



Ministerie van Onderwijs, Cultuur en  
Wetenschap



# WORKING TOGETHER ON THE NEXT STEP



Second Education Agenda for  
the Caribbean Netherlands

2017  
2020



Saba

St Eustatius

Bonaire



Second Education Agenda for the Caribbean Netherlands  
2017-2020

# WORKING TOGETHER ON THE NEXT STEP

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- Bonaire
- St Eustatius
- Saba



# LIST OF ABBREVIATIONS

avo	Agreement on the terms of employment
CJG	Center for Youth and Family
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examinations Council
EC2	Expertise Center Education Care (EOZ Saba)
ECE	Expertise Centre Education Care St Eustatius (EOZ)
EOZ	Expertise Center Education Care
GvP	Gwendoline van Putten school
HRM	Human Resource Management
ib-er	internal guidance counselor (for special needs in primary schools)
mbo	Vocational Education and Training (VET)
NCF	New Challenges Foundation
NVT	Dutch as a foreign language
OCW	Ministry of Education, Culture and Science
OL	Public Entity
PEB	Public Entity, Bonaire
PEE	Public Entity, St Eustatius
PES	Public Entity, Saba
po	primary education
PO-raad	primary education council
VO-raad	secondary education council
RCN/OCW	Rijksdienst Caribbean Netherlands, department Education, Culture and Science
ROA CN	Education Labor Market Council for the Caribbean Netherlands
SCS	Saba Comprehensive School
SGB	Bonaire School
SHS	Sacred Heart School
SKJ	Social Opportunity Programs for Youth
SRF	Saba Reach Foundation
vmbo	pre-vocational secondary education
vo	secondary education
vsv	school drop-out rates
zc-er	care coordinator (for special needs in secondary schools)

# Introduction

In this “Second Education Agenda for the Caribbean Netherlands: Working together on the next step” you can read about the progress everyone involved is making in improving education in the Caribbean Netherlands.<sup>1</sup> The objective of the education agenda is to ensure that by 2020 students in the Caribbean Netherlands (the islands of Bonaire, St Eustatius and Saba) will be receiving an education the quality of which is at least equivalent to the standards of the European Netherlands but is also demonstrably improving, resulting in an upward trend in student performance.

## 1.1 Objective

It is of vital importance to the students on the islands that quality be improved. It considerably increases their chances of prosperity and well-being and enables them, as full-fledged citizens, to make a contribution to the society in which they live.

This second education agenda for the period 2017-2020 continues the policy of the 2011-2016 Education Agenda “Working together on quality” and maintains its priorities.<sup>2</sup> The external evaluation of the first agenda commissioned by the Ministry of Education, Culture and Science, shows that the joint efforts of all the parties involved have resulted in an impressive performance.<sup>3</sup> By the time this second education agenda was signed, all the primary (PO) schools satisfied the basic quality requirements. This also applies to one of the three schools for secondary education (VO) and vocational education (MBO), two of the three Expertise Centers Education Care (EOZs) and two of the three administrative organizations for the Social Opportunity Programs (SKJs). The remaining schools and institutions have made tremendous progress and the teachers, school boards and principals are better equipped to perform their duties. This represents massive progress compared with the situation before the political transition. The quality of the education has improved,

but the conditions in which the students are taught have also undergone a dramatic change for the better.

In 2008, not one single school on Bonaire, Saba or St Eustatius satisfied the basic quality requirements.<sup>4</sup> School principals and teachers were extremely dedicated to their schools and students, but good teaching

materials were in short supply. Many students had significant learning delays and many of the schools lacked the expertise to determine whether a student had special needs. Furthermore, most school furnishings were antiquated and many school buildings required renovation.

Work was therefore started in 2009-2010, i.e. well before the political transition, on a program to improve educational standards. School books, writing materials, and school supplies were purchased, testing materials were made available and the issue of school accommodations was addressed. Following the political transition, the schools, the education commissioners and OCW made agreements, in the form of the Education Agenda 2011-2016, to improve educational standards. Further progress has been made since then but not all the goals have yet been achieved. For this reason, we are doing more work on the following priorities in the 2017-2020 Education Agenda:

- Promoting governance capacity, professionalism and continuity.
- Sound financial management, a balanced administration, and a multi-year financial policy.
- Making language education more effective.
- Further organizing the special needs care structure.
- Ensuring education is properly geared towards continued education and/or entry onto the labor market.
- Improved conditions, in the form of accommodations, compulsory attendance, legislation, employment terms, and (integrated) cooperation.



<sup>1</sup> This education agenda runs from January 1, 2017 until December 31, 2020.

<sup>2</sup> Parliamentary Documents II, 2010-2011, 32 500 VIII, nr. 166

<sup>3</sup> Parliamentary Document 2016, 31568, no. 178

<sup>4</sup> [www.onderwijsinspectie.nl/onderwijssectoren/caribisch-nederland/documenten/rapporten/2009/01/31/het-onderwijs-op-bonaire-sint-eustatius-en-saba](http://www.onderwijsinspectie.nl/onderwijssectoren/caribisch-nederland/documenten/rapporten/2009/01/31/het-onderwijs-op-bonaire-sint-eustatius-en-saba)

## 1.2 A new phase

This agenda heralds a new phase in educational development in the Caribbean Netherlands. The focus is on the ownership of all the parties and the part they play in improving educational standards. The school boards and principals are better equipped to perform their duties and the other institutions involved in education also have a better idea of their own role and tasks in the field of education. OCW is therefore stepping back.

OCW will continue to provide support and will also examine how the schools and other educational institutions in the Caribbean Netherlands can follow along with policy intensifications in the European Netherlands. In view of the unique situation on the islands, customized solutions may be required in this regard.

Close consultations have been held with all the parties involved in the Caribbean Netherlands to produce this education agenda. The OCW department of the Rijksdienst Caribbean Netherlands (RCN/OCW) organized several meetings on the islands in 2015 and 2016 for this purpose. The schools, the other institutions involved in education and the public bodies took advantage of these opportunities to provide input for this education agenda.

The result is an education agenda in which the schools, the EOZs, the SKJ administrative organizations, the Education-Labor Market Council for the Caribbean Netherlands (ROA CN) and the public entities set out new agreements with OCW on the further improvement of educational standards.

The island-specific sections attached to this education agenda describe for each island the educational situation, the activities (where currently envisaged) that will be performed on the basis of the agreements made and the party that will be performing them.

# Better education for the well-being of the students

The island parties will translate the agreements made in this education agenda into their school, special needs or annual plans and therefore into the policy they will be pursuing. All the parties signed the agreements on November 28, 2016 during a conference held on St Eustatius.

The Senate and the House of Representatives will be informed annually of the progress of the objectives in this education agenda.

Bottom left: Bonaire  
Bottom right: Saba  
Top: Sint Eustatius



# Raising the quality of education

## 2.1 Clearly defined responsibilities and predictable support

This education agenda has been drawn up in recognition of the fact that we are at the dawn of a new phase in the improvement of educational quality in the Caribbean Netherlands. We are working towards a situation in which these institutions can perform their duties independently. To this end, OCW is taking a step back and giving the educational institutions the space to take responsibility for improving quality. This will be based on clearly defined responsibilities and predictable (multi-year) support and funding. OCW will take care of this in consultation and cooperation with the other parties involved in this education agenda.

Based on the predictability of the support and funding, the educational institutions are the primary responsible parties for their own actions and the education they provide. At the beginning of 2016, a new funding model was introduced for primary education that takes account of specific characteristics of the schools. A proposal will also be submitted to amend the BES Islands Primary Education Act [*Wet Primair Onderwijs BES*] with the aim of making the funding system sustainable for the future.

The additional funding for secondary schools will end on December 31, 2018. From that point forward, the funding will be as consistent as possible with the funding model for the European Netherlands, but it will take the specific characteristics of the various schools into account. The planned simplification of the funding of secondary education will eventually also be introduced in the Caribbean Netherlands.

In addition, OCW and the Primary Education Council will continue to provide a management coach to support the education care platforms and the school boards.<sup>5</sup> In addition, OCW will be responsible, for the duration of this education agenda, for funding the EOZs, teacher training on Bonaire and encouraging the creation of a regional infrastructure for training new teachers and improving the professional skills of current teachers. Detailed decisions will be taken with regard to the corresponding deployment for the period after 2020.

The main point is that the educational institutions should be fully responsible but, at the same time, education in the Caribbean Netherlands is in a completely unique situation, partly due to its small scale, with the associated challenges. OCW will provide support, e.g. for language education on St Eustatius, Saba and Bonaire. See section 3.3. on making language education more effective.

With the exception of the specific support referred to above, OCW will continue to decrease the use of additional subsidies and schemes. The regular funding arrangements are sufficient to ensure a good quality of education. OCW is working towards a situation where it brings the control of education in the Caribbean Netherlands as far as possible into line with the way this control operates in the European Netherlands. Based on its supervisory activities, the Inspectorate will then provide an insight into the way educational quality is improving in the Caribbean Netherlands.

## 2.2 Supervision

Since the political transition, the Inspectorate has been following developments in the schools via a program of intensified supervision. It is focusing on monitoring quality improvements based on the improvement plans drawn up by schools and institutions. As of August 1, 2017, the Inspectorate will be introducing a new system of education supervision in the European Netherlands. The schools in the Caribbean Netherlands that have met the basic quality requirements will also be subject to a new inspection framework from that date. This inspection framework will indicate what standards the schools must meet (statutory requirements) and which quality aspects the Inspectorate will be examining in order to stimulate further improvement. Having met the basic quality requirements, these schools will be subject to less intensive supervision compared with the current situation.

<sup>5</sup> An education care platform consists per island of representatives of primary and secondary school boards and boards of VET programs, the board of the SKJ administrative organization and the director of the EOZ.



# OCW is giving the educational institutions the space to take responsibility for improving quality

Until January 1, 2019, at the latest, the existing standards for achieving basic quality requirements and the intensified supervision will continue to apply to the educational institutions which have not yet met the basic quality requirements. The reason for this is that it would not be sensible to update and expand the assessment system during the improvement process. These schools will also transition to the new inspection framework for the Caribbean Netherlands with effect from January 1, 2019, regardless of whether they have met the basic quality requirements. If that is not the case, they will remain in an intensive supervisory program. It will be decided under the conditions of the new inspection framework what the appropriate supervisory arrangements are for these schools.

