



Rijksdienst Caribisch Nederland
OCW

ENGLISH

WHAT'S NEW ...

IN CARIBBEAN NETHERLANDS EDUCATION



4

May/June 2015
Number 4

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This magazine is a publication of RCN/OCW and aims to provide background information about education developments to education professionals in the Caribbean Netherlands and to offer a platform for the exchange of knowledge and experience between the islands.

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Design: I-Design, Ivonne Zegveld

Printing: One Media Group

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Copy for the next edition should be sent in before August 24, 2015

IN THE NEXT EDITION OF 'WHAT'S NEW'

- New developments at the Expertise Centre Education Care Sint Eustatius
- The Mega D Youth Foundation
- Rock & Water training on Saba
- Proceedings of the transition to English as the language of instruction on Sint Eustatius
- And more!

COLOPHON



This time we start off with very positive news. Recently three Primary schools on Bonaire obtained the basic quality level. It concerns Kolegio San Bernardo, Kolegio San Luis Bertran and Basisschool de Pelikaan. On behalf of the Ministry of OCW I want to congratulate these schools with this fantastic achievement!

It is not easy to write an entire magazine, especially not if, as an editorial team, you have to do all interviews and writing between your daily activities. Nevertheless also this time the editors managed to present an interesting issue to you. This issue covers among others the process of study and career options, with a report of conversations with participants and student advisers during the most recent Education and Jobs Fair on Bonaire. On this same island the fifteenth anniversary of the MBO was recently celebrated: an appropriate moment to discuss the state of affairs in vocational education on Bonaire: what is going well and what might be improved slightly.

And on St. Eustatius the transition to English as instruction language is in full swing. This 'What's New' edition includes the first episode of a series about this transition, which each time will discuss a subaspect. This time it covers the development of the learning plans and period plans, also called 'curriculum development'.

Early this year the new school board of the Saba Comprehensive School took office on Saba: in the column 'Introducing...' they present themselves and tell something about their view and their approach. Students of the 7th and 8th forms are being taught World Orientation since the beginning of this school year, using a new, locally developed method: the 'Wereldwijzer'. Another new publication which was issued this year and was distributed on the islands is the 'Reisgids digitaal' (digital travel guide) filled with tips and facts about the use of digital material in the classroom. And it seems that St. Eustatius will succeed in being included in Madurodam – as the first island within the Caribbean Netherlands. It all started with an initiative by the designer collective Pink Pony Express, in which the school children could determine by means of real elections which parts of the island should soon be represented in miniature in Scheveningen.

I hope that you will enjoy this edition as well. Here too I would like to emphasise that your ideas and suggestions for future issues are more than welcome.

**From Geat Tit
to Troupial**



NEW WORLD ORIENTATION METHOD FOR BONAIRE

THE PUPILS OF THE 5TH AND 6TH FORMS ON BONAIRE RECENTLY HAVE BEEN TAUGHT WORLD ORIENTATION FROM THE 'WERELDWIJZER' (WORLD GUIDE), WHICH HAS BEEN DEVELOPED ESPECIALLY FOR BONAIRE. THE 7TH AND 8TH FORMS WILL ALSO START WITH WERELDWIJZER IN THE NEW SCHOOL YEAR. THE METHOD IS BASED ON THE CORE OBJECTIVES OF PRIMARY EDUCATION IN THE NETHERLANDS AND THE WPO-BES (WET OP PRIMAIR ONDERWIJS BES, BES LAW ON PRIMARY EDUCATION). AS THESE DIFFER ON SOME POINTS, THE SCHOOLS ON BONAIRE HAVE AN INCREASING NEED FOR MATERIAL WHICH IS BASED ON THE LIVING ENVIRONMENT OF THE CHILD FROM BONAIRE.



Domains and themes

The Wereldwijzer comprises 4 domains:

1. Man and Society
2. Nature and Technology
3. Space
4. Time

Each domain has 5 themes, which comprise 4 lessons. So per school year there are 80 lessons.

INTERVIEW

SO INSTEAD OF A BIOLOGY CLASS ABOUT THE GREAT TIT, FOR INSTANCE, ATTENTION IS PAID TO THE TROUPIAL. THE METHOD STARTS 'CLOSE TO HOME', WITH BONAIRE, AND KIND OF ZOOMS OUT TO THE SURROUNDING REGION, EUROPE AND THE REST OF THE WORLD.

The driving forces behind the development of the method are the educational advisers Irene Gould and Wilma Böhm. The two of them largely took care of the development and the contents, while Wilma took on the role of project leader." The CLU (Centrum voor Leermiddelenstudie) compares the texts which are developed by Wilma and Irene with the learning goals and checks them on various aspects, such as connection to the core objectives, comprehensibility of the curriculum for the target group, variation in the work forms used, differentiation, etc. In order to make the material visually attractive, a professional illustrator has been approached. The graphic designer (who works for Fundashon Material pa Skol on Curaçao) is the ultimate party who makes one attractive whole from the texts and illustrations, after which the booklets are printed by the Curaçaose Courant.

