean =2.79, SD = 1.61 at Round 1, Mean =2.43, SD = 1.30 at Round 2);

(v) Human rights (Mean =3.11, SD =1.79 at Round 1, Mean =2.74, SD =1.602 at Round 2); and

(vi) ASEAN history and Culture (Mean=3.69, SD = 1.66 at Round1, Mean=3.48, SD =1.57 at Round 2).

(c)at 13 to 14 years old

(l) Democracy (Mean =3.58, SD =1.79 at Round 1, Mean =3.52, SD =1.65 at Round 2);and

(ii) Common social problems of ASEAN countires (Mean =3.69, SD =1.66 at Round 1, Mean =3.48, SD=1.57 at Round 2).

Table 9 shows the stable characteristics of the experts' knowledge and understanding of the all twelve characteristics at which age the students should study Environment (Mean=.020, t-.122, p=.903) Coexistence (Mean=.050, t=.280, p=.780), Different culture (Mean=.010, t=.052, p = .959), Social justice and equity (Mean = .020, t=.088, p=.930), Democracy (Mean difference = -.347, t=-1.59, p=.115); Sustainable development (Mean difference = .000; t=.000, p=1.00); interdependence (Mean difference = .099, t = .425, p=.671); foreign language (Mean difference = .198; t = .949, p = .345; social welfare (Mean difference = -.089; t = .483, p = .630); human rights (Mean difference = -.139; t=-1.056, p = .294); ASEAN history and culture (Mean difference = -.079, t=-.615, p=.540);and Common social problems of ASEAN countries (Mean difference = -.129, t = -.921, p=.359).

Gap analysis for top priority of educational agenda for Citizenship education in Brunei

Table 10 shows the mean and standard deviations of expert participants' skills and abilities on the fourteen characteristices.

The age when the students should study this characteristics	Pair Round1-Round2	Mean	Std. Deviation	t	Sig. (2-tailed)
(1) Environment	Q5-1 - 2Q5-1	.020	1.625	.122	.903
(2) Coexistence	Q5-2 - 2Q5-2	.050	1.780	.280	.780
(3) Different Culture	Q5-3 - 2Q5-3	.010	1.900	.052	.958
(4) Social justice and equity	Q5-4 - 2Q5-4	.020	2.263	.088	.930
(5) Democracy	Q5-5 - 2Q5-5	-.347	2.188	-1.59	.115
(6) Sustainable development	Q5-6 - 2Q5-6	.000	2.182	.000	1.00
(7) Interdependence	Q5-7 - 2Q5-7	.099	2.335	.426	.671
(8) Foreign language	Q5-8 - 2Q5-8	.198	2.098	.949	.345
(9) Social welfare	Q5-9 - 2Q5-9	.089	1.855	.483	.630
(10) Human Rights	Q5-10 - 2Q5-10	.099	2.243	.444	.658
(11) ASEAN History and culture	Q5-11 - 2Q5-11	-.030	2.193	-.136	.892
(12) Common social problems ofASEAN count	Q5-12 - 2Q5-12	-.030	2.451	-.122	.903

Note: * denotes significance at p < .05

Table 9. Paired sample t-test on experts' opinion on the age at which students should study to get the knowledge and understanding of the characteristics

Table 11 shows the weighted average of education experts' evaluation of the degree of present achievement and their perceptions of future achievement (in ten years' time) focusing on twelve issues pertaining to knowledge and understanding.

From column A in Table 11, it can be seen that at present, most of the topics have been achieved, for example, environment (3.33), Co-existence/living together (3.33), Social welfare (3.17), Different culture (3.09), Social justice and equity (3.03), Inter-dependence (3.02) and Sustainable development (2.98).

Topics that have low achievements are Democracy (2.79), ASEAN History and Culture (2.88), Common social problems of ASEAN countries (2.67) and Foreign language (2.67). However, referring to Column B, all the topics' perceived achievements in ten years' time or larger.

Referring to Column D, for all the twelve issues, the gap between the present and future achievements are all positive indicating that in the education experts' opinions that the twelve issues can be achieved in ten years' time. The large gap difference infers that the following topics require more attention in Curriculum development and Education material. The topics are Foreign language (0.75); Common social problems of ASEAN countries (0.66); Sustainable development (0.64); Interdependence (0.62); Democracy (0.61); Human rights (0.54); ASEAN history and culture (0.50); Social justice and equity; and social welfare (0.49); Different culture (0.48); Environment (0.47); and Coexistence/living together (0.36).

Nevertheless, referring to Column C, with respect to the significance of the twelve topics where the large

Skills and ability	Round 1										Round 2									
	Q1.Your speciality		Q2. The significance of this characteristics		Q3. The degree of achievement of this characteristics at present		Q4.The characteristics that should be achieved 10 years later		Q5. The age when the students should study this characteristics		Q1. Your speciality		Q2. The significance of this characteristics		Q3. The degree of achievement of this characteristics at present		Q4. The characteristics that should be achieved 10 years later		Q5. The age when the students should study this characteristics	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1.To express opinions on social problems	2.25	.84	1.63	.71	2.78	1.02	2.13	1.01	2.83	1.50	2.29	.76	1.60	.69	2.99	.96	2.20	.88	2.76	1.39
2. To have self-discipline and self-control	1.71	.78	1.36	.59	2.45	.95	1.98	.97	1.90	1.32	1.81	.71	1.40	.78	2.88	.96	2.12	.92	1.94	1.28
3. To solve problems	1.81	.76	1.39	.60	2.53	.95	1.97	.98	2.45	1.45	2.00	.64	1.51	.77	2.54	.76	2.18	.95	2.35	1.30
4. To make decision	1.80	.83	1.40	.65	2.50	.97	1.92	.95	2.62	1.54	1.96	.66	1.47	.78	2.56	.79	2.10	1.01	2.37	1.43
5. To respond to ICT	1.98	.83	1.56	.67	2.48	.97	1.95	1.02	1.95	1.46	2.19	.68	1.56	.68	2.59	.87	2.02	.84	1.71	1.11
6. About peaceful resolution	2.39	.94	1.73	.78	2.93	1.10	2.26	1.06	3.04	1.70	2.54	.78	1.60	.69	2.61	.83	2.41	.89	2.62	1.59
7. About critical thinking	2.23	.90	1.77	.79	2.90	1.08	2.23	1.12	3.24	1.75	2.44	.85	1.40	.70	3.01	.95	2.36	.99	3.00	1.51
8. To improve quality of life	1.83	.84	1.42	.65	2.58	1.00	2.01	1.03	3.02	1.73	2.07	.81	1.51	.77	2.85	.96	2.09	.97	2.63	1.70
9. To cooperate with each other	1.54	.69	1.36	.62	2.38	.97	1.93	.98	1.95	1.41	1.59	.66	1.47	.72	2.67	.89	1.83	.82	1.71	1.16
10. About sustainable development	2.27	.92	1.75	.81	2.93	1.07	2.24	1.11	3.31	1.71	2.50	.84	1.56	.68	2.48	.75	2.43	.96	3.11	1.43
11. About social commitment	2.30	.95	1.80	.85	2.91	1.06	2.28	1.10	3.09	1.74	2.25	.80	1.60	.69	3.02	1.02	2.39	.91	2.48	1.50
12. About foreign language usage	2.62	.94	2.05	.90	3.13	1.16	2.46	1.12	2.51	1.73	2.79	.86	1.40	.70	2.95	1.05	2.56	.93	2.07	1.32
13. To behave in accordance with common rules and values in ASEAN countries	2.81	.97	2.17	.95	3.26	1.18	2.64	1.16	3.60	1.73	2.86	.80	1.51	.77	3.21	1.00	2.63	.93	3.21	1.40
14. To solve common social problems of ASEAN countries with other people	3.09	.94	2.25	.97	3.51	1.20	2.74	1.18	4.12	1.65	2.97	.76	1.47	.78	3.18	1.06	2.72	.99	3.74	1.68

Table 10. The mean and standard deviations of expert participants' skills and abilities on the fourteen characteristices during Round 1 (N=378) and Round 2 (N = 101)

Topics	Questions	Q3: The degree of achievement of this characteristics at present (A)	Q4: The characteristics that should be achieved 10 years later (B)	Q2: The significance of this characteristics (C)	The gap between present and future "(B)-(A)" (D)
Knowledge & Understanding on	(1) Environment	3.33	3.79	3.54 (1)	0.47 (10)
	(2) Coexistence/ living together	3.33	3.69	3.47 (2)	0.36 (11)
	(3) Different culture	3.09	3.57	3.11 (4)	0.48 (9)
	(4) Social justice and equity	3.03	3.52	3.12 (3)	0.49 (8)
	(5) Democracy	2.79	3.41	2.86 (9)	0.61(5)
	(6) Sustainable development	2.98	3.62	3.12 (3)	0.64 (3)
	(7) Interdependence	3.02	3.64	3.05 (6)	0.62 (4)
	(8) Foreign language	2.67	3.42	2.78 (10)	0.75(1)
	(9) Social welfare	3.17	3.65	3.10 (5)	0.49 (8)
	(10) Human rights	3.02	3.56	3.11 (4)	0.54 (6)
	(11) ASEAN History and Culture	2.88	3.38	3.02 (7)	0.50 (7)
	(12)Common social problems of ASEAN countries	2.67	3.33	2.88 (8)	0.66 (2)

Table 11. Comparison of Weighted Average of Questions on Knowledge & Understanding

weighted average infers greater significance and hence indicating requirement of more education resources. The topics are Environment (3.54); Coexistence/living together (3.47); Social justice and equity; and Sustainable development (3.12); Different culture; and Human rights (3.11); Social welfare (3.10); Interdependence (3.05); ASEAN history and culture (3.02); Common social problems of ASEAN countries (2.88); Democracy (2.86); and Foreign language (2.78).

In conclusion, the topics for knowledge and understanding that are of high priority for the educational agenda on Citizenship education in Brunei are foreign language, common social problems of ASEAN countries, sustainable development and democracy.

Conclusions and Implications

The Delphi Survey consists of two parts. Part one sought expert participants' response regarding the characteristics they thought they have achieved at present, and which characteristics they thought they should achieve ten years later.

The results show that the expert participants' have

achieved the following characteristics at the respective levels at present and ten years later:

(a) At the local level, they have achieved

1. The knowledge and understanding about the local history, local wisdom, local tradition, culture and so on.

2. The skills and abilities about the political participation in local community, mutual cooperation in local community, problem solving and so on.

3. The values and attitudes to love the local community, behave in accordance with middle path, act according to the tradtion and culture.

(b) At the national level, the expert participants have achieved,

1. The knowledge and understanding about the national history, tradition, culture, law, social problems, sustainable development.

2. The skills and abilities about the political participation, mutual cooperation, problem solving.

3. The values and attitudes to behave according to the national tradition and culture, have national identity as a nation, love for the nation;

(c) At the regional level, the expert participants have achieved,

1. The knowledge and understanding about the history, tradition and culture, social problems, development, human rights, peace, and democracy.

2. The skills and abilities to esteem democracy and human rights, to solve problem of environment, to do sustainable development, to maintain the peace, to use foreign language, to understand the different culture, to commit the social issues, and to coexist in ASEAN region.

3. Values and attitudes of ASEAN identitiy, ASEAN awareness, respect to human rights, democratic attitude.

(d) At the global level, the topics that the expert participants have achieved are,

1. The knowledge and understanding about the world history, social justice, environment, sustainable development, understanding of different culture, mutual interdependence.

2. The skills and abilities about the political participation, peaceful solution, understanding of different culture at international level.

3. The values and attitudes of awareness on the international cooperation, identity as global citizen, and global issues;

(e) At the universal level, the expert participants have achieved the skills and attitudes about theoretical thinking and judging, respecting the human rights, decision making but have not achieved the knowledge and understanding about the cultural diversity, human rights, peace, development, environment, democracy; and the values and attitudes about respect to responsibility, happy life, pursuit of truth, legal solution, and contribution of human beings.

Therefore, it can be inferred from these conclusions that the Bruneian experts comprising of primary and secondary school teachers, primary school head masters, secondary school principals, and university lecturers based on their achievements at present, should be ready to design and implement a curriculum based on the various topics in knowledge and understanding, skills and abilities, and values and attitudes of all the characteristics pertaining to citizenship at local, national, regional and global levels.

In part two of the Delphi survey, five questions were posed to the expert participants regarding their knowledge and understanding of twelve characteristics. The first question sought their responce on the frequency at which they deal with each of the characteristics in their area of speciality. The second question asked them the significance of those characteristics. The third and fourth question asked respectively about their degree of achievements of those characteristics at present, and those characteristics that should be achieved ten years later. The last question asked about the age at which the students should learn about those characteristics.

The following conclusions can be drawn from the findings of the Delphi Survey:

(a) Knowledge and understanding

(1) Within their area of speciality, the expert participants often have the knowledge and understanding in dealing with environement, coexistence, sustainable development, interdependence, and social welfare. They less often have the knowledge and understanding in dealing with human rights and common social problems in ASEAN countries.

(2) Within their area of speciality, the experts participants did not reach consensus on their knowledge and ability to deal with justice and equity, democracy, foreign language, and ASEAN history and culture.

(3) The expert participants indicated that the knowledge and understanding on environment and coexistence were very important, and the knowledge and undertanding on sustainable development and human rights were important.

(4) The expert participants did not reach consensus on the significance of knowledge and understanding on dealing with different culture, and common social problems of ASEAN countries.

(5) At present, the expert particpants have achieved to some extent regarding the achievement of knowledge and understanding of environment. The expert participants have achieved the knowledge and understanding of sustainable development, interdependence, human rights, ASEAN history and culture, and common social problems of ASEAN countries.

(6) At present, the expert participants did not reach consensus on their present achievement on the knowledge and understanding of co-existence, different culture, social justice and equity, democracy, foreign language, and social welfare.

(7) The expert participants thought that ten years later, they should achieve to some extent the knowledge and understanding about environment; sustainable development, interdependence, social welfare, and human rights. They agreed that in ten years time, they should achieve the knowledge and understanding of democracy, foreign language, ASEAN history and culture, and common social problems of ASEAN countries.

(8) The expert participants did not reach consensus about

the knowledge and understanding that should be achieved in ten years time on environment; co-existance; different culture; social justice and equity.

(9) The expert participants concurred that the age to study the knowledge and understanding of environment, coexistence living together, different culture and foreign language are at 9 to 10 years old; social justice and equity, sustainable development, interdependence, social welfare, human rights, and ASEAN history and culture at 11 to 12 years old; and democracy and common social problems of ASEAN countries at age 13 to 14 years old.

Recommendation

In summary, the results show that generally, the experts in Brunei should be able to design and implement a curriculum on citizenship which include aspects of knowledge and understanding at local, national, regional, global and universal levels.

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