The Inspectorate uses its own specific assessment framework for the EOZs and the SKJ administrative organizations. This framework will continue to apply.

*Bottom left: Bonaire  
Bottom right: Saba  
Top: Sint Eustatius*



# The priorities

This chapter discusses the objectives in terms of continuing to improve the quality of education. The priorities are explained in detail. For each priority, it describes what the goal and desired results are for 2020 and what role the parties involved will have.

## 3.1 Promoting governance capacity, professionalism and continuity

### Goal

By 2020, all school board members, school principals, and teachers must be well equipped to perform their duties. They will accept full responsibility and do all they can to ensure the quality and continuity of the education provided.

### Explanation

The quality of school board members, school principals and teachers has improved considerably since 2011. This has been achieved through their own efforts and the assistance of school coaches, teacher coaches, and management coaches. Unqualified teachers have been following training courses through the “Maestro Kompas” program and will continue to do so until mid-2017.<sup>6</sup> Teachers have also been attending training courses with the financial support of OCW. Teacher training was already provided on Bonaire (a Bachelor in Teacher Training in Elementary Education, an annex of the University of Curaçao) and the Pedagogische Academie van Aruba has started a teacher training program on St Eustatius. Schools have also taken part in twinning programs with schools in the European Netherlands.

Boards must observe the Code of Good Governance. In order to further improve the education they provide, they must strengthen their governance capacity. They can do so by improving their professional skills and expertise in the fields of finance (see Section 3.2), educational knowledge, and leadership.

In order to achieve an upward trend in school performance, it is important for school boards and the school management to use quantitative and qualitative student data (including via the student monitoring system) in order to tailor education to students’ needs and to continue to improve teachers’ professional skills. It is also important for schools to use a quality assurance system to systematically monitor whether they have achieved their goals.

Due to the small scale of the islands only a limited number of qualified board members and school principals are available. Besides that there is a very high attrition rate among board members, school principals and teaching staff. It is important for schools to establish structures to ensure the continuity and quality of the education provided and prevent talent from being lost.

Bonaire, St Eustatius and Saba are small islands and therefore need a regional structure to train new teachers and improve the professional skills of current teachers. This makes it necessary for them to cooperate with Aruba, Curaçao and Sint Maarten.<sup>7</sup>

We therefore agree as follows.

### Results by 2020

- Every school board implements a professionalization agenda focusing on the sustainable quality, professionalism, and continuity (in terms of the educational process) of the schools, school principals, and the school board itself.
- The boards of the educational institutions work together when hiring people and purchasing or sharing materials.
- Each board implements a Human Resource Management policy (HRM policy) in which the skills of staff members are aligned with the goals of the educational institution. It also devotes attention to the transfer of duties in the event of staff changes.
- All school boards work in accordance with the Sound Education and Sound Governance Act [*Wet goed onderwijs goed bestuur*].
- Training opportunities in the region, as provided on Aruba, Curaçao and Sint Maarten, are utilized in order to ensure that there is sufficient teaching staff.

### Role of boards at the educational institutions

- To be concerned about the professionalism and continuity of the organizations for which they are responsible and the people who work there.
- To adopt the HRM policy and supervise its implementation.

<sup>6</sup> “Maestro Kompas” is a program run by the Open University and Utrecht University of Applied Sciences on behalf of OCW. The program comes to an end at the end of 2016. For details, visit <http://maestrokompas.org>

<sup>7</sup> In this connection, the possibilities for the further development of UniCarib, the education care platform of the higher education institutions on Aruba, Curaçao and Sint Maarten, are being explored.



### Role of public entities

- To support and promote initiatives for training and recruiting education staff.

### Role of OCW

- To encourage the development, wherever possible, of a regional infrastructure for training new teachers and improving the professional skills of current teachers.

## 3.2 Implementing sound financial management, a balanced administration, and a multi-year policy

### Goal

The goal is for all schools and other educational institutions to be fully in control of their financial processes, boast a balanced administration and have a multi-year financial policy in place by 2020. The lump-sum funding is properly and effectively spent and all of the schools are financially sound.

### Explanation

Good education is conditional on good financial management. It inspires confidence that progress has been made over the past few years thanks to the efforts of those involved and the support of the management coach. However, this progress is limited in the case of schools providing secondary education and VET programs. Good results have been achieved in a short time in primary schools.

As a result of the transition from an expense claim system to lump-sum funding since 2011, schools can decide for themselves how to use the resources and set their own priorities. They perceive this to be a major improvement but, in practice, schools need more time to put this into practice in an efficient manner. Some school boards are still finding it difficult to use funding as a management tool and to deal with the financial planning.

The schools whose financial continuity may be at risk in the short term will be under the Inspectorate's intensified supervision. The Inspectorate will make agreements with these schools to rapidly restore them to financial health.

It is essential that over the next few years schools and educational institutions should take more responsibility

in terms of finance, administration and their multi-year policy.

We therefore agree as follows.

### Results by 2020

- All school boards, the boards of the EOZs, the boards of the administrative organizations of the SJK and the board of the ROA CN have their financial housekeeping in order. They account for their financial performance in their annual report.
- The boards ensure that income and expenditures are balanced over a multi-year period. They prepare an annual report on how they spend their money.
- The boards have an effectively functioning financial system. The financial processes are in order and problems are recognized and resolved in good time by the board members.
- There is knowledge of financial management (an audit function) available at administrative level within all educational organizations, among board members or through collaboration or buying-in.
- Knowledge of financial management is ensured at the administrative level. The boards maintain an overview of the structurally available funds and ensure that the school improvement plans are linked to multi-year budgets.

### Role of educational institutions

- To use funding effectively and efficiently and ensure the continuous improvement of financial management. The educational institutions decide themselves, within the framework of education law, how they spend their budget. The aim is to maintain and improve the quality of education.
- To account for their expenditures in a timely fashion in annual reports

### Role of public entities

- To fund the SKJs.<sup>8</sup>
- To create an infrastructure for providing new jobs on the local labor market and stimulate labor market participation.

### Role of OCW

- To fund the educational institutions.



<sup>8</sup> The public entities receive a yearly allowance for this purpose.

### 3.3 Making language education more effective

#### Goal

By 2020 at the latest, students must be sufficiently proficient in the language or languages used in class so that they:

- Can attend primary school.
- Can enter secondary education and VET programs.
- Are well prepared for continued education (in the region or in the European Netherlands) that is consistent with their level of education.
- Can function properly in society and on the labor market.

#### Explanation

Most students receive intensive instruction in at least two languages: English and Dutch in St Eustatius and Saba, and Dutch and Papiamentu in Bonaire. It is important that this language education be of good quality, as students' command of language will to a great extent determine their success in education, on the labor market and in society.

Language deficits have partly been made up at several schools, but most students' command of language still does not meet the standards of the European Netherlands. In particular, education provided in, and about, the Dutch language is a challenge for the schools. This is because most students are hardly exposed to Dutch outside of their school environment. To continue improving language education, it is essential for all the parties involved to stay focused on the creation and implementation of a consistent language policy.

We therefore agree as follows.

#### Results by 2020

- All schools, institutions and SKJ administrative organizations have worked out a school language policy in their school plan and are implementing it. The policy devotes attention to adequately harmonizing preschool day care, primary education, secondary education, and VET programs with one another.
- All schools have an effective curriculum (including sufficient suitable reading materials) and an effective pedagogical-didactic approach to language education, based on a continuous learning pathway. In all educational activities, teachers give lessons in a way that promotes their students language abilities (teaching that promotes language development).



- Teachers have sufficient command of the language in which they teach.
- All schools use adequate progress tests for language education and monitor the results of these tests periodically and systematically. They offer students with language deficits (or advanced language skills) language learning and guidance that is suitable to these students' individual educational needs.
- The schools use effective tests or examinations to clarify learning results and conclude language studies. The development of performance standards is underway.
- A language policy has been developed by the public entities for related areas, such as child care and youth and family policy. The aim is for parents to feel more involved in their children's language development.

#### Role of educational institutions

- To put into practice their responsibility for the language policy and the offering of language education within the school.

#### Role of public entities

- To determine the language policy outside education and the policy for related areas, such as child care and youth and family policy. They take initiatives to promote language development for groups that are not receiving a traditional education.

#### Role of OCW

- To submit a proposal (where necessary) to amend existing legislation or introduce new legislation in order to enable schools to provide their language education.
- To support language improvement programs already in place.



### 3.4 Further organizing the special needs care structure

#### Goal

By 2020, all students with special needs must be receiving support, guidance, and an education that is in keeping with their level and potential.

#### Explanation

The ability to provide suitable support for students who need it is constantly improving. The special needs care being offered is also now more plan-based. The schools and the EOZs are increasingly collaborating better both with each other and with partners outside education. Major steps forward were taken on Saba and St Eustatius in 2015 and 2016. For example, the EOZ on Saba is now offering the necessary support to all special needs students on the island. On St Eustatius, the schools and the EOZ are clearly coordinating the implementation of special needs care.



However, the results achieved in special needs care remain vulnerable. A great deal of work remains to be done on Bonaire, in order to be able to provide suitable support. The internal care structure in secondary education and VET programs will need to be improved still further. In addition, teachers need to be better at identifying special needs students and referring them for the proper guidance. Practical education is still at an early stage of development.

Effective special needs care is the joint responsibility of all of the parties on the islands, with the island education care platform as the linchpin. To further improve special needs care, it is necessary for all the parties to continue to evolve in their role and the exercise of their duties.

We therefore agree as follows.

#### Results by 2020

- The education care platforms are leading the way in special needs care on their island and take a proactive attitude.
- The EOZs have met the basic quality requirements and use this as a basis for continuing to improve.
- The island-specific special needs care plan provides, in both a qualitative and quantitative sense, an up-to-date, detailed picture of the special needs care problems on each island.
- Knowledge and skills within the EOZs have been permanently improved. The EOZs have sufficient expertise in house to support both students and teachers.
- Processes for determination, placement, and the establishment of development prospects are in order. Completion times are short, the continuous learning pathway is clear for every student, and every student that requires special needs care receives customized lessons.
- The educational institutions and the EOZs are committed to increasing the involvement of parents in the educational support of their child.
- Internal guidance counselors at the primary schools and special needs care coordinators at the secondary schools and VET programs work independently. They support their fellow teachers in providing lessons to students who require special needs care.
- Teachers can identify students who require special needs care and refer them so that they receive the appropriate guidance.