The composition of the lessons is varied: the pupils sometime work in the exercise book or they read in the pupil book. Sometimes a guest speaker visits, discussions or held and once in a while they go on a field trip. The lesson package includes a teacher manual and the Internet, the Hebri world atlas and wall maps are used as well. The pupils are taught World Orientation during one period (45 minutes) twice a week.

EXAMPLE OF A THEME IN 4 LESSONS:

'Explorers' is an example of a theme within the domain 'Time' and comprises the following 4 lessons:

1. The Europeans go on exploration: Christoffel Columbus
2. The second travel of Columbus
3. Bonaire is discovered
4. The influence of the explorers on our islands

Implementation process

The teacher manual is a thick map which describes the core objective and learning goals per lesson and describes in detail how the curriculum may be taught and the aids which may be used. The manual also makes suggestions for differentiation per lesson. In each lesson there is the component 'Vocabulary' with difficult words, so that the teacher may pay extra attention to this.

According to Irene and Wilma a thorough implementation process is essential for the success of a new method: "We first held a meeting for all teachers of the 5th through 8th forms, in which we told about the method, how it works and how it should be used." The teachers of the 5th and 6th forms now will receive training on the job for a year, and the developers will attend the classes per teacher during the world orientation class every three weeks.

According to Wilma and Irene developing a world orientation method is a rewarding task. They see how the teachers and pupils enjoy the material. And ample use is made of the various work forms and differentiation is applied well. "However most of all I am touched by the happy faces of pupils and the way how the teachers handle Wereldwijzer," Wilma Böhm says. ■

About **Wilma** & **Irene**



Wilma Böhm and Irene Gould with the World Orientation books

Irene Gould provides education from her company MultiTask trainingen, coaching & consultancy. She combines here experience in education with knowledge of the Science of Teaching, for which she completed a Master's programme. She has lived and worked on Curaçao since 1990 and since 2012 on Bonaire. She provides trainings for teachers, for instance class management and test construction, and for school leaders trainings in the field of didactic organisation, performance interviews, coaching and managing among others. Earlier she developed an online method for MBO teachers.

Wilma Böhm-Sandig has been working in the education sector since 1978. Until 1995 she worked in the Netherlands as an early years teacher and educational supervisor. In 2004 she founded a primary school. She currently has an education consultancy company named Olovka. Apart from the project leadership for the Wereldwijzer method, she provides trainings and workshops in various educational areas.

WORKING HARD

Early February the entire teaching staff of St. Eustatius participated in an assessment: the baseline measurement for establishing the English entry level of each educational professional. With this baseline measurement and the subsequent training, teachers prepare themselves for teaching in the English language.

When I heard that English would become the instruction language on St. Eustatius, I was mainly relieved. To me, with my limited knowledge of the Caribbean Netherlands, this indeed seemed like a logical and important choice. I still think so. D-Day is in August and until that moment all parties involved have to work hard to accomplish that. On a Tuesday morning I was waiting for the start of the assessment amid mainly teachers. It was an exhausting afternoon. We were working really hard at reading texts, writing an essay and completing (weird/difficult) fill-in-the-blanks exercise; for three hours long; at least, I have been working really hard. I suspect that I was not the only one. For many teachers it was another long working day in an already busy period. Talking about labouring.

I once again realised that many changes in education end up on the plate of the teacher. While working with a group of pupils already asks a lot of them. This is being underestimated. When we talk about education, it usually and mainly is about the pupil. Fortunately. Still I think that for each professional who is directly or indirectly involved in education, it most definitely should also be about the teacher. After all, they are the ones who shape education, day in, day out! ■

COLUMN

STRICTER ADMISSION REQUIREMENTS FOR PABO

STRICTER REQUIREMENTS NOW APPLY TO PUPILS WHO WANT TO FOLLOW THE PABO (TEACHER TRAINING FOR PRIMARY EDUCATION) PROGRAMME AFTER THEIR SECONDARY SCHOOL EDUCATION.

Pupils with a VWO (pre-university education) or HBO (higher vocational education) diploma or who have completed a bachelor Pabo programme are admitted directly into the programme. To HAVO (senior general secondary education) and MBO (intermediate vocational education) students it applies that they should proof that they have ample knowledge of the subjects:

- Geography
- History
- Nature & Technology.

When does a student have ample knowledge of the aforementioned three subjects?

- For Geography this is the case when the student has taken their final exam in this subject
- For History this is the case when the student has taken their final exam in this subject
- For Nature & Technology a candidate meets the admission requirements if they have taken their final exam in one of the following subjects: Physics, Biology or NLT (editorial note: Nature, Life and Technology).

In practice this often means that MBO and HAVO students need to take one or more admission tests in order to be admitted in to the Pabo programme

What does this means for prospective Pabo students from the Caribbean Netherlands?

A diploma from a school in the Caribbean Netherlands (Bonaire, St. Eustatius or Saba) is a Dutch diploma. The same rules apply to these diplomas as to Dutch diplomas. With a VWO or HBO diploma or a completed bachelor Pabo programme the student automatically meets the admission requirements. Students with a HAVO or MBO diploma should proof they possess ample knowledge of the three subjects Geography, History and Nature & Technology, for instance by having taken their final exam in these subjects. This can also be realised by taking an admission test for one or more subjects. The tests should be passed before the students can start the Pabo programme.

As the above means for many MBO and HAVO pupils that they have to take admission tests, assistance is available for them in the Netherlands. ■

“A DIPLOMA FROM A SCHOOL IN THE CARIBBEAN NETHERLANDS (BONAIRE, SINT EUSTATIUS OR SABA) IS A DUTCH DIPLOMA”

IMPORTANT

Meet ... the new School Board of SCS



From left to right: La-Toya Charles, Stacey Simmons and Gied Mommers

AN INTRODUCTION ...

IN THE BEGINNING OF THIS YEAR, THE NEW SCHOOL BOARD OF THE SABA COMPREHENSIVE SCHOOL (SCS) WAS ESTABLISHED, COMPRISING STACEY SIMMONS (PRESIDENT), LA-TOYA CHARLES (SECRETARY), AND GIED MOMMERS (TREASURER). ALL THREE BOARD MEMBERS SHARE BACKGROUNDS IN THE FIELD OF EDUCATION AND THE PASSION AND DETERMINATION TO SUPPORT THE SCS TEAM IN STEERING THE SCHOOL FORWARD IN A POSITIVE DIRECTION.

ago to become Principle of SCS (8 years) and taught Dutch and history.

All three board members believe that educational progress at SCS should start from the bottom-up with teachers and management collaborating to develop school policy based on the needs of all students and desires of their parents in the light of available resources, higher education opportunities and future employment prospects on the island and abroad.

The new board members identify their role within this structure as follows:

- to offer their expertise to assist the SCS team with the development of policy and to ensure the continuity of established policy
- to monitor curriculum development processes and corresponding quality assurance frameworks
- to encourage transparency, accountability and good governance within the school's system
- to foster a safe environment among staff conducive to effective management, teaching, and learning
- to facilitate an all-inclusive atmosphere where the Director, management team, teachers and non-teaching staff can feel valued and where no student is left behind.



Stacey Simmons, born on Saba and currently the Project Leader at the after-school activities center Child Focus, attended the Saba Comprehensive School as a teenager before studying Fine Arts and Arts Education in Florida, U.S.. La-Toya Charles, also born on Saba and currently the Director of the socio-educational organization Saba Reach Foundation, studied Social & Political Philosophy and Educational Sciences in Leuven and Brussels, Belgium. Gied Mommers, moved to Saba from The Netherlands 28 years

“Students can flourish as both cultured citizens of Saba and enlightened members of the world”

The SCS school board recognises the positive activities taking place within the school as clear indicators of the students' motivation to become well-rounded individuals and the SCS Team's commitment to creating an atmosphere within which their students can flourish as both cultured citizens of Saba and enlightened members of the world.



To list a few:

- many SCS students are enthusiastically involved in several extra-curricular activities such as Chess Club and SABARC
- some students volunteer in the Snorkel Club as Youth Leaders. SCS promotes a healthy and active lifestyle among students and teachers within the school premises and beyond
- in January this year, some 30 SCS students, through the leadership of their Coach, participated in the Saba Triathlon and competed in teams against seasoned triathletes from different countries
- teachers are continuously incorporating extra topics into their modules to ensure that students are provided with a broad and far-reaching educational scope
- recently, the SCS science department students and teachers received positive feedback from CSEC moderators on the preparation of the SBAs and the results
- several SCS teachers are going the extra mile to make a difference in the Saban community by providing technical skills and training classes to the young men of the Employment Opportunities program after their SCS teaching hours
- the recently established Education Café is a platform where parents, educators, and care providers can congregate to learn more about how to improve learning and the quality of life for SCS students
- the SCS Team is also engaging students and parents in activity planning through the Student Body, Parent Body, and MR. SCS teachers and management are currently working on formulating a collective team mission and vision with which to guide their focus and planning for the future.



From left to right: Vincka Struben, Cecilia Hendriks and Jessica Hammarlund Bergmann



PINK PONY EXPRESS

... IS AN AMSTERDAM-BASED DESIGN COLLECTIVE. The projects of Pink Pony Express are based on locations where there is friction - usually between the government and the local population. During a lengthy period of research, which also includes living and working at these locations, Pink Pony Express makes statues which help to redefine the situation, as a result of which people sometimes look a bit differently at things. Their work is realised in public areas.

For the SCS board, the list of recent achievements and current activities can go on and they applaud SCS management, teachers and students for their innovative attitudes and dedication to remaining positive. The board accepts, nevertheless, that there is room for improvement within the school and invites parents, teachers and community members to continue sharing constructive ideas on how to take the Saba Comprehensive School forward on a purely positive course. ■

CHILDREN WANT ST. EUSTATIUS IN MADURODAM

There was no avoiding it: the placards were posted all over the island when primary school pupils on St. Eustatius recently went to vote to determine which of the island's landmarks deserve a spot in Madurodam.

The designer collective Pink Pony Express visited Sint Eustatius twice with the objective to give a new perspective on the relation between the Caribbean and the European Netherlands. In addition, the Pink Pony members wanted to contribute to making children of the island aware of themes such as identity and democracy.

Pink Pony Express visited the island for the first time in 2012 for research and information gathering. Main point during this first visit was the question how the island fared after the constitutional changes on 10-10-'10, when the islands Sint Eustatius, Bonaire and Saba officially became special municipalities of The Netherlands.

Election campaign

The purpose of the second visit, which was several months ago now, was to let the children of the island decide which parts of the island should be featured in Madurodam. Pink Pony Express selected eight landmarks of which they made scale-models together with the children. From these eight landmarks, three were democratically elected by the pupils of St. Eustatius to be nominated for placement in Madurodam. These are: the Bethel Methodist Church, the airport and Fort Oranje; this was preceded by an election campaign. Cecilia Hendriks of Pink Pony Express recently placed commemorative stones with a real golden coating at the three winning buildings, to commemorate the project.

The models have meanwhile been shipped to the Netherlands and were exhibited in The Hague in January. They will also be presented to King Willem-Alexander. Despite the fact that Joris van Dijk, director of the Madurodam park, indicates that he cannot make any promises, he is sympathetic to the project, so let's hope ...





TRANSITION TO ENGLISH AS INSTRUCTION LANGUAGE

“We are almost ready with the first phase: the learning pathway development,” tells curriculum facilitator Corine of the SLO. “The transition to English as instruction language requires new adjusted learning pathways. Learning pathways together form the guiding principle with which the teachers teach the students the knowledge and skills which they need to participate successfully in advanced training programmes and to function in society. We call this continuous learning pathways, because they run from the pre-school through secondary school.” The work groups therefore comprise an early years educator of the Children’s Day Care Centre Buzzy Bees, a teacher of each primary school and one teacher of the secondary school.

From learning pathways to period plans

When the learning pathways are ready, the next phase starts, in which the period plans are drawn up. Corine: “these are overviews of what you will teach in class in a period of six weeks and when. These plans also discuss

IN THE MEETING ROOM OF THE BETHEL METHODIST SCHOOL ON A WEDNESDAY MORNING A GROUP OF TEACHERS IS WORKING HARD: UNDER THE LEADERSHIP OF CORINE VIS OF THE NETHERLANDS INSTITUTE FOR CURRICULUM DEVELOPMENT (SLO) THEY ARE WORKING ON FINALISING THE LEARNING PATHWAYS WHICH WILL APPLY AS OF THE NEXT SCHOOL YEAR FOR THE SUBJECT ENGLISH. THIS IS ONE OF THE IN TOTAL THREE WORK GROUPS, WHICH UNDER THE LEADERSHIP OF THE SLO ARE GIVING SHAPE TO THE LEARNING PLANS FOR ENGLISH, ARITHMETIC, MATHEMATICS AND DUTCH AS A FOREIGN LANGUAGE RESPECTIVELY. THE LATTER WORK GROUP ALSO INCLUDES EXPERTS OF THE DUTCH LANGUAGE UNION (NEDERLANDSE TAALUNIE, NTU).

the way in which you do that, so which learning activities you will deploy for that.” Based on the learning pathways and period plans the schools can make well-founded choices for the teaching methods. Does this mean that the existing methods should all be discarded? Corine explains: “Part of the methods which the schools use now

is in Dutch. For the classes which make the transition to English as instruction language, this means we need to go look for material in English. The schools are currently already working with material in the English language. Of this material it has to be established whether it dovetails with the learning pathways and period plans.” ■



“BASED ON THE LEARNING PATHWAYS AND PERIOD PLANS THE SCHOOLS CAN MAKE WELL-FOUNDED CHOICES FOR THE TEACHING METHODS”



Corine Vis of the Netherlands Institute for Curriculum Development (SLO)



TRANSITION TO ENGLISH: WHAT IS REQUIRED?

Since September 2014 considerable efforts are being made on St. Eustatius regarding the preparations for the transition to English as instruction language for education. In order to make this transition, the following subprojects need to be completed:

1

The development of new plans for what the pupils should learn and when (curriculums), from pre-school education up to the highest class of secondary education;

2

Assessments, followed by in-service training courses for teachers in order to ensure that all teachers have a command of the English language at the level required for their work;

3

The introduction of an exam system in English for secondary education, including vocational education;

4

The development of a learning plan for Dutch as foreign language;

5

The development of a programme for students who will follow their advanced study programme in the Netherlands;

6

Amending regulations in which is laid down in what language pupils will be educated.

The transition coordinator works together with the Ministry of Education, the local schools and various external specialist institutes on realising the aforementioned subprojects.

In the next edition we will cover the in-service training of teachers in English.

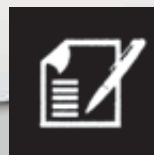


Continuous learning pathway

A learning pathway indicates what will be taught per group or class and also what needs to be achieved before the next step can be taken in order to achieve concrete objectives which describe what pupils should know and should be able to do. Continuous means that the learning pathway starts at pre-school care and runs through secondary school.

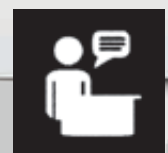
A period plan

A period plan is an overview of what curriculum is taught in class during a period of six weeks and when.



Learning activities

These are activities which are initiated in the learning process. A distinction is made between reproductive learning activities such as reading, listening, remembering, reciting etc. and productive learning activities such as comparing, applying and substantiating, etc.



BONAIRE EDUCATION AND JOBS FAIR

AT TWELVE-YEAR-OLD GIRL AND HER FATHER ARE JUST LEAVING THE FAIR. THE GIRL IS ONLY IN THE FIRST YEAR OF THE VWO (PRE-UNIVERSITY EDUCATION), SO SHE DOES NOT HAVE TO CHOOSE AN EDUCATION COURSE OR PROFESSION FOR A WHILE. BUT, HER FATHER SAYS, "WE ALREADY HAVE OUR EYES ON SOMETHING! TWO YEARS OF STUDIES IN FLORIDA AND TWO YEARS IN PANAMA: SOUNDS GOOD, RIGHT?"

It is 8 November 2014 and father and daughter just visited the Education and Jobs Fair. The fair takes place in Jeugdhuis Jong Bonaire and is organised under the auspices of the Ban Boneiru Bèk foundation. Companies, institutes, schools and universities presented themselves to future employees and students of Bonaire last year for the eleventh consecutive time.

Florida State University (FSU) also had a stand at the last fair. "The university wants to promote the ties with the Caribbean region," Alonso de la Guardia of the FSU tells enthusiastically. "We therefore have a special programme for Caribbean students." Florida State University, which also has a campus in Panama since 1957, offers a wide range of training courses: from Mathematics to History, from Languages to Law. "And young people from the Caribbean and Latin America qualify for special scholarships. We currently have several Aruban students." De la Guardia has already had people who are interested visiting the stand, including the father and daughter. "Studying near the Panama Canal," he laughs, "who would not want that?"

Discount on tuition fees

Many prospective students from Bonaire think that studying in the United States is expensive. "It is not that bad," Skye Romeyn says, who just acquired information with her mother at the University of Louisiana in Monroe (ULM) stand. "I am in HAVO 5 now," Skye tells. "After my final exams I would prefer doing something like Performing Arts, Singing, Dancing, Acting. Last year we went on an educational and cultural trip to New York with a group of HAVO 4 pupils of the Scholengemeenschap Bonaire. My wish to go study in America only became stronger after that trip." Skye's mother adds: "We always thought that America was prohibitively expensive but studying at ULM, for example, turns out to be cheaper than we thought." Terence de Jongh, who works at the American university, nods affirmatively. "It is a misconception that it is much more expensive to study in America than in the Netherlands. You pay ULM one amount and for this amount you can follow an education course, you have food and a roof over your head. Students from the Caribbean get a discount on their tuition fees. And furthermore, they are treated like local children with us. This means that they can also apply for scholarships."

De Jongh knows like no other what it is like to move from the small Bonaire to the big America. He can give the people who visit the stand information in English, Dutch or Papiamentu. "I am from Bonaire," he explains his knowledge of languages. "I attended Secondary school here on the island. Attended the MTS (intermediate technical education) on Aruba and went to study after that at the University of Louisiana."

According to De Jongh the American campus is just like Bonaire, not too big and not too small, "there is a family atmosphere and the food also slightly resembles kuminda krioyo. I hope to strengthen the relations between Louisiana and Bonaire," he says. Last year he therefore invited representatives of the local government to visit the university.

Gathering information about the opportunities to study in Florida and Panama





Timothy Vasseur (l) gives information about the pilot education course

An exchange program with the US and the Netherlands
There is a majority of regional educational courses at the eleventh edition of the Education and Jobs Fair.
Today Melendy Neuman hopes to interest future students in one of the education courses of the University of Aruba (UA): “Certainly, many young people from Bonaire come to Aruba to study. However, that number may grow as far as we are concerned. We are a young university but we have an international organisation and we have an exchange programme with the US and the Netherlands. And the advantage of studying in Aruba, is that the knowledge and expertise remain in the region.”

The Curaçao University of the Dutch Caribbean noticed an influx in the past years of students from Bonaire. And today too several young people from Bonaire registered. “We are a private education institute and offer education at a higher vocational level. The accelerated MBO courses are particularly popular at the College of the Dutch Caribbean,” one of the information professionals tells. “We put in great effort to at the MBO to limit the number of students dropping out. Young people receive study counselling three hours a week. If we see that there is a risk of someone dropping out, we will immediately engage in a conversations and try to find a solution.”

In order to reduce the drop-out rate and to inform prospective students well, the The Hague University of Applied Sciences (Haagse Hogeschool) decided to be present on Bonaire. “We have many Antillean students in The Hague,” Joey Uijleman Anthonijs, responsible for the international relations of the school, explains. “However, nearly half of them drop out after the first year. So we would like young people to be prepared as well as possible before they start their studies. We tell them about the possibilities which the The Hague University offers but we also make them aware of the obstacles which they may face in the Netherlands.” He would like that such a type of information service would be provided on a larger scale

“WE ALWAYS THOUGHT THAT AMERICA WAS PROHIBITIVELY EXPENSIVE BUT STUDYING AT ULM, FOR EXAMPLE, TURNS OUT TO BE CHEAPER THAN WE THOUGHT”

in the region and urges more cooperation between the schools in the Netherlands and the student counsellors of the secondary schools in the Antilles^{*1}.

Becoming a pilot

This morning, a former pupil of the Scholengemeenschap Bonaire (SGB), Timothy Vasseur, provides information on the private pilot programme, which he himself followed after he finished his HAVO course in 2012. “You can continue to live with your father and mother for that education course, as you can do the theoretical part here on the island. For the practical part, the flying lessons, students go to Florida. You are usually there for a short period of time, so moving is not necessary.” Vasseur himself now teaches at the private pilot programme. “Pupils who are still in HAVO can already start. And the job prospects are good.” For many boys becoming a pilot is still a dream, which is proven again at the Education and Jobs Fair. The prospective students eagerly listen to what Vasseur, who flies for EZ-Air, has to tell; the little ones crawl behind the computer on the stand: so they can play pilot for a while. ■

Terrence de Jongh (l) went to work at the University of Louisiana and now provides information



*1. A special programme is currently being developed within the “Studying Abroad Platform” for pupils of the islands of the former Netherlands Antilles who want to go study in the Netherlands or the region. The programme aims to improve the provision of information on the island, among others via student counsellors and an online database of possible advanced training courses at institutes in the Netherlands and in the region. Efforts are also being made to improve the assistance at arrival and the guidance during studies.

The Reisgids Digitaal Leermateriaal is intended for teachers (and parents) in primary (basic) and secondary education in the Dutch language field. Teachers on Bonaire, Saba and Sint Eustatius, and on Curaçao, Aruba and Sint Maarten will receive the book for free.

More information: www.reidgidsdigitaallemateriaal.org

SMARTPHONES AND OTHER DIGITOLS IN CLASS

Instead of forbidding smartphones, you can also use them in class. This is what Delroy Sinclair, teacher of Information Technology at the Saba Comprehensive School, did. He had his pupils make a documentary of the island, using their mobile phones.

Sinclair is one of the role models in the Reisgids Digitaal Leermateriaal (Digital Learning Materials Travel Guide). This guide is an initiative of Louis Hilgers of EduCos and intends to introduce teachers in Primary and Secondary Education to the large offering of digital learning materials available on the Internet. Furthermore, the guide stimulates teachers to think about the question how digital tools and technology can be put to use effectively in class.

Media-savvy

Johanetta Gordijn was involved in the creation of the book. Gordijn is the coordinator of the teacher training on Bonaire, a branch of the University of Curaçao, and teaches the subject Technology in the classroom, among others. "Increasingly more classrooms, also in the Caribbean Netherlands, have an Interactive Whiteboard," Gordijn says, "and there is an incredibly large amount of interesting learning materials available on the internet. However, if you do not have a perception of the use of digitools as a teacher, applying technology will not be very effective."

The education sector, Gordijn also states, is increasingly focused on acquiring skills. How can pupils, find the right information? How do you make them media-savvy? "However, teachers sometimes unrightfully assume that the children of today – the Google generation – know how to use the Internet, as they are on the computer the whole day long. Nothing is less true: you have to learn how to search well."



Playing a game online

The guide is accompanied by a website and an app on which teachers can find suitable tools and working methods when preparing their lessons; whether this is for Mathematics or for History. Gordijn: "Much more is possible than thirty years ago. I think that by using new technology, you are able to differentiate even better and therefore you are able to get more out of the pupils."

This opinion is shared by one of the other 'role models' from the book, Heidi van den Tillaar, English teacher at the Liseo Boneriano, the HAVO/VWO department of the Scholengemeenschap Bonaire. She actively uses ICT to improve her pupils' spelling and vocabulary. She uses an online language game, with which she set up a genuine competition with real prizes. "The pupils are enthusiastic," Van den Tillaar says, "playing a word game online is a nice variation to the traditional exercises."

Inspiring signpost

According to Van den Tillaar, a book and a website like the Reisgids Digitaal Leermateriaal are an inspiring signpost for the teacher: "You can find ample interesting things on the Internet but the web is so large that it can be difficult to get to the right information. Tips and ideas of others about how you can use digital working methods in your class, are most welcome." ■

‘WITH LANGUAGE IT IS NO DIFFERENT THAN WITH SWIMMING’

THE DUTCH LANGUAGE UNION ADVISES: PAPIAMENTU FOR IDENTITY, DUTCH FOR KNOWLEDGE DEVELOPMENT

CHILDREN ON BONAIRE ARE TAUGHT IN A LANGUAGE WHICH IS NOT THEIR MOTHER TONGUE AND THE MATERIALS USED ARE ATTUNED INSUFFICIENTLY TO THE PERCEPTION OF CHILDREN IN THE CARIBBEAN NETHERLANDS. PARTLY DUE TO THIS THERE IS BACKWARDNESS IN EDUCATION. IN ORDER TO ELIMINATE THIS, THE MINISTRY OF EDUCATION, CULTURE AND SCIENCE ASKED THE DUTCH LANGUAGE UNION (TAALUNIE) FOR ADVICE. THIS ADVICE WAS: “GIVE BOTH LANGUAGES THEIR OWN POSITION IN EDUCATION: DUTCH TO ACQUIRE KNOWLEDGE, PAPIAMENTU TO STRENGTHEN THE OWN IDENTITY. STATE SECRETARY SANDER DEKKER ADOPTS THE ADVICE. WHAT DOES THIS MEAN FOR THE SCHOOLS ON BONAIRE?”



Maritsa Silberie and Nolly Oleana

“LANGUAGE SHOULD NOT BE A BARRIER TO BEING ABLE TO GET AN EDUCATION. ON THE CONTRARY. LANGUAGE SHOULD ENABLE ANY CHILD TO DEVELOP THEMSELVES AMPLY AND TO BE ABLE TO REALISE AN EASY TRANSITION TO ADVANCED TRAINING COURSES”

Nolly Oleana sounds assertive. He works as a senior policy officer secondary education with Rijksdienst Caribisch Nederland, the education, culture and science department (RCN/OCW). “However, children on Bonaire are taught in Dutch and for most of them this a foreign language.”

His colleague Maritsa Silberie, within RCN/OCW responsible for primary education, adds: “A child in the European Netherlands has a command of about 5000 words at the age of four. On Bonaire children hear virtually only Papiamentu. Early years children come in contact with Dutch at school for the first time. This immediately leads to backwardness.”

Therefore it is important, Oleana says, “to look at what roles a language plays within education: you need language to acquire knowledge and to shape your identity. Papiamentu cannot (fully) fulfil the first role, Dutch cannot fulfil the second. That requires a different view.”



“FOR DUTCH NOT ONLY INVOLVES THE ‘SUBJECT DUTCH’, IT IS A MEANS TO BE ABLE TO GET AN EDUCATION, OTHER SUBJECTS SUCH AS GEOGRAPHY, HISTORY, ECONOMY”



The expert group ‘Dutch’ in consultation



The expert group for ‘Papiaments’

“EDUCATION AND THE INSTRUCTION LANGUAGE ARE DIFFICULT, OFTEN EMOTIONALLY CHARGED TOPICS. THIS REQUIRES A CONTINUOUS FORM OF CONSULTATION”

Contact with a language

That different view on language education has been taking shape ever since last year as an in-service training programme aimed at learning in a language developing way. This training programme has been developed by Juana Kibbelaar specifically for the language situation of Primary Education on Bonaire. The essence of learning in a language developing way is the fact that language is not only taught during language class but that all subjects contribute to the language development of a child. “Language development,” Kibbelaar says, “does not only occur during language class but is all about “language contact”. If you want to teach a child a language than the child needs considerable input. Reading to the child, the child reading themselves, books, informative texts, Internet, films, all of this is good to increase the vocabulary.

Papiamentu is a language which is only spoken on Aruba, Curaçao and Bonaire. Instruction and reading books are available in that language but not sufficiently. The question therefore is: can you acquire ample knowledge in your mother tongue? Papiamentu cannot yet bear that function within education, Kibbelaar says. “Do you want children to get unlimited access to knowledge, then they will have to have a command of another language apart from their mother tongue, for instance Dutch, at a very high level. This language is a pillar, which provides something which Papiamentu cannot.”

However, at this moment, Oleana comments, only a handful of pupils on Bonaire have sufficient command of the Dutch language to fully understand the curriculum. “For Dutch not only involves the ‘subject Dutch’, it is a means to be able to get an education, other subjects such as geography, history, economy. So the command of the Dutch language should also be strengthened.” The Dutch Language Union advises to start teaching in Dutch as much as possible as early as group 1. Currently Papiamentu is the instruction language in the early years groups on most primary schools on Bonaire. Usually they switch to Dutch in group 5. Silberie: “With songs and games children in groups 1, 2 and 3 do come into contact with Dutch but it appears that it is not ample enough to meet the alignment with education in Dutch in group 5.”

Glazed looks

“With language it is no different than with swimming,” Kibbelaar says. “The more you do it, the better you get at it.” A large and qualitatively good supply of Dutch instruction books, reading books, Internet, films are therefore required. Just like practicing a lot with talking and reading. “Teaching non-Dutch-speaking children requires different techniques. It for instance helps when you make things visual and it is a good thing to repeat the curriculum offered.” According to Kibbelaar you do not initiate



daily communication of children by means of a teaching method but by means of language contact: “And I hear from teachers that it works. That they get less glazed looks. That pupils participate more actively, even make an effort to speak Dutch. That marks are even going up. Of course in small steps.”

Consensus view

The advice of the Dutch Language Union was realised after intense consultation on the island with people and agencies who/which are involved in education. Silberie: “We have talked about the current situation, investigated in what direction the schools want to be heading. When the draft advice was ready, it was presented to the parties involved. In our opinion people are positive about the advice. It offers more opportunities for the pupils on Bonaire.” Kibbelaar adds: “Education and the instruction language are difficult, often emotionally charged topics. This is the very reason why it is important to come to a consensus view: schools, school management teams, parents, the island government, everybody needs to reach a consensus on the question ‘what do we want to happen with the education on Bonaire’. This requires a continuous form of consultation. If everybody keeps in mind during this process ‘what is good for our children’, then this should be successful.”

Expert groups

Based on the advice of the Dutch Language Union, two expert groups have been introduced, one for Papiamentu and one for Dutch. They are performing a quick scan of the consequences of the implementation of the advice. Silberie explains: “These groups of professionals from Bonaire, Curaçao, Aruba and the Netherlands are investigating what is necessary in terms of in-service training, adjustment of methods etcetera, in order to be able to implement this advice. What is the current role of Papiamentu in schools, is there ample material to expand the language contact for the Dutch language, is the level of command of teachers of the Dutch language sufficient to teach in Dutch?”

According to Kibbelaar “it is important that good structures are set up for the implementation, also because schools in the Caribbean Netherlands are dealing with a large turnover of teachers. Within the schools people can be educated to train new teachers in this form of teaching in a language developing way.”

“IF CHILDREN START LEARNING DUTCH WORDS THROUGH PLAY AT A PRE-SCHOOL AGE, YOU MAY START SEEING THE FIRST CAUTIOUS RESULTS ON THE PRIMARY SCHOOLS RATHER SOON, MAYBE AS EARLY AS THREE YEARS”

Concrete results

Oleana thinks that the advice “offers development opportunities for both Papiamentu and Dutch. But,” he says, “we will not see concrete results until after about six, seven years. “If children start learning Dutch words through play at a pre-school age, you may start seeing the first cautious results on the primary schools rather soon, maybe as early as three years.’ ■



Discussion of both expert groups, headed by chairman Riet Sealy (second from left)

MBO BONAIRE CELEBRATES



THE MBO (INTERMEDIATE VOCATIONAL TRAINING) PROGRAMME OF THE SCHOLEN-GEMEENSCHAP BONAIRE (SGB) RECENTLY CELEBRATED ITS FIFTEENTH ANNIVERSARY. THE SCHOOL WHICH ONCE STARTED WITH A SMALL GROUP OF THIRTEEN, CURRENTLY HAS OVER 600 STUDENTS. HOW DOES ROB VAN LIER, ONE OF THE PERSONS INVOLVED FROM THE VERY BEGINNING, LOOK BACK ON THE INITIAL PERIOD AND WHAT PLANS DOES THE CURRENT UNIT DIRECTOR, JORIS KARMAN, HAVE FOR THE MBO?

"Fifteen years ago Accounting was the first education course," Rob van Lier tells. "This is what the labour market needed the most at the time. In addition, you did not need that much facilities for vocational education in accounting: we came a long way with a couple of textbooks and a computer."

Coffee under the tree

"Vocational education was needed on Bonaire," Van Lier continues, "because for pupils who had finished the VMBO (pre-vocational education, at that time still VSBO, preparatory secondary vocational education) there was no future on the island. They could go to Aruba or Curaçao for an advanced training course but when you're sixteen or seventeen, you're still young, then you need the support of your parents." The MBO which now has its own location at the Kaya Korona led a nomadic existence in the first years. Van Lier: "We gave classes in the afternoon when the classrooms of the SGB were empty. Teachers had coffee during their breaks under the tree, there was no staff room. It was not until 2009 that we moved here."

Now Joris Karman is the director of a school which offers a great variety of vocational education courses at various levels. From social-pedagogical work to accounting assistant, from media to airplane maintenance, from carpenter to cook.

Ample training placements

Education courses for health, and hotel and catering management, which were offered for the first time in 2004, were mainly geared to the number of pupils at the VMBO. With new studies like 'media & technique' and 'sports & physical education' the school also tries to meet the training needs of young people on the island. "However," Karman immediately adds, "we should always look at what the labour market needs. Pupils have to enter traineeships during their study, so there should be sufficient traineeship placements. We have already noticed that this is a problem for some education courses. Each time we find creative solutions but it could happen that we will not offer certain education courses for a year or so."

"IT WOULD BE NICE IF THE SCHOOL AND THE LABOUR MARKET WOULD GIVE SