



Rijksdienst Caribisch Nederland
OCW

ENGLISH

WHAT'S NEW ...

IN CARIBBEAN NETHERLANDS EDUCATION



16

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We have reached the end of another school year. If we look back at 2020-2021, two important terms keep springing to mind: 'recovery' and 'the new normal'. 'Recovery' with respect to the setbacks and backlogs incurred in our community, including in education, due to the COVID-19 pandemic. The Ministry has now established a National Education Programme to help learning institutions in this process. Whereas the pandemic was still going strong when we reached the end of the 2019-2020 school year, there is now a clear goal on the horizon: during the next school year, we will all be working together to resolve the encountered learning losses. And 'the new normal' means making our education system even more resilient, also against potential new virus outbreaks in the future.

The latter, namely making our education system more resilient, can also offer us some fantastic opportunities for education in the future. By using digital resources, it will be possible to establish connections and contacts which could previously only be realised with a lot of difficulty and sky-high costs. Consider, for example, the possibilities for international cooperation, offered by E-Twinning, for teachers and school leaders, but also for pupils. The digitalisation of our education system is definitely a subject that we will be considering and working on in the future, in light of the third Caribbean Netherlands education agenda 2021-2025.

Nolly Oleana
Head of the OCW in CN



PREFACE



But now is the time to make the most of a well earned holiday. Partly on behalf of OCW colleagues in the Caribbean Netherlands and The Hague, I would like to thank you all for your hard work during the past school year, and hope you have an enjoyable and relaxing holiday period!

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COLOPHON

This digital newsletter is a publication of OCW in the Caribbean Netherlands and it aims to:

- provide education professionals and other interested parties with information about the relevant developments in education in the Caribbean Netherlands;
- stimulate the exchange of education-related knowledge and best practices between the islands.

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*Do you want to be on the mailing list for this digital newsletter or do you want to contribute to it?
Then contact Elaine Marchena: elaine.marchena@rijksdienstcn.com*

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National Education Programme for the Caribbean Netherlands

As you will probably know, the National Education Programme also applies to education in the Caribbean Netherlands. This programme primarily focuses on recovery and development in the education system during and after the COVID-19 pandemic. Thanks to this programme, schools can receive and deploy extra funding to catch up on learning delays caused by the COVID-19 lockdowns.



More information?
About the National Education Programme

www.nponderwijs.nl

Over the past few months, the Ministry has been informing all schools in the Caribbean Netherlands about this via letters, e-mails and meetings. A digital consultation also took place recently, where schools were able to ask questions about exactly how the programme works.

The Ministry has asked all schools in the Caribbean Netherlands to:

- perform a [school scan](#) to determine which issues pupils are encountering due to COVID-19;
- address existing issues using interventions on [the menu](#). The menu offers schools plenty of room to select an approach which is in keeping with their teaching vision and specific school context.

Progress in development standardised tests

Since December last year, a lot of hard work has been done, under the leadership of [Bureau ICE](#), to prepare for the development of standardised tests, so that a pupil monitoring system (LVS) can be introduced for the Caribbean Netherlands.

- An online information session was organised in January, in Dutch as well as English, to inform all interested parties about the purpose of the project. A list of [frequently asked questions](#) was then compiled following this session.

- This was followed by selecting people for the various work groups:
- the Administrative Consultation group, which consists of administrators from the BES islands;
- the BES work group, which consists of teachers from the islands;
- the Consultative group, which consists of various organisations and people capable of offering advice for the project.
- In addition, two project leaders were appointed to run the NVT and English development teams: Adriaan d'Haens as project leader for Dutch as Foreign Language (NVT) and Marjolein Coppens as project leader for English. A project leader for Papiamentu will be appointed next year because work on developing Papiamentu exams will only start next year.

Progress in development standardised tests

Both Marjolein and Adriaan have compiled a team of exam developers, with participants coming from the Netherlands and the islands of the Caribbean Netherlands.

In the meantime, the Rolf group has used various methods (surveys and interviews) for an inventory of the current status of education in Dutch, English and Papiamentu on the BES islands.

- Actual development work on the tests will start on the 1st of July. The tests are expected to be ready by next summer, after which they will, of course, need to be tested.
- In September/October of this year, the programme manager and project leaders hope to be able to visit the islands in order to finally meet school employees in person.

More information?

Would you like to receive a newsletter to remain up-to-date with the project, or do you still have questions? Then send an e-mail to ivsbes@bureau-ice.nl.



Towards a reference framework and learning pathway for Papiamentu

On the 31st of May 2021, over a year after it was postponed due to COVID-19, the development process for the Reference framework and learning pathway Papiamentu was finally kicked off. A reference framework helps to identify the level of proficiency in a particular language: what must pupils know and implement at particular moments throughout their school careers (end of primary school, end of lower vocational education (vmbo), and end of secondary education (havo-vwo)?

At the behest of OCW, the project is being carried out by Mariëtte Hooegeven from **SLO**, and Marion Snetselaar (Taalconsult) is acting as the local counterpart. The aim is to reinforce the standing of Papiamentu in the education system, to increase the language skills of pupils and to offer a framework for developing exams.

During the digital conference of the 31st of May, presentations were used to highlight aspects of the context in which the framework will be developed and implemented. In the meantime, a work group, which consists of primary and secondary education teachers, has already gathered for the first time to talk about developing this reference framework. If everything goes according to plan, the Reference framework Papiamentu should be completed by the end of August 2021. The reference framework will then be used, with help from the same work group, to develop learning pathways for Papiamentu within primary and secondary education. This will make it possible to improve harmony between the content offered during the various school years.



Mariëtte Hooegeven



Marion Snetselaar





Language planning and language policy for Saba and St. Eustatius

The past two years, where I helped to develop language planning and language policy for Saba and St. Eustatius, have been very intense and offered me many new insights. I have not only studied the history and ideologies of these islands very closely, but have also conversed intensively with island residents and studied and evaluated language education in great detail.



Terri Bakker, Project leader language policy for St. Eustatius and Saba



Encountered advantages:

- The need for a community that values and promotes the multicultural and multi-lingual background of island residents;
- The small-scale nature of schools means teachers are very familiar with each child. This offers major advantages, even compared to a tracking system, which is only based on pupil-related data;
- Pupils have good command of standard English;
- The islands are proud of their native languages: Saban English Lexifier Creole and Statian English Lexifier Creole.
- There is need for solutions which ensures a more equal school and learning environment for pupils that speak a language other than English or Statian/Saban English, so that all pupils will be able to access the curriculum with the same ease;
- There is need for over-arching curriculum planning for all languages, which is based on language education needs in all taught languages;
- Teaching education should focus on developing critical and analytical thinking, so pupils can be prepared for the needs of our community in the 21st century;

Areas of attention:

- Although this project focuses on teaching language policy, it has demonstrated the need to develop an island-specific language policy which also addresses e.g. the government, jurisprudence and enforcement of law;
 - All lessons should take into account the language knowledge, and the strengths and weaknesses, of pupils.
- I will have completed the whole analysis, as well as my recommendations, by July 2021, after which they will be handed to the stakeholders.**

“THE ISLANDS ARE PROUD OF THEIR NATIVE LANGUAGES: SABAN ENGLISH LEXIFIER CREOLE AND STATIAN ENGLISH LEXIFIER CREOLE.”

Language education Saba and Sint Eustatius

NVT coaching project Saba-Statia almost completed



NVT expert & coach Adriaan d'Haens consulting with members of the NVT professional group on St. Eustatius

“ I HAVE WITNESSED A POSITIVE EVOLUTION. WE MANAGED TO ACHIEVE A GREAT DEAL, BUT A LOT OF WORK STILL NEEDS TO BE DONE.”

Adriaan D'Haens has now entered the final stage of the support that he, as NVT (Dutch as Foreign Language) Expert & coach, is offering to the schools of Saba and Statia. He looks back with a sense of pride: 'We managed to achieve a great deal, but a lot of work still needs to be done. I have witnessed a positive evolution: the required resources, exams and syllabuses are now either ready or are being developed. Thanks to coaching and professionalisation, NVT teachers now feel a lot more confident.' The switch to efficient NVT education, which had already been initiated, is now being accelerated.

By carefully measuring the needs of teachers, it was possible to develop five didactic priorities: in the lessons that teachers taught, they were trained to pursue a communicative objective

which had to be achieved in an authentic and stimulating manner. When doing so, they must integrate the various skills and pay particular attention to vocabulary. And in every lesson, the target language must be the dominant language, and teaching must be based on NVT/NT2 resources.

Adriaan also helped to set up an NVT professional group, which aims to keep NVT expertise as local as possible.

He also earned an **Erasmus subsidy** of over \$150,000 for the schools, which teachers can use to observe lessons in Belgian colleges or follow particular (language) courses. 'NVT education has now been prepared for further growth. Hopefully, children on Saba and Statia will become increasingly proficient in Dutch in the future.'

Modified procedure for founding new schools in the Caribbean Netherlands

The recently introduced 'More Space for New schools' Act has been in effect in the Caribbean Netherlands since 1 June. This Act has helped to modernised the rules for founding new primary and secondary schools. Better checks will now be carried out to see if there is interest in a new school and whether the concerned school can offer sufficient quality.

Anyone in the Caribbean Netherlands is entitled to found a school that provides education based on their personal religious and/or philosophical beliefs. The Ministry of Education, Culture and Science (OCW) monitors the quality of education and helps to fund public and special education in the CN. The Education Executive **DUO** (Dienst Uitvoering Onderwijs) helps to fund new schools. But this is subject to certain conditions.

Besides a new school (for primary or secondary education), it is also possible to establish new subsidiaries (dependences) of existing high schools.

For more information

For further information about the implemented procedure, and the conditions for founding a new school, please refer to the website of: **OCW in the Caribbean Netherlands** under the section 'Founding a new school'.

eTwinning: Collaborate with colleagues and pupils abroad!



Co-funded by the
Erasmus+ Programme
of the European Union

Have you always wanted to establish links with pupils and fellow teachers in countries like Portugal, Poland or Italy?

This is now possible via eTwinning!

Schools on Aruba, Curaçao, Sint Maarten and the islands of the Caribbean Netherlands can use eTwinning to set up a free digital partnership with a school in Europe. This means you can introduce your class to foreign experiences without even stepping into an aeroplane. eTwinning allows you to give your pupils international insights. They will come into contact with peers in other countries and learn about one another's language and culture. Pupils will be able to work together on a wide range of themes, such as media awareness and the environment. International collaborations add an extra dimension to existing lessons; and that's the real magic of eTwinning.

Getting started

Over 900,000 teachers from 43 countries have registered with eTwinning in the meantime. To become part of this international community, all you have to do is create a free account via www.etwinning.net. You can get started once this account has been approved by the eTwinning help desk.

Areas of attention

Teachers have to bear a few things in mind when setting up an international eTwinning project:

- It is important to establish contact with a suitable school partner. eTwinning offers useful 'partner finding' tools which allow you to specifically define the type of teacher you are looking for.
- eTwinning offers a safe online project area (called TwinSpace), which can be used to compile the project and give pupils the opportunity to work together. Teachers just have to upload all the assignments, add the required resources, and then invite their pupils.

The eTwinning help desk will be ready to assist you during every step of this process.

Are you excited about the possibilities offered by eTwinning?

Then register for the free 'Getting started with eTwinning' webinars. For further information, send an e-mail to etwinning@nuffic.nl

Language development Bonaire



Administrative agreement to protect Papiamentu on Bonaire

On 11 March, the administrative agreement for Papiamentu on Bonaire was signed by Minister Kajsja Ollongren from the Ministry of the Interior and Kingdom Relations (BZK), and commissioner Nina den Heyer from the Bonaire Public Body (OLB). Minister Ollongren was also acting on behalf of ministers Ingrid van Engelshoven (Education, Culture and Science), Arie Slob (Primary and Secondary Education) and Secretary of State Raymond Knops (BZK).

Papiamentu is the original language on Bonaire. Because more and more languages are being spoken on Bonaire, it is extremely important to protect Papiamentu. The discussions that took place about this matter - between the Netherlands government, [the Public Entity Bonaire](#), [Stichting SPLIKA](#) and [Fundashon Akademia Papiamentu](#), eventually resulted in this administrative agreement.



Huntu nos ta logra!



f.l.t.r.: Buket Kilic, Alyn van Rij and Lucretia Leming

INTRODUCING...

WE ARE THE BONAIRE LANGUAGE COORDINATORS

All three of us started our roles on Bonaire in March. As language coordinators for Bonaire, we have been given a very broad mandate to improve the language skills of all pupils on Bonaire, PO and VO, in terms of Papiamentu as well as Dutch.

Our pupils often fail to achieve the level of proficiency in Dutch that is needed in the Netherlands. In our opinion, this is because Papiamentu-speaking pupils are offered Dutch as a native language and not as a foreign language. Although this is an insurmountable obstacle, many pupils still manage to overcome it and earn a diploma in Dutch!

We believe it is our job to improve the language competencies of our pupils, which means improving language proficiency in all languages.

When doing so, our core principles are:

- Use a customised Reference framework (developed by a work group managed by Taalconsult and SLO, in which we also participate) and consistent learning pathways to reinforce Papiamentu as mother tongue;
- Offer Dutch as a Foreign language;
- Focus on Dutch as a language of instruction;
- Multi-lingual education;
- [Language-oriented Vocational Education](#) (Taalgericht Vak Onderwijs, TVO)

We will do everything to fully involve and fully inform Bonaire of/about all the upcoming changes.

For more information: taalcoordinator.bonaire@sgbonaire.com



BUKET KILIC

I was born and bred in the heart of Amsterdam and completed my studies as a grade 2 English teacher at the Amsterdam University of Applied Sciences. Living in a multicultural city with so many different ethnicities, I was able to experience what it feels like to deal with various languages. I have taught at a Montessori lyceum, a pre-vocational school and a senior secondary school. This means I have gained a lot of language experience at various levels. In 2018, I moved to Bonaire and spent 2.5 years working on Fundashon Forma (SSVE/MBO-1).



ALYN VAN RIJ

After my doctorate in French Language and Literature, I spent almost eight years working as a training coordinator for the humanitarian medical organisation Doctors without Borders. I then switched to the world of education. I emigrated to Bonaire in 2002 to live with my Bonairian husband, and became a teacher in French and Dutch at the SGB. This is where I gained my expertise in multi-lingual education. I quickly realised that many pupils on Bonaire have a language advantage; the majority of them can get by if they have to speak Papiamentu, Dutch, English and Spanish. But the same does not apply to these languages as written languages or languages of instruction. I quickly started to focus on language, and on TVO (Language-oriented Vocational Education) in particular. I was thus very pleased with my full-time appointment as language coordinator for SGB in October 2020.



LUCRETIA LEMING

I see working as a language coordinator as a unique opportunity, because I have spent many years trying to improve language proficiency within my target group. It also means I will be able to use the experience and knowledge that I have acquired for the children and youngsters of Bonaire. This will allow me to play a meaningful role in improving the standard of education on Bonaire. I have taught in PO and VO in Suriname as well as on Bonaire. And at secondary education level, as a grade 2 teacher in Dutch. I was quick to realise the multi-lingual nature of Bonaire. That is why I followed various studies and training courses to supplement my existing qualifications, like a lecturer course provided by the Taalunie. I see this role as a logical step, which will allow me to fully implement and expand my professional capacities.

Status ProDemos programmes in the Caribbean

To allow pupils in the Caribbean Netherlands to experience how democracy and rule of law work in the Kingdom, the three public authorities are collaborating with the Ministry of OCW to introduce three pupil programmes by ProDemos.

What has been realised thus far?

- Materials for the pupil programmes, that have been customised for use in the Caribbean Netherlands, have been stored at a central location on all islands of the Caribbean Netherlands in the meantime. All islands have come to an agreement, whereby the Democracy programme will first go through a try-out phase. Democracy is an educational role-play game where pupils work together to design an island. By founding political parties, and then making choices about how to design the island, pupils are able to experience how the island council (parliament) works;
- On 8 June, the first training session for the Democracy programme was organised on Bonaire, for teachers from Kolegio Kristu Bon Wardador and the Practical education unit at the Scholengemeenschap Bonaire (School Community Bonaire). Based on the findings of Bonaire, training session and the used documents will be further fine-tuned together with ProDemos so they can be used in the Caribbean Netherlands;
- The first teacher training session for Democracy will be organised on Saba during the new school year, after which the sessions will be organised for pupils;
- At this moment in time, people are working hard on St. Eustatius to find the best way to run the Democracy



Photo: Bart van Vliet

CULTURE IN EDUCATION



ABOUT LKCA AND THE NEED FOR CULTURE IN THE EDUCATION SYSTEM



Commissioner Nina den Heijer of Education, representatives of LKCA, OCW and Plataforma Kultural (Bonaire) together with participants from Bonaire, Sint Eustatius and Saba in the LKCA train-the-trainer course voor culture coordinators in March 2020.

Over the past year, the education system has primarily focused on subjects like language and maths. This is very understandable. Art and culture were put on the back burner because they are difficult to follow at home. And they are also less important, although ...

Cultural education is excellent when it comes to helping children to express their feelings, talk about sensitive issues, and to communicate their thoughts and experiences. Art encourages creativity and imagination; properties which are very important in this climate of inquisition and uncertainty. Art demands attention for beauty.

The unique thing about teaching Art & Culture is that art teaches children to view their lives from a different perspective and to place themselves in the lives of others. That it is fine to tell and show others what has happened to you, and to share your emotions and experiences.

More information about cultural education

The subscribe to the [online nieuwsbrief](#) of LKCA; Find activities via Museumkids or [COVID-19-initiatives](#); or subscribe to the [Cultuurkrant NL](#) (published 4x per year).



Schools in the Caribbean Netherlands will soon be receiving further information about the OCW programme 'Cultural Education with Quality', and what it can offer the Caribbean Netherlands.

More information about LKCA

[LKCA \(Landelijk Kennisinstituut Cultuureducatie en Amateurkunst\)](#) is dedicated to increasing the attention given to cultural education, cultural participation and the accessibility of culture. Since March 2020, an active partnership has been in place between LKCA and the islands of the Caribbean Netherlands. For instance, in March 2020, the Ministry of OCW and LKCA organised cultural education training on Bonaire for culture coordinators from Bonaire, Saba and Sint Eustatius.

LKCA is a knowledge partner in the OCW programme [Cultuureducatie met Kwaliteit](#) and is responsible for offering, collecting and sharing knowledge about cultural education within and outside the programme.

Account holder Caribbean region

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New labour conditions agreement for teaching personnel CN

On 20 May, a new labour conditions agreement was signed by the director of the National Office for the Caribbean Netherlands (Rijksdienst Caribisch Nederland) and the various trade unions - Civil servants Caribbean Netherlands for 2021–2023. These conditions apply to everyone that works for the government, thus also teaching personnel.

The labour conditions agreement has established arrangements about pension-related austerity measures. School directors and school boards had already been informed about this via e-mail and during the information sessions. Almost everyone that works in the public sector in the Caribbean Netherlands is affiliated to the PCN Pension Fund [Pensioenfonds Caribisch Nederland](#). Pension-related agreements are made during the RCN labour conditions dialogue. The agreements apply to all employees affiliated to the pension fund, even if they are subject to another labour conditions agreement.

Arrangements concerning remuneration and allowances for the education system are agreed in the "Op Overeenstemming Gericht Overleg" (consensus-oriented dialogue) and confirmed in a labour conditions agreement that specifically applies to teaching personnel on the three islands. This dialogue will take place after the summer. This will involve discussing, for example, whether enough finances are available to improve existing labour conditions.

After-school activities on Saba: something for everyone!

There are no excuses for pupils on Saba to be bored once school finishes. There are countless opportunities for them to discover and develop their interests and talents when it comes to: sport, games, culture, nature, theatre, music, dance, singing, animal welfare, cooking, art, handicrafts, costume design, science, language, maths and even astrology.

This year, almost every pupil on Saba will take part in one or more of the over 40 after-school activities offered on the island. 'If pupils do not choose one of these activities, we discover what actually interests them, and then try to find ways to offer the activity in question.'

Most of the activities are organised by the [Saba Nature Foundation](#), the Child Focus Foundation and the [Saba Comprehensive School \(SCS\)](#). The Saba comprehensive School provides an inclusive offering of activities in so-called 'clubs'. The [Queen Wilhelmina library](#) also plays a major role, while parents and volunteers are also actively involved in our after-school activities. The [Saba Girls and Boys society](#) also offers a comprehensive after-school and summer programme.

Besides the fun daytime activities (sometimes several times a week), some clubs and groups also work with pupils on major annual events like carnival, the

triathlon and Saba Day. But they also take part in regional sports competitions like basketball matches against St. Eustatius. In March of this year, pupils from the SCS drama club performed the musical Aladdin, after spending months preparing for it.



A student at the SCS club 'Lego Technic'.

The after-school activities are funded by various sources: local government budgets, as well as the interdepartmental programme [BES\(t\) 4 Kids](#).



EDUCATIONAL FIELD TRIP



ST. EUSTATIUS SCHOOLS VISIT ARCHAEOLOGICAL DIGS



PROJECT LEADER RUUD STELTEN:

“THIS SURVEY HAS OFFERED US COUNTLESS NEW INSIGHTS INTO ENSLAVED PEOPLE ON THE ISLAND. IT IS FANTASTIC THAT PUPILS ARE SO ENTHUSIASTIC, AND ARE ABLE TO LEARN ABOUT THEIR PERSONAL HISTORY FIRST-HAND.”

Pupils from all schools on St. Eustatius were able to visit the archaeological digs at the airport site between May and mid-June. This is where archaeologists recently discovered the largest burial ground in the Caribbean for enslaved people.

To enable certain infrastructure projects, it was necessary to extract high-grade sand from a particular site on St. Eustatius, namely the airport compound. Because this site is known to have been a former sugar plantation, it was taken into account that interesting archaeological material could be found.

But the discovery of a centuries-old slave burial site exceeded all expectations in April this year. Not only because it slowly became apparent that this was one of the largest burial sites in the Caribbean, but also

because the discovery offers a wealth of knowledge about the living conditions of slaves on the island. The knowledge in question is objective, unlike a lot of the information we already possessed about this period, which had been gathered based on the accounts of plantation owners and local rulers.

The local archaeology foundation SECAR carries out the excavations in assignment of the Culture department of the public entity St. Eustatius. When this e-zine was published the public entity was still studying the possibilities for a new burial place for the discovered human remains. The remains have been documented and stored in a respectful and careful way. After careful analysis, including DNA analysis, they are expected to yield a lot of information, about, for example, what the slaves ate, where they came from, if they had any illnesses, etc. A DNA database is also being created, so island

residents can register themselves in order to determine whether any of their ancestors were among the discovered remains. Partly due to the hurricane season, excavation activities were halted in mid-June and the already excavated area was covered up. In the meantime, various laboratories are continuing to analyse the encountered artefacts. Field work will start again in January 2022.

The pupils showed a great deal of interest and were keen to help archaeologists to sieve the sand, in search for artefacts like jewels, nails, fragments and coins. Project leader Ruud Stelten, who is overseeing the dig on behalf of local archaeology foundation SECAR, is pleased with how the project has gone thus far.

‘This survey has offered us countless new insights into enslaved people on the island. It is fantastic that pupils are so enthusiastic, and are able to learn about their personal history first-hand.’

The soft launch of Kibrahacha took place on 21 January this year. This is a partnership for joint education and professionalisation on Aruba, Bonaire and Curaçao. During the launch, the first training sessions were followed by school leaders and lecturers from training schools and teacher training courses.

This two-day event was concluded with a small ceremony for all partners of Kibrahacha.

The three islands were connected via digital technology. Since January, there has been a total of 9 training schools on the ABC islands. This is where teacher training students follow the workplace curriculum.

A school trainer has been appointed at each training school, who is offered the required training via the partnership. We will be starting new training schools during the coming school year, so even more students can be trained in this manner.

The name Kibrahacha refers to a well-known indigenous tree that grows on Bonaire.



Former board member Floor Burghgraef accepts the 'Appeltje van Oranje' on behalf of EC2.
© Oranje Fonds - Stefan van der Kamp.

EC2 Saba wins 'Appeltje van Oranje'

The Expertise Centre Education Care EC2 on Saba was one of the three winners of the Appeltjes van Oranje 2021. The Appeltjes (apples) are awarded by the Oranje Fonds each year to social initiatives that allow people to play an active role in society. This year, the Appeltjes van Oranje went to three institutions which are dedicated to people with psychiatric issues.

EC2 earned this prize for its 'Ways to wellbeing' initiative, which helps to reinforce the well-being and resilience of children in the education system. EC2 works with pupils that require extra educational assistance. Some of them are vulnerable because of their social circumstances; some have been isolated by the COVID-19 pandemic, while others have been traumatised by past events like hurricanes. EC2 has implemented ten strategies that help pupils to deal with their situations.

Just like years gone by, the prize was awarded by Queen Máxima at Noordeinde Palace. Due to COVID-19-related travel restrictions, it was not possible for EC2 personnel to attend Noordeinde Palace in person for the award ceremony on 1 June.

The prize consists of a bronze apple, which has been created by Princess Beatrix, and the sum of €15,000.



APPELTJES VAN ORANJE

EDUCATIONAL PROJECT



Lynch Planetarium, an educational project for the Caribbean Netherlands



Jaap Vreeling (left) and Ishmael Berkel (right) receiving a school class at the Lynch Planetarium

In the European Netherlands, the mobile planetarium school project by [NOVA: Dutch Research School for Astronomy](#) (a collaboration of four universities) has been active since 2010 with enormous success.

In 2017, the idea arose to make NOVA's Mobile Planetarium Project also accessible to the Caribbean islands. St. Eustatius was chosen as a base, because of the presence of the former education coordinator Jaap Vreeling of NOVA, who has retired there.

Shows

Thanks to the help of the [Van Dishoeck-de Zeeuw fund](#), which is part of the Leiden University Fund, it became possible to purchase a unique dome with installation. With the local partner Ishmael Berkel, who manages the Berkel museum on the plantation of the same name, the Lynch Plantation was taken as a base. This made it possible to give performances on St. Eustatius and surrounding islands since March 2021. In the meantime, groups of students from all educational institutions have visited the planetarium on St. Eustatius. From all over the world, the project is supported by sponsorship of licenses to also enable the showing of educational

full dome films. For example, the ERC project [Carib Trails](#) provided information about pre-Columbian astronomy, which has been incorporated into programmes that are now being run in the dome.



School Project

All this knowledge is now being bundled together to give an impulse to this part of nature education for the Caribbean Netherlands, with the option of linking up with the location and history of the islands. For primary education, it was decided to explore the environment of the earth, following the curricula developed at ESERO, with the option of starting the planetarium programme on the island. For example, students on St. Eustatius can see their own house from space in a full-dome on the dome and from there they can be launched into space like a rocket. For secondary education, all the ingredients are on board to support the modernisation of physics education. Jaap Vreeling is co-author of two different physics methods.



Future plans

The intention is to develop an English-language Astronomy module for the schools on St. Eustatius and Saba in collaboration with Boom publishers, which may also be useful for the rest of the Anglophone Caribbean region. For Bonaire, contact will be made with the physics teachers of secondary education. It is the intention that the Planetarium will visit Saba and Bonaire in the future.

For more information:

[Lynch-Planetarium](#)



BASIC TRAINING REGION CANON FOR THE ISLANDS

You have probably heard of the **Canon of the Netherlands: a list of fifty themes (called “windows”) that offer a chronological summary of the [history of the Netherlands](#). The Canon is often used as a tool during history lessons.**

But **Regiocanons** are also available, and feature historical information about the various regions within the Kingdom. At this moment in time, work is under way to establish a Region canon for the Caribbean Netherlands.

Basic training will be organised after the summer holiday, so interested parties in the Caribbean region can learn more about the Region canon and how to use it. The Ministry of OCW will be sending you more information about this shortly.

NEW FACES



VANGELISE MILLS

At the start of June, I started my role as policy officer at RCN/OCW under the Government Trainee Programme (Rijkstraineeprogramma, RTP). Over the next six months, I will be working on issues like compulsory education, digitalisation of the education system, and inter-departmental partnerships concerning youngsters. This is a great opportunity for me to help youngsters in the Caribbean Netherlands, while also taking a major step in my professional development.

My degree in youth studies (Utrecht University), and my experience as compulsory education officer (municipality of Vianen) and youth care inspector (Healthcare and Youth Inspectorate), are in keeping with the role that I will now be fulfilling. By combining my existing knowledge and experience with knowledge that I will be acquiring in Bonaire, I hope to make a tangible contribution to improving the quality of education in the Caribbean Netherlands. And, of course, I will also thoroughly enjoy the fantastic opportunity I have been given to work on this beautiful island.

INTRODUCING...