- The socio-psychological context of students for whom this context is relevant has been identified.

#### Role of educational institutions

- To ensure that all students with specific educational needs can receive as much of their education as possible at their own schools. They choose the best solutions in consultation with the EOZs, as appropriate to the need and scale of the island. They involve parents in this process.
- To design the processes for determination, arrange a procedure for ensuring appropriate placement, work out development prospects, and ensure a uniform policy within the school.
- To ensure that teachers in general and internal guidance counselors and special needs care coordinators in particular are properly equipped.

#### Role of EOZs

- To troubleshoot, coordinate and support the schools and teachers so that students receive the education and care they need.
- To support the and internal guidance counselors and special needs care coordinators.
- To work effectively and closely with youth chain partners.

#### Role of education care platforms

- To make agreements about the special needs care facilities for students on the islands and record them in an island-specific special needs care plan.
- To ensure that the professional skills and continuity of the EOZ are safeguarded.

#### Role of public entities

- To support special needs care from their own responsibility for youth policy, for example, by stimulating cooperation between all youth chain partners.
- To ensure the EOZs have accommodations.

#### Role of OCW

- To fund special needs care through the lump-sum funding provided to schools and subsidize the EOZs.
- To create, by means of regulations, a framework for a special needs care structure that affords the maximum possible protection to students who need specific special needs care.
- To ensure, where necessary, that the necessary statutory amendments are implemented.

### 3.5 Education that is properly geared to continued education and/or entering the labor market

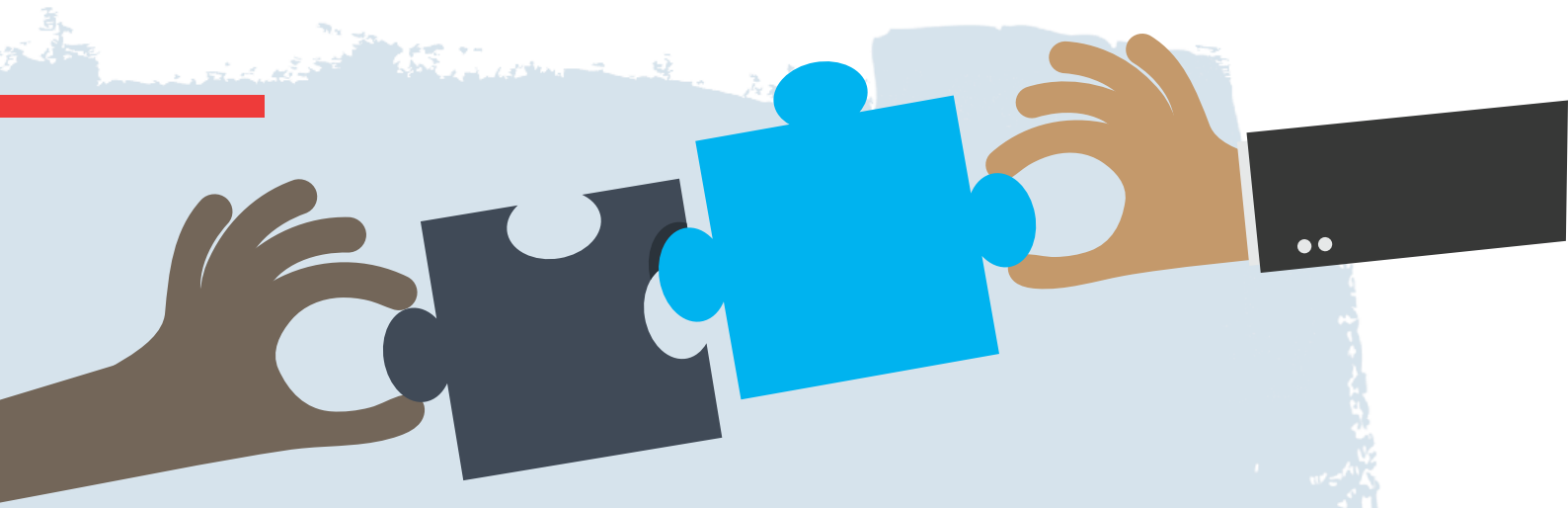
#### Goal

The goal is that by 2020 all students will have sufficient knowledge, skills and general development to prepare them well for continued education, professional practice, and the labor market.

#### Explanation

Students who want to continue their education in the Caribbean Netherlands now have more options to choose from than they did in 2011. More VET programs are being offered, which are geared better to the labor market. On-the-job training placements have also been improved and companies are being recruited to supply those placements. The islands are collaborating with Aruba, Curaçao and Sint Maarten to prepare students for a course of study in the European Netherlands. At the same time, they also intend to identify study opportunities in the Caribbean region, South America, and the United





States. This is also relevant given that, by opting to implement a Caribbean education and examinations system, St Eustatius and Saba have already begun looking more towards their own region.

However, VET programs are still insufficiently harmonized with the demands of the labor market, partly because, apart from those on Saba, they do not yet satisfy the basic quality requirements. The introduction of a new English-language curriculum for VET on St Eustatius and Saba is expected to help to improve harmonization with the needs of the regional business community.

To achieve effective harmonization, it is essential that young people leave school well prepared and properly qualified. Young people between the ages of 18 and 25 who have not yet earned a starting qualification are actually drop-outs. They will still have to obtain their starting qualification, possibly after participating in an SKJ.

Just as in the European Netherlands, we will also be making all possible efforts in the Caribbean Netherlands to prevent these young people from becoming excluded. Absenteeism from school is often an indication that a student will drop out. It is therefore essential that schools and public entities enforce compulsory attendance effectively. See also Section 3.6 for details of what is required.

Young people who do drop out must return to school or be assisted with finding a job. At present, however, students who have reached school leaving age (from age 16) cannot yet participate in an SKJ (from age 18) when they leave school. This does not promote an effective continuous learning pathway. To rectify this situation, OCW will investigate in collaboration with the public entities whether students who have reached school leaving age but are not yet 18 can still participate in an SKJ.

Efforts must also be improved to further harmonize the education offered with continued education programs in the region or the European Netherlands. Studying outside their own island will always present students with challenges. In addition to culture and language, the ability to live independently also plays a major role. It is therefore vital that students be well prepared for leaving their island.

We therefore agree as follows.

#### Results by 2020

- The programs and examinations of the Caribbean Examination Council (CXC) have been fully implemented in St Eustatius and Saba in accordance with the framework prescribed by OCW. The implementation at least meets the requirements imposed by the Inspectorate.



- All the SKJ administrative organizations satisfy basic quality requirements and continue to build on this. They cooperate closely in order to improve their efficiency.
- The option to participate in an SKJ is extended to those aged 16 and older and thus is available at the same time compulsory school attendance ends.
- VET programs are adequately harmonized with the local/regional labor market. The ROA CN, the schools, and the business community work closely with one another to achieve this.
- Students are effectively prepared to continue their education in the region or the European Netherlands, or to enter the labor market. If they wish, they receive guidance upon arrival in the European Netherlands and the Caribbean Netherlands.



- Both the transition to continued education and the success rate of students are monitored.
- Students have a clear picture of the possibilities for transitioning to continued education in the Caribbean region and surrounding areas.

### Role of educational institutions

- To provide good-quality educational programs that are geared to the needs of the regional labor market, in terms of both content and quality.
- To provide effective guidance for students' choice of study and prepare them for the transition to continued education or the labor market (inside or outside the Caribbean Netherlands).

### Role of ROA CN

- To provide the schools with information and supervise them, e.g. when they develop VET programs.
- To analyze labor market trends in the Caribbean Netherlands and the surrounding area and advise OCW on issues such as the harmonization of education with the labor market and the accreditation of VET programs.

- To provide sufficient practical training, on-the-job training placements, and skilled mentors to train students to become skilled professionals;
- To support VET programs, including by giving workshops and making materials available.
- To help to gear the VET programs to the labor market.

### Role of the SKJ administrative organizations

- To provide young people in the SKJ target group with socio-cultural, education, and training programs to assist them with continuing their education with a view to obtaining a starting qualification or with finding a job.

### Role of public entities

- To pursue policies to stimulate the labor market and labor market participation.
- To fund the SKJs. To ensure that the SKJs are adequately facilitated.

### Role of OCW

- To draft the necessary regulations regarding the structuring of secondary education, VET programs, and SKJs.
- To ensure, where possible, that the necessary statutory amendments are implemented.
- To coordinate with Aruba, Curaçao, and Sint Maarten regarding the transfer of students to continued education in these countries and to the rest of the region.
- To promote cooperation between all education partners.
- To safeguard the financial accessibility of education in the Caribbean region by maintaining a study-financing system.







### 3.6 Improved conditions

To make this education agenda a success, the commitment and dedication of all the parties involved are required but a number of other constraints must also be addressed. Below is an explanation of these constraints, each one of which will be important in achieving the goals and obtaining the results envisaged in this education agenda.

#### 3.6.1. Accommodations

##### Goal

The remaining school building projects will have been completed by 2020. The public entities and school boards will provide suitable maintenance and set aside the funds for doing so on a permanent basis.

##### Explanation

In 2012, OCW and the public entities of Bonaire, St Eustatius, and Saba entered into agreements to get educational accommodations in order through comprehensive renovations and new construction. Several school buildings have since been built and renovated.

##### Results by 2020

- In accordance with the division of responsibilities laid down in the agreements for educational accommodations, the remaining projects in the school buildings plans prepared by OCW and the islands and the subsequent decisions taken in the steering groups have been completed.
- In accordance with the division of responsibilities laid down in the agreements, the public entities and the

school boards are jointly responsible for drawing up and implementing multi-year maintenance plans.

##### Role of school boards

- To cooperate with the public entities and OCW to further implement school building plans.
- To agree multi-year maintenance plans with the public entities in accordance with the division of responsibilities as laid down in the agreements.

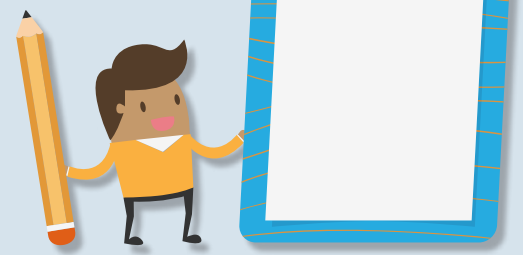
##### Role of public entities

- To cooperate with OCW and the school boards to further implement school building plans.
- To draw up multi-year maintenance plans with the school boards and be jointly responsible with the school boards for implementing them in accordance with the division of responsibilities as laid down in the agreements.

##### Role of OCW

- To join forces with the public entities and school boards to work on the further implementation of the school buildings plans.
- To provide a special allowance for accommodations in accordance with the agreements.





### 3.6.2 Compulsory attendance

#### Goal

By 2020 the recording and enforcement processes will be in order and absences and drop-out rates will have been reduced.

#### Explanation

Unauthorized absences from school have fallen, particularly in primary education, but the absence figures are not yet complete. Many changes have taken place among compulsory education officers. The professional skills of compulsory education officers need to be improved.

#### Results by 2020

- The absenteeism figures are qualitatively and quantitatively in order.
- Compulsory attendance is properly enforced.
- An action plan is in place to reduce the school drop-out rate, which keeps the drop-out rate to a minimum.
- There is effective cooperation between the schools, the public entities, and compulsory education officers.

#### Role of schools

- To record absences and report them to the compulsory education officer.
- To draw up an action plan to reduce the drop-out rate.
- To cooperate effectively with the public entities and the compulsory education officer to minimize the drop-out rate.

#### Role of public entities

- To appoint one or more compulsory education officers.
- To be responsible for improving the professional skills of compulsory education officers.
- To promote the importance of compulsory attendance.

#### Role of compulsory education officer

- To supervise the absenteeism policy and the rate of absenteeism at schools in accordance with the Compulsory Education Act [Leerplichtwet].
- To issue an annual report.
- To ensure that his/her own professional skills are kept up to date.

#### Role of OCW

- To support (where necessary) the schools and the public bodies with optimizing the recording of absences.
- To shape (where necessary) policy to combat dropping out, in conjunction with SKJ policy.

### 3.6.3 Legislation

#### Goal

With a view to executing this education agenda, the legal provisions whose introduction has been postponed for the Caribbean Netherlands will where necessary be implemented. Everything will be properly coordinated with the schools and institutions involved and, if necessary, with the public entities. An attempt will always be made to seek statutory measures that are in keeping with the islands.

#### Explanation

At present, no specific problems have been identified in the legislation, apart from the changes described in Section 2.1 of this education agenda. If it is necessary to update legislation or regulations in order to implement the education agenda, OCW will do so or arrange for the public entities to do so.



#### Role of OCW

- To draw up lower-level regulations (general administrative measures [algemene maatregelen van bestuur] and ministerial regulations [ministeriële regelingen]) for the educational institutions in the Caribbean Netherlands and, where necessary, to promote the promulgation of new legislation or legislative amendments.
- To arrange for proper supervision of the introduction of new legislation.
- To ensure that the legislation is consistent with the social mandate of the educational institutions, and that, where necessary, differentiation is made to take unique local circumstances into account.
- To ensure that the legislation contains the instruments necessary to enable the goals of this education agenda to be achieved.



- To consult the educational institutions and (where applicable) the public bodies regarding new legislation.

### 3.6.4 Employment terms

#### Goal

By 2020 it will be clear which employment terms apply to educational staff, employment contracts (AVOs) will be correctly implemented, and a single education collective agreement will be used as a clear framework for employment terms. The aim will be to improve the process of establishing collective employment terms and to enshrine the employment terms in law.

#### Explanation

Based on the experiences of prior years, the establishment of employment terms for the Caribbean Netherlands will merit particular attention. The aim is to improve the establishment of collective employment terms. Where necessary, this will be formalized in legislation and regulations.

#### Role of public entities

- To convert the agreed AVOs into bargained wage agreements in accordance with the provisions of education legislation. To do so in the short term by island decree after discussing it in an agreement-oriented consultation.

#### Role of OCW

- To draft a staff handbook to ensure the correct application of the employment terms by the educational institutions.
- To assist the public entities with drafting and adopting the bargained wage agreements.
- To carry out a feasibility analysis as regards improving the establishment of collective employment terms for the education sector in the Caribbean Netherlands. The schools, trade unions and public entities will be informed and consulted accordingly.

- To work out the conditions governing the process of establishing collective employment terms. This includes defining the professional role of an employer and employee delegation, positioning a “Collective employment term agreement/CAO secretariat” and if necessary formalizing the system in the laws and regulations issued by OCW (education law) and the Ministry of the Interior and Kingdom Relations (public service law).
- To reach decisions with those involved on ways of improving the process of establishing collective employment terms. This will take into account which laws and regulations will need to be maintained or amended.

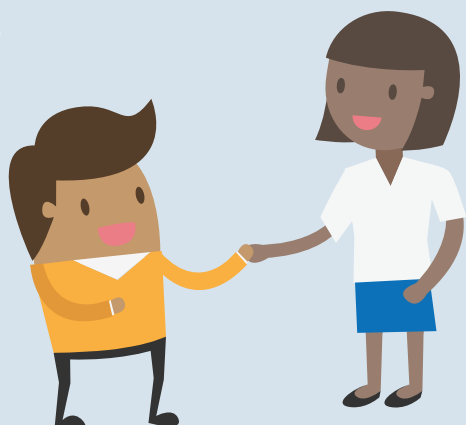
### 3.6.5 (Integrated) cooperation

#### Goal

By 2020 there will be close cooperation on the three islands in the Caribbean Netherlands between the educational institutions and between them and youth chain partners, specifically in the policy areas of special needs care, youth, childcare and employment. In addition, the educational institutions will also cooperate with their colleagues in the region, particularly on Aruba, Curaçao and Sint Maarten, in order to find common solutions for shared problems.

#### Explanation

The small scale of the islands in the Caribbean Netherlands automatically entails mutual dependence. In addition, social problems in the Caribbean Netherlands can affect the students, and thus their education, but these problems cannot be solved by education alone. Cooperation inside and outside the field of education is an important key to improving education and educational special needs care. Cooperation with educational institutions in the wider region, especially on Aruba, Curaçao and Sint Maarten, can also make a major contribution. This offers opportunities to learn from one



another, to combine strengths and knowledge, and, where possible, to arrive at common solutions for shared problems.

**Results by 2020**

- The educational institutions have strengthened and expanded their cooperation with partners in the fields of special needs policy, youth policy and child care.

**Role of schools and other institutions**

- To seek out cooperative relationships with other educational institutions and chain partners inside and outside the Caribbean Netherlands.

**Role of public entities**

- To encourage interest in cooperation at local level and to promote this.

**Role of OCW**

- Where necessary, to consult with the other departments involved to make cooperation at local level or with the countries in the Caribbean Netherlands possible or simpler.

**3.7 Follow-up**

In the years to come, all the partners involved in this education agenda will continue to develop education in the Caribbean Netherlands. OCW will create the conditions for this and fulfill a binding and where necessary facilitating role.

The schools and other stakeholders on the islands will gradually become more autonomous in performing their duties. This process is already apparent in this education agenda, which has been created in close cooperation with them. The involvement and ownership of the island parties is reflected in particular in the island-specific sections attached to this agenda as an appendix.

The island parties have taken a major step by jointly exploring the activities that are necessary to make this education agenda a success. They have agreed on ways of assessing progress on their own island. The schools and institutions on Bonaire will meet twice a year to monitor the process and the parties involved on Saba have agreed to do so annually in the month of September. On St Eustatius, the individual schools and institutions will meet the management coach twice a year to discuss the situation and evaluate progress.

OCW will assist the island parties in performing their role and duties as explained in Section 2.1.



# Signature

The parties below are committed to the agreements made in this education agenda. They confirm their joint intention to take the next step towards further improving education in the Caribbean Netherlands.

This document is signed on November 28<sup>th</sup> 2016 on Sint Eustatius, in the presence of the chairs of the Primary Education Council and the Secondary Education Council.

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The Minister of Education, Culture and Science (OCW)

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On behalf of the Executive Council of the Public Entity Bonaire

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On behalf of the Executive Council of the Public Entity Sint Eustatius

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On behalf of the Executive Council of the Public Entity Saba

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On behalf of the board of the Stichting Raad Onderwijs en Arbeidsmarkt (ROA) Caribisch Nederland



# Signature Bonaire

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On behalf of the Stichting Rooms Katholiek Schoolbestuur Bonaire (Kolegio San Luis Bertran, Kolegio San Bernardo, Brede school Papa Cornes and Kolegio Kristu Bon Wardado)

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On behalf of the Stichting Openbaar Onderwijs Bonaire (Kolegio Rayo di Solo and Kolegio Strea Briante)

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On behalf of the Stichting Leren is Leuk (Basisschool De Pelikaan) on Bonaire

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On behalf of the Stichting Scholengemeenschap Bonaire

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On behalf of the board of Fundashon FORMA, the administrative organization of the Social Opportunity Programs on Bonaire

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On behalf of the Stichting Expertisecentrum Onderwijszorg on Bonaire



## Signature Sint Eustatius

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On behalf of the Bethel Methodist Foundation for Education (Bethel Methodist School)  
on Sint Eustatius

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On behalf of the Stichting Katholiek Onderwijs Sint Eustatius (Golden Rock Catholic School)

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On behalf of the board of Public Education Governor de Graaff School on Sint Eustatius

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On behalf of the Foundation of SDA Education Sint Eustatius (Lynch Plantation SDA School)

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On behalf of the Stichting tot Bevordering Voortgezet Onderwijs (Gwendoline  
van Putten School) on Sint Eustatius

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On behalf of the board of the New Challenges Foundation on Sint Eustatius

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On behalf of the Expertise Centre Education Care (ECE) Sint Eustatius



# Signature Saba

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On behalf of the Stichting Katholiek Onderwijs Saba (Sacred Heart School)

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On behalf of the Saba Educational Foundation (Saba Comprehensive School)

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On behalf of the Foundation Social Workplace Saba (Saba Reach Foundation)

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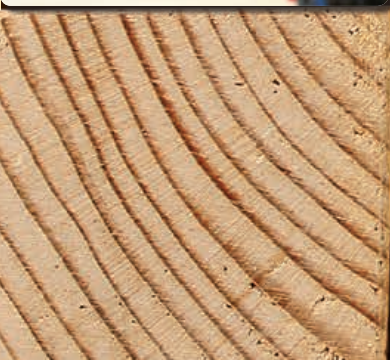
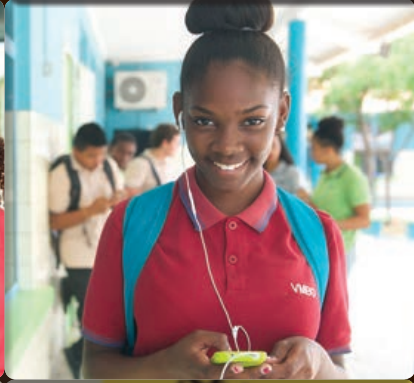
On behalf of the Foundation Expertise Center Education Care Saba (EC2)



# Island-specific sections

Bonaire  
St Eustatius  
Saba





# Bonaire

# Bonaire

## Trends and challenges

Bonaire's population is steadily rising due to the arrival of economic migrants from the Caribbean and South American regions. In addition to the young people who accompany their parents and so enter the Bonaire education system, students are also coming from the Windward Islands and from Aruba and Curaçao to Bonaire to get an education. Education on Bonaire is characterized by the fact that it is provided within a multilingual environment. This brings with it challenges for education staff and calls for a consistent language policy with continuous learning pathways from childcare up to and including secondary school and VET programs. Also, in view of the high poverty levels, the challenge is to provide an education that produces satisfactory results.

Special needs care is another major challenge. The special needs care problems have not yet been fully mapped out. Developmental perspectives have been prepared for many students in Bonaire who need a customized curriculum but the EOZ does not yet meet basic quality requirements. It is essential that the schools and the EOZ, working together in the education care platform, succeed in doing what is necessary to bring order to special needs care.

Fundashon FORMA, the SJK administrative organization on Bonaire, was the first institution in the Caribbean Netherlands to meet basic quality requirements. Having reached this milestone, the organization has continued to develop steadily. The possibility of establishing a small Regional Training Center in due course is being explored with Bonaire School's VET department.

Population growth also leads to economic growth. For this reason, there is a growing need for qualified workers, including in education. Implementing an effective human resources policy is a key instrument in recruiting and retaining well-qualified staff.

The supply from VET programs must also be better matched to the demand from the local labor market. At present, the island is highly dependent on outside workers. By making more effective use of admission policy and the granting of work permits, the public entity can allow even more locally trained workers to benefit from the growth.

Close cooperation between all the educational stakeholders is crucial if quality, stability and continuity are to be guaranteed in education. The public entity can play a major part in this by encouraging this type of cooperation and eliminating obstacles.

## Details of schools

There are seven government-funded primary schools on the island.

Primary schools	Count 1-10-2016
Kolegio Strea Briante (public)	67
Kolegio Rayo di Solo (public)	319
Kolegio San Luis Bertran (RC)	128
Kolegio San Bernardo (RC)	157
Kolegio Bon Wardador (RC)	461
Skol Amplio Papa Cornes (RC)	362
Pelikaan (general special)	297
<b>Total</b>	<b>1791</b>

There is one school for secondary education and VET programs, the Bonaire School (SGB). As of October 1, 2016, the school has a total of 1,1716 students, of whom 1,125 are in secondary education and 590 are in VET programs.

The SKJs are administered by Fundashon FORMA (FORMA).

## Activities in the 2017-2020 period

The general section of this education agenda refers to the results for 2020 to be achieved by the education system in the Caribbean Netherlands as a whole. Bonaire's educational institutions and public entity have explored the activities they will undertake, to the extent that they can already predict what they will be, in order to achieve these results. These activities are outlined in the tables below. They indicate who is responsible and accountable for completing the relevant activity. After signing this education agenda, the parties involved will include details of these activities in their improvement plans.

## An effective human resources policy is a key instrument in recruiting and retaining well-qualified staff

They will do this by setting targets and interim targets for each activity and specifying the timeframe within which they will complete the activity.

### Promoting governance capacity, professionalism and continuity

Result regarding	Responsible party/parties and activity
<b>Professional Development</b>	The school boards conduct a review of what has been done in previous years in terms of professional development for board members and school principals and identify what the needs are.
<b>Cooperation</b>	Assisted by the management coach, the school boards/school principals use the education care platform to discuss the options for promoting cooperation between them as well as special needs care.
<b>Integrated HRM policy</b>	The school boards, support organizations and FORMA ensure that HRM policy coordinated between them. A project manager is appointed to make an action plan/roadmap for a joint approach to an integrated HRM policy.
<b>Qualification</b>	The school boards will ascertain whether there are unqualified teachers and if necessary prepare an action plan to get them qualified.

### Implementing sound financial management, a balanced administration, and a multi-year policy

Result regarding	Responsible party/parties and activity
<b>Accountability</b>	All school boards: <ul style="list-style-type: none"> <li>- Publish their annual financial report in a timely manner.</li> <li>- Have a financial manual.</li> <li>- Review their financial accounting to ascertain whether it can be improved and, if necessary, attend a training course.</li> </ul>
<b>Balanced budget</b>	The school boards review their budget to ascertain whether it is balanced and linked to a multi-year policy.
<b>Effective financial system</b>	The school boards aim to use a single common administrative system. First all the primary schools together and then with the secondary school.
<b>Audit function</b>	The primary school boards aim to use a single external auditor between them.
<b>Knowledge of financial management</b>	All school boards work on ensuring that knowledge of financial management in their schools is further improved.  The school boards, principals and administrators share knowledge of financial management at regular meetings.

## Bonaire

## Making language education more effective

Result regarding	Responsible party/parties and activity
<b>School language policy</b>	The school boards commission a review of current language policy at the various schools with the aim of identifying the most effective interventions and so arriving at a joint action plan.
<b>Curriculum and pedagogical-didactic approach</b>	The school principals ensure that education is supported by technology and more stimulating working methods are used.
<b>Education staff's command of language</b>	The school boards ensure that: <ul style="list-style-type: none"> <li>- All teachers aim to attain level 4F for Dutch and level 3F for Papiamentu.</li> <li>- The staff's command of language is evaluated every year and, if necessary, measures are taken to improve it.</li> </ul>
<b>Tests and examinations</b>	The school boards plan to appoint a committee to set tests.  The examination committee is responsible for setting new language tests.
<b>Performance standards</b>	Based on the framework specified by the Inspectorate, the schools will work out the details.
<b>Extramural language policy</b>	The public entity aims to draw up an action plan for island-specific language policy in 2017, especially in relation to childcare.



## Close cooperation between all the educational stakeholders is crucial to guarantee quality in education

### Further organizing the special needs care structure

Result regarding	Responsible party/parties and activity
<b>Meeting the basic quality requirements</b>	<p>The education care platform is responsible for:</p> <ul style="list-style-type: none"> <li>- Clearly defining first, second and third-line special needs care and the concept of "special needs student".</li> <li>- Strengthening second-line care at school by improving the professional skills of teachers, care coordinators and internal guidance counselors.</li> </ul> <p>The Education care platform and the PEB take the initiative to draw up the "social map".</p>
<b>Understanding problems relating to special needs care</b>	<p>The EOZ:</p> <ul style="list-style-type: none"> <li>- Adopts a bottom-up approach to the island-specific special needs care plan.</li> <li>- Provides, in cooperation with the schools, parents with low-threshold information on problems and disorders.</li> <li>- Ensures that more attention is paid to early indications of special needs in schools.</li> <li>- Ensures, in cooperation with the Center for Youth and Family (CJG), and childcare that more attention is paid to early indications of special needs in children.</li> <li>- Identifies the support needs of special needs students, together with the schools.</li> </ul>
<b>Determination, placement and developmental perspectives/identifying student's context</b>	<p>The school principals ensure that teachers, internal guidance counselors and care coordinators, if necessary with the support of the EOZ:</p> <ul style="list-style-type: none"> <li>- Draw up a developmental perspective for special needs students in consultation with parents, which includes details of support and prospects for vocational attainment.</li> <li>- Include all relevant information on the special needs students in the educational report for the transition from one primary school to another and from primary to secondary school.</li> </ul>
<b>Internal guidance counselors and special needs care coordinators</b>	<p>Internal guidance counselors and special needs care coordinators exchange knowledge and expertise.</p>
<b>Teacher training</b>	<p>The EOZ:</p> <ul style="list-style-type: none"> <li>- Matches teacher training to the individual needs of the schools and/or teachers in terms of special needs students.</li> <li>- Organizes mini-conferences on different topics relating to special needs care.</li> </ul>

# Bonaire

## Education that is properly geared towards continued education and/or entering the labor market

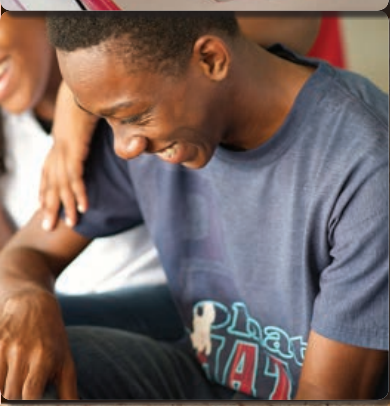
Result regarding	Responsible party/parties and activity
<b>Achievement of basic quality requirements and cooperation with SKJs</b>	<p>FORMA and the PEB start a language transition course aimed at language learning (Papiamentu and Dutch) in order to offer SKJ students, VET students and participants in job programs the correct level of vocational attainment.</p> <p>The SGB and FORMA supervise students in their choice of study and inform them of the career options available (at regional level).</p> <p>The PEB:</p> <ul style="list-style-type: none"> <li>- Improves harmonization between VET job programs and the local/regional labor market.</li> <li>- Encourages the development of in-company training to promote permanent jobs on the labor market.</li> </ul>
<b>Better harmonization between VET programs and the local/regional labor market</b>	<p>The ROA CN:</p> <ul style="list-style-type: none"> <li>- Strengthens cooperation within the Bonaire Employment Platform in consultation with the SGB's VET department, FORMA, the business community and the PEB.</li> <li>- Ensures that job integration programs are a better match with VET programs on the regional labor market by holding more frequent industry meetings.</li> </ul> <p>The SGB and FORMA discuss the VET program offering regularly with all the partners and update it if necessary.</p> <p>The PEB coordinates the admission policy with the Bonaire Employment Platform.</p> <p>The ROA CN consults with OCW on shortening the application procedure for recognizing the VET programs in order to respond to trends on the labor market.</p> <p>The SGB board:</p> <ul style="list-style-type: none"> <li>- Makes the training application procedure shorter and more effective.</li> <li>- Creates a VET level 2 in Papiamentu.</li> </ul>
<b>Better harmonization of secondary education with higher education/continued education</b>	<p>ROA, SGB and the business community together ascertain whether businesses are suitable for a VET 4 internship.</p> <p>The governments, in cooperation with FORMA and the SGB, establish a career advice office to provide up-to-date information on study options and job prospects in the region.</p> <p>All the teachers and the school counselor play an important and active part as a study counselor for the students.</p>
<b>Suitable preparation and/or guidance for transition to continued education or the labor market</b>	<p>The PEB, in cooperation with the partners, creates a continuous learning and special needs pathway for the SKJs, the job programs, adult education and the VET programs. This is done in light of the possible development of a Regional Training Center.</p>
<b>Inventory of possibilities for transitioning</b>	<p>RCN/OCW in cooperation with FORMA and SGB's VET department, draws up a training map of study options.</p>



## Improved conditions in the form of accommodations, compulsory attendance, legislation, employment terms, and (integrated) cooperation

Result regarding	Responsible party/parties and activity
<b>Accommodations</b>	<p>A multi-year maintenance plan is prepared for each school building and this is evaluated and updated annually.</p> <p>Major maintenance PEB Minor maintenance school board</p>
<b>Compulsory attendance</b>	<p>The school boards map the absence data.</p> <p>The PEB:</p> <ul style="list-style-type: none"> <li>- Is responsible for improving the professional skills/training the compulsory education officer.</li> <li>- Appoints a second compulsory education officer to ensure that all reports from the school are really followed up.</li> <li>- Is responsible, in consultation with the border police, for the resumption of controls at the airport.</li> </ul>
<b>Terms of employment</b>	<p>The PEB, in consultation with OCW, establishes a bargained wage agreement by island decree. The school boards will update their HRM policy accordingly.</p>
<b>(Integrated) cooperation</b>	<p>The education care platform takes the lead in exploring further cooperation with parties, including youth care, the CJG, the Stichting Verslavingszorg (Addiction Care Foundation), after-school care, childcare, pre-school education and the PEB.</p> <p>The PEB:</p> <ul style="list-style-type: none"> <li>- Encourages the comprehensive school concept.</li> <li>- Is responsible, in cooperation with childcare, the primary schools and other relevant parties, for preparing and implementing policy on childcare and for the professional development of childcare staff.</li> </ul> <p>All educational institutions cooperate with chain partners and the PEB in order to effect a smooth transfer. This concerns children transferring from childcare/ playschools to primary school and students transitioning from primary to secondary or from one type of school to another.</p>





# St Eustatius



# St Eustatius

## Trends and challenges

Education on St Eustatius is characterized by the fact that the schools are increasingly cooperating with each other. The transition to English as the language of instruction and the associated introduction of regional English-language education programs are a major factor. School boards and school principals must continue to be reinforced so that they can fulfill their role and responsibilities to the full.

The teachers are highly motivated and effective. It is obviously important to have a balanced training program to ensure that they have the right knowledge and skills to be able to function within the new regional education programs. From that perspective, the recruitment of teachers with the right knowledge and skills continues to be a challenge. The recent study commissioned by Maestro Kompas into teacher mobility provides reference points for improvement.

After taking their final examination, many students leave for Bonaire to follow a VET program. At this time, the transition from English to Dutch and Papiamentu represents a real challenge.

Special needs care on St Eustatius has made great strides forward and is aiming to cooperate and exchange information with childcare, the counseling center and other partners involved in youth policy.

The SKJ administrative organization is still experiencing difficulty in finding a role and does not yet meet quality requirements. Cooperation with institutions in the areas of youth and special needs policy is needed to speed up its development.

Education on St Eustatius is highly dependent on outside workers. In order to be able to reduce this dependency to some extent, the supply from VET programs must be matched to the demand from the local labor market. This calls for effective cooperation with the public entity, the local government, the Education-Labor Council and the business community.

It is important for the public entity to continue to stimulate employment in order to retain well trained professionals for the island.

In terms of constraints, the educational institutions feel disadvantaged with respect to internet bandwidth. This affects education as a whole. The educational institutions will make agreements with the public entity on this subject and also with respect to the initiation of projects to stimulate music and local culture.

## Details of schools

There are four government-funded primary schools in St Eustatius. There are four primary school boards: three with a religious background and one public school.

Primary schools	Count 1-10-2016
Bethel Methodist School	112
Golden Rock School (Roman Catholic)	87
Lynch Plantation Seventh Day Adventist School	90
Governor de Graaffschool (public)	36
<b>Total</b>	<b>325</b>

There is one school for secondary education and VET programs, the Gwendoline van Puttenschool (GvP). As of October 1, 2016, the school has a total of 260 students, of whom 244 are in secondary education and 16 are in VET programs.

The SKJs are administered by the New Challenges Foundation (NCF).

## Activities in the 2017-2020 period

The general section of this education agenda refers to the results for 2020 to be achieved by the education system in the Caribbean Netherlands as a whole. The educational institutions and public entity on St Eustatius have explored the activities they will undertake, to the extent that it is currently able to predict what they will be, in order to achieve these results. These activities are outlined in the tables below. They indicate who is responsible and accountable for completing the relevant activity. After signing this education agenda, the parties involved will include details of these activities in their improvement plans. They will do this by setting targets and interim targets for each activity and specifying the timeframe within which they will complete the activity.

Special needs care on St Eustatius is aiming to cooperate and exchange information with childcare, the counseling center and other partners involved in youth policy

**Promoting governance capacity, professionalism and continuity**

Result regarding	Responsible party/parties and activity
<b>Professional development</b>	The school boards organize training to improve their professional skills in the areas where this is required.
<b>Cooperation</b>	The school boards will: <ul style="list-style-type: none"> <li>- Coordinate the purchase of materials among themselves.</li> <li>- Share “bovenschoolse” PE and music teachers.</li> <li>- Coordinate the training of school counselors among themselves.</li> <li>-Jointly improve their teachers’ proficiency in English.</li> </ul>
<b>Integrated HRM policy</b>	The school boards will: <ul style="list-style-type: none"> <li>- Evaluate existing HRM policy and adapt where necessary.</li> <li>- Ensure the professional development of current teaching and teaching support staff.</li> <li>-Recruit more local teaching staff.</li> </ul>
<b>Qualification</b>	The school boards will ascertain whether there are unqualified teachers and if necessary prepare an action plan to get them qualified.

**Implementing sound financial management, a balanced administration, and a multi-year financial policy**

Result regarding	Responsible party/parties and activity
<b>Accountability</b>	All school boards publish their annual financial report in a timely manner.  All school boards attend a training course on general reporting.
<b>Balanced budget</b>	All school boards attend a training course on preparing a budget.  Each school board appoints a financial committee with board members and members of management represented on it.
<b>Effective financial system</b>	Each school board evaluates existing plans and improves them where necessary.
<b>Audit function</b>	All school boards attend a training course on how to prepare audits.
<b>Knowledge of financial Management</b>	Knowledge of financial management requires further improvement. The school boards, principals and administrators share knowledge of financial management at regular meetings.

# St Eustatius

## Making language education more effective

Result regarding	Responsible party/parties and activity
<b>School language policy</b>	The five schools and the childcare facility jointly establish a working group to draw up the school language policy (if necessary, assisted by an external language expert). There will be one joint language policy for the four primary schools with specific sections on each school.
<b>Curriculum and pedagogical-didactic approach</b>	The school boards continue to work on their pedagogical-didactic approach, if necessary assisted by a language coach and the ECE.
<b>Education staff's command of language</b>	The school boards will: <ul style="list-style-type: none"> <li>- Organize training for teachers whose command of English has not yet attained level C1 of the European Reference Framework.</li> <li>- Include teachers' command of English in the HRM policy, including for selection and recruitment.</li> <li>- Ensure that Dutch is also spoken on an appropriate level.</li> <li>- Investigate the option of "bovenschoolse" teachers to teach Dutch as a foreign language (NVT).</li> </ul>
<b>Student monitoring system and student care</b>	The school boards will take measures to ensure a user-friendly student monitoring system (if necessary, assisted by the management coach) for the subjects of English, Arithmetic/Math, Dutch and Science.
<b>Tests and examinations</b>	The school boards and OCW will investigate the options for developing progress tests for NVT.  The GVP, SCS and OCW will investigate the options for purchasing and/or developing examinations for NVT.
<b>Extramural language policy</b>	The PEE: <ul style="list-style-type: none"> <li>- Will work towards appointing a policy advisor to undertake projects relating to language policy.</li> <li>- Will develop, in cooperation with ECE and schools (in light of language policy), a policy for involving parents in their children's development.</li> </ul>

## Further organizing the special needs care structure

Result regarding	Responsible party/parties and activity
<b>Meeting the basic quality requirements</b>	The schools and educational institutions ensure that a developmental perspective is established for all special needs students and the correct guidance is arranged for each special needs student.
<b>Understanding problems relating to special needs care</b>	The ECE: <ul style="list-style-type: none"> <li>- Trains the mentors and teachers to identify special needs students.</li> <li>- Identifies special needs students together with the schools.</li> <li>- Arranges tests for the special needs students and refers them to a suitable care pathway, where necessary.</li> </ul>
<b>Determination, placement and developmental perspectives/identifying student's context</b>	The school boards and school principals establish a placement committee.  The schools: <ul style="list-style-type: none"> <li>- Set the determination rules for primary and secondary schools and VET programs.</li> <li>- Hold intake meetings to place students.</li> <li>- Ensure that each student has a school career plan.</li> </ul>
<b>Internal guidance counselors and special needs care coordinators</b>	The ECE and the school boards/school management are responsible for the further training of internal guidance counselors, care coordinators and school counselors.  The school boards are responsible for monitoring and assuring the quality of the internal guidance counselors and care coordinators.
<b>Teacher training</b>	The school boards ensure that teachers are trained to identify special needs students.



# St Eustatius

## Education that is properly geared towards continued education and/or entering the labor market

Result regarding	Responsible party/parties and activity
<b>Implementation of CXC programs</b>	<p>The GvP continues with the introduction of the Caribbean Certificate of Secondary Level Competence, the Caribbean Secondary Education Certificate and the Caribbean Vocational Qualification (CVQ).</p> <p>The ROA CN:</p> <ul style="list-style-type: none"> <li>- Conducts research into the needs of the labor market;</li> <li>- Establishes, in cooperation with the GvP, a training program based on labor market research.</li> <li>- Sets up a labor market platform in cooperation with the GvP and the PEE.</li> <li>- Is supported by the NCF during the implementation of CVQ.</li> </ul> <p>The GvP updates the training program based on the needs of the labor market.</p>
<b>Achievement of basic quality requirements and cooperation with SKJs</b>	<p>The management of the VET unit of the GvP and the SKJ administrative organization work closely together.</p> <p>The SKJ administrative organization prepares an improvement plan to meet basic quality requirements as soon as possible.</p>
<b>Better harmonization between VET programs and the local/regional labor market</b>	<p>The ROA CN develops into a National Training Association as part of the transition to the Caribbean system of vocational education.</p> <p>The VET unit of the GvP and the SKJ administrative organization are responsible for training internal and external verifiers.</p> <p>The VET unit of the GvP joins forces with the business community to make it possible for guest teachers from the business community to be deployed in schools.</p> <p>The ROA CN organizes more branch meetings on the island.</p>
<b>Better harmonization of secondary education with higher/continued education</b>	<p>The GvP's school counselors will ensure that the students who wish to continue their studies are better prepared for and informed about the content of the education systems in the region or in the European Netherlands at an earlier stage.</p>
<b>Suitable preparation and/or guidance for transition to continued education or the labor market</b>	<p>The GvP's school counselors will provide examination candidates with information and good advice on the substance, duration and study options in the region or in the European Netherlands.</p> <p>The GvP's school counselors:</p> <ul style="list-style-type: none"> <li>- Will explore with parents how they can prepare their children for the transition to continued education.</li> <li>- Will ensure that students leaving vocational education have sufficient social skills to be able to function on the labor market.</li> </ul>
<b>Inventory of possibilities for transitioning</b>	<p>RCN/OCW, in cooperation with the NCF and the GvP, draws up a training map of study options.</p> <p>The GvP's VET unit creates an exchange program in cooperation with VET and higher professional education institutions on Aruba, Curaçao and Sint Maarten.</p> <p>The GvP enters into a partnership with the foreign institutes and educational institutions that participate in the study fair on the Windward and Leeward Islands.</p>

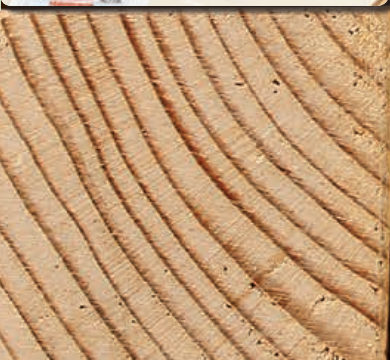
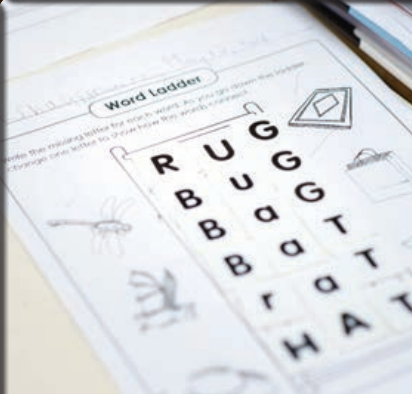


## Improved conditions, in the form of accommodations, compulsory attendance, legislation, employment terms and (integrated) cooperation

Result regarding	Responsible party/parties and activity
<b>Accommodations</b>	<p>The school boards make an inventory in which they include their maintenance plans and send this to the public entity as input for the island-wide school maintenance plan</p> <p>The public entity will set up an island-wide maintenance plan so that a budget can be set aside for the external maintenance of the school buildings</p>
<b>Compulsory attendance</b>	The school boards and the compulsory education officer will attend a workshop on ensuring suitable information flows.
<b>Terms of employment</b>	The PEE, in consultation with OCW, establishes a bargained wage agreement by island decree. The school boards will update their HRM policy accordingly.
<b>(Integrated) cooperation</b>	All educational institutions cooperate with chain partners and the PEE in order to effect a smooth transfer. This concerns children transferring from childcare/ playschools to primary school and students transitioning from primary to secondary or from one type of school to another.







Saba

# Saba

## Trends and challenges

The residents of Saba form a small and very tightly knit community. There is a powerful feeling of solidarity, which is also noticeable in education. The school boards work closely together and wish to extend this cooperation further. Education on Saba meets the basic quality requirements.

On Saba, education has been provided in English since the 1980s. Dutch has been offered as a primary second language for the last several years. In line with the language transition in St Eustatius, the schools in Saba are further improving their language education. St Eustatius and Saba are also working together on structuring English-language VET. It is of paramount importance to have a balanced training program to ensure that the teachers have the right knowledge and skills to be able to function within the new regional education programs. From that perspective, the recruitment of teachers with the right knowledge and skills continues to be a challenge.

A large number of students, in both regular and vocational education, transfer to continued education in the region, the United States or the European Netherlands. However, learning the Dutch language is a challenge for some students. Many Saban students therefore choose to follow English-language courses in the European Netherlands. In order to improve the transfer options for young people in the Caribbean Netherlands, it is essential to take their command of Dutch to a higher level. Although interest in studying in the region has increased in recent years, not all the regional courses chosen conform to the standards of the European Netherlands. To promote studying in the region, a review of regionally recognized courses must be carried out, where possible.

The majority of workers come from outside the island. Many students who go elsewhere to continue their education do not return. At the same time, it is particularly difficult to hold on to suitable workers. After a couple of years, young teachers start looking for more and different social activities. Measures that could help to retain qualified locally trained staff include widening the scope of VET programs, creating more employment and internships and launching a campaign to attract highly educated Saban workers back to the island.

The special needs care structure is professionally organized and there is a clear picture of special needs care. Each student receives care in a planned way and there is a high transfer rate. The EOZ, the schools and the SKJ administrative organization are working closely with organizations involved in care and youth policy.

The SKJ administrative organization has met basic quality requirements but is facing the challenge that the SKJ target group is declining. The board is seeking solutions and is working very closely with the school providing secondary education and VET programs.

On a small island like Saba, creativity is required to find suitable and lasting solutions with respect to education.

## Details of schools

There is one primary education school board in Saba. This Roman Catholic school board operates the island's only primary school, the Sacred Heart School (SHS). There is no public education on Saba. As of October 1, 2016, the school has 166 students.

There is one school on Saba that offers secondary education and VET programs: the Saba Comprehensive School (SCS). As of October 1, 2016, the school has a total of 99 students, of whom 92 are in secondary education and 7 are in VET programs.

The SKJs are administered by the Saba Reach Foundation (SRF).

## Activities in the 2017-2020 period

The general section of this education agenda refers to the results for 2020 to be achieved by the education system in the Caribbean Netherlands as a whole. Saba's educational institutions and public body have explored the activities they will undertake, to the extent that it is currently able to predict what they will be, in order to achieve these results. These activities are outlined in the tables below. They indicate who is responsible and accountable for completing the relevant activity. After signing this education agenda, the parties involved will provide details of these activities in their improvement plans. They will do this by setting targets and interim targets for each activity and specifying the timeframe within which they will complete the activity.

## Promoting governance capacity, professionalism and continuity

Result regarding	Responsible party/parties and activity
<b>Professional development</b>	<p>Assisted by the management coach, the school principals hold ongoing discussions and exchange ideas both on education on Saba and on education CN-wide. They discuss strengthening the school board, management models and knowledge of technology among other things.</p> <p>The SCS school board:</p> <ul style="list-style-type: none"> <li>- Evaluates the school's performance, in cooperation with the school management.</li> <li>- Explores possible cooperation (e.g. exchanging students and teachers) with other schools providing vocational education in the Caribbean Netherlands and on Sint Maarten.</li> </ul> <p>The SCS school management is responsible for training the teachers.</p> <p>The SKJ teachers continue to attend the supplementary training courses organized by the SCS.</p> <p>Where possible, the principals and teachers of the educational institutions attend education conferences in the region or elsewhere.</p> <p>The SRF is seeking and strengthening cooperation with regional and international educational professionals and organizations.</p> <p>The boards (schools and other organizations):</p> <ul style="list-style-type: none"> <li>- Set up activities to encourage the involvement of parents in the education of their children.</li> <li>- Will arrange the joint recruitment and shared deployment of the professionals.</li> </ul>
<b>Cooperation</b>	<p>The school boards will develop a structure for mutual communication and cooperation.</p> <p>The school boards will ensure that there is greater involvement of the board in education and will achieve effective cooperation with the school boards on St Eustatius with the aim of attracting staff, exchanging knowledge and peer-to-peer coaching.</p>
<b>Integrated HRM policy</b>	<p>The school boards will organize training for school principals.</p> <p>The school board and school management will establish and implement a new HRM policy to take account of the BES code.</p> <p>The school principals will write a management plan for the school management.</p>
<b>Qualification</b>	<p>The school boards will arrange for classroom assistants to be trained as Level 4 teaching assistants.</p> <p>The education care platform will arrange to upgrade the knowledge and skills of EC2 staff.</p> <p>The school boards will ascertain whether there are unqualified teachers and if necessary prepare an action plan to get them qualified.</p>

# Saba

## Implementing sound financial management, a balanced administration, and a multi-year financial policy

Result regarding	Responsible party/parties and activity
<b>Accountability</b>	<p>All school boards:</p> <ul style="list-style-type: none"> <li>- Will publish their annual financial report in a timely manner.</li> <li>- Will continue to work with the present financial administrator and accountant.</li> <li>- Will continue monitoring the finances and adjust if necessary.</li> </ul> <p>The education care platform and the EC2 will arrange to draw up and implement multi-year plans linked to the multi-year budget.</p>
<b>Effective financial system</b>	<p>The school principals will arrange to have their financial systems updated and will be responsible for accurate financial reporting.</p> <p>The education care platform and the EC2 will arrange to recruit a qualified and expert financial administrator and accountant.</p>
<b>Audit function</b>	<p>All school boards and the EC2 board will continue to monitor their budget and adjust it if necessary.</p>
<b>Knowledge and financial management</b>	<p>The school boards, principals and administrators will share knowledge of financial management at regular meetings.</p>



## Making language education more effective

Result regarding	Responsible party/parties and activity
<b>School language policy</b>	<p>The school boards and school principals of the SHS and SCS will set up a steering group who will draw up the school language policy in consultation with the stakeholders.</p> <p>The school boards and school principals will implement and evaluate the school language policy.</p>
<b>Curriculum and pedagogical-didactic approach</b>	<p>All stakeholders will work together to continue the “student-centered approach” (differentiation).</p> <p>The SCS and SRF will, where possible with the assistance of EC2, adjust their curriculums and didactics if this is necessary.</p> <p>The EC2 will continue to use “Total Physical Response” in language education, in which a language is learnt “by doing”.</p>
<b>Education staff’s command of language</b>	<p>The school principals and the EC2 will ensure that teaching staff master and use the language of instruction well.</p>
<b>Student monitoring system and student care</b>	<p>School principals, care coordinators and staff will:</p> <ul style="list-style-type: none"> <li>- Implement a user-friendly student monitoring system.</li> <li>- Further improve the use of “Presentis” (a digital monitoring system for practical education).</li> <li>- Further improve student care, e.g. by introducing HillRap (an English-language reading program), care meetings, and group plans, and identifying young people with a care risk, and tailoring a solution for students in practical education.</li> </ul> <p>Care coordinators and “homeroom teachers” will provide support for students with a limited command of English.</p> <p>The SRF will monitor language learning objectives and supervise SKJ participants via individual development plans.</p>
<b>Tests and examinations</b>	<p>SHS staff and the care coordinator will continue with regular progress tests.</p> <p>The examination board and/or the external assessors will screen the tests and examinations and provide the teachers with feedback.</p> <p>GvP, SCS and OCW will investigate the options for purchasing and/or developing NVT examinations.</p> <p>The SKJ and the SCS school board will continue their cooperation on the preparation of assessments for SKJ participants.</p>
<b>Extramural language policy</b>	<p>The EC2 will continue:</p> <ul style="list-style-type: none"> <li>- The VSV group.</li> <li>- Support for parents and teachers.</li> </ul>

# Saba

## Further organizing the special needs care structure

Result regarding	Responsible party/parties and activity
<p><b>Basic quality requirements</b></p>	<p>The EC2 will continue to meet basic quality requirements and build on them by:</p> <ul style="list-style-type: none"> <li>- Implementing an annual “plan-do-check-act” quality system.</li> <li>- Conducting annual performance reviews with staff.</li> <li>- Drawing up personal development plans jointly with staff.</li> </ul> <p>The school principals will continue to build on the internal special needs care structure at their school by:</p> <ul style="list-style-type: none"> <li>- Ensuring that a consistent care framework is developed as a basis for the care plans and that it includes the role of the parents in the care structure.</li> <li>- Ensuring that the care framework is continuously evaluated.</li> <li>- Providing more assistance/help in the classroom.</li> <li>- Ensuring that an internal guidance counselor or care coordinator is present at the school, even during day care.</li> </ul> <p>The SRF will prepare a care plan for the SKJ and share it with the participants and the education partners. This plan will be evaluated on an annual basis.</p> <p>The education care platform will prepare a four-year special needs care plan. Each year, an activity report will be prepared by the EC2 in which the activities performed and the results will be evaluated.</p>
<p><b>Understanding problems relating to special needs care</b></p>	<p>The EC2 will:</p> <ul style="list-style-type: none"> <li>- Work on a detailed list of all the special needs students who have been referred by the school.</li> <li>- Produce a quarterly updated list of qualitative and quantitative data on all special needs students who are currently in the school system. It will show the type of care they receive and the results.</li> </ul>
<p><b>Determination, placement and developmental perspectives/ identifying student’s context</b></p>	<p>The schools and the EC2 will establish procedures for identifying, dealing with and placing special needs students.</p> <p>All schools have a scheme for preparing individual development plans, particularly for students who are referred to external care.</p> <p>The EC2 and the CJG will be more involved with students exhibiting serious behavioral problems and will work with the parents.</p>
<p><b>Internal guidance counselors and special needs care coordinators</b></p>	<p>The EC2 will:</p> <ul style="list-style-type: none"> <li>- Provide internal guidance counselors and care coordinators with information and guidance.</li> <li>- Organize two-weekly care meetings with internal guidance counselors and care coordinators.</li> <li>- Offer peer-to-peer coaching within the schools by invitation.</li> </ul>
<p><b>Teacher training</b></p>	<p>The school principals will, in cooperation with the internal guidance counselors and care coordinators, ensure that new teachers are trained how to use the care procedures in the school.</p> <p>Teachers, internal guidance counselors and care coordinators will exchange knowledge, good practices and experience at case conferences.</p> <p>The EC2:</p> <ul style="list-style-type: none"> <li>- Can be invited to the SCS and the SHS meetings to talk about how to deal with behavioral issues and learning difficulties.</li> <li>- Will organize a weekly open house to answer questions from and provide support for teachers and parents.</li> </ul>



## On a small island like Saba, creativity is required to find suitable and lasting solutions with respect to education

### Education that is properly geared towards continued education and/or entering the labor market

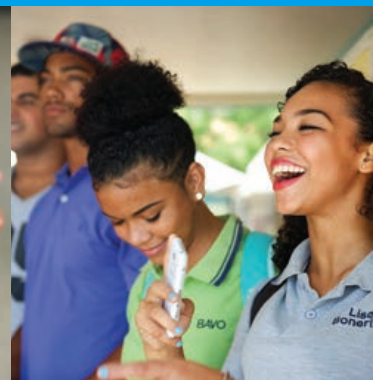
Result regarding	Responsible party/parties and activity
<b>Achievement of basic quality requirements and cooperation with SKJs</b>	<p>An internal or external assessor will certify the VET programs.</p> <p>The SKJ and the SCS will work with employers to ensure the recognition of qualifications.</p> <p>The SRF will join forces with the SCS and the PES to set up a catering establishment with a “genuine” function in society to provide high-quality internships for SCS and PES catering students.</p> <p>The EC2 will offer PrO and SKJ participants activities that relate to their internships, training and field of interest while teaching them the skills needed.</p> <p>Since the basic quality requirements have been met for the VET department, the SCS will take part in Skills CN.</p>
<b>Better harmonization between VET programs and the local/regional labor market</b>	<p>The school management will ensure that the SCS school counselor:</p> <ul style="list-style-type: none"> <li>- Establishes a “Youth on the move” campaign to guide the students to a higher educational level.</li> <li>- Takes education care platforms shared with other educational institutions to a higher level.</li> </ul> <p>SRF will facilitate and/or organize (short) vocational training courses in addition to the streams offered at SCS for individuals 16 years and older based on the needs of the labor market.</p> <p>SRF will arrange for SKJ participants to perform (short) internships abroad.</p> <p>The EC2 will introduce Erasmus+ international internships, apply for initial funding and write an initial report.</p>
<b>Better harmonization of secondary education with higher education/ continued education</b>	<p>The school boards will establish a network with the aim of coordinating examination and assessment systems.</p>
<b>Suitable preparation and/or guidance for transition to continued education or the labor market</b>	<p>The career guidance counselor at secondary school educates students about the higher education possibilities and assists students in researching higher education possibilities based on the subjects/profiles they have chosen.</p> <p>The ROA CN, SCS, SRF and PES will organize seminars and discussions to give students a better idea of the occupations that the island needs.</p>
<b>Review of transfer options</b>	<p>RCN/OCW in cooperation with SRF and SCS’s VET unit, draws up a training map of study options.</p>

# Saba

**Improved conditions, in the form of accommodations, compulsory attendance, legislation, employment terms, and (integrated) cooperation**

Result regarding	Responsible party/parties and activity
<b>Accommodations</b>	OCW and PES will make it possible for the site purchased for the new day care center and kindergarten to be prepared for construction.
<b>Compulsory attendance</b>	<p>The PES will appoint a compulsory education officer and ensure that he/she has been properly trained to perform his/her duties.</p> <p>The school principals will investigate whether students who do not attend school or drop out require external care and refer them to the EC2.</p>
<b>Terms of employment</b>	<p>The PES, in consultation with OCW, establishes a bargained wage agreement by island decree. The school boards will update their HRM policy accordingly.</p> <p>The school boards and school principals will:</p> <ul style="list-style-type: none"> <li>- Update the current conditions where necessary and inform the teachers accordingly.</li> <li>- Investigate whether it is possible to use two-year contracts.</li> <li>- Investigate whether parental leave can be introduced.</li> </ul> <p>The EC2 will draw up general employment conditions for staff in cooperation with the EOZs on St Eustatius and Bonaire.</p>
<b>(Integrated) cooperation</b>	<p>The EC2 will:</p> <ul style="list-style-type: none"> <li>- Continue to cooperate with different social partners, together with the internal guidance counselors and care coordinators. The PES will develop a joint policy for these partners.</li> <li>- Work with all partners in the field of youth care, guardianship, after-school care and activities, social welfare, and family support on Saba and is in contact with most of these institutions on St Eustatius and Bonaire.</li> </ul> <p>All educational institutions cooperate with chain partners and the PES in order to effect a smooth transfer. This concerns children transferring from childcare/ playschools to primary school and students transitioning from primary to secondary or from one type of school to another.</p>





## Colophon

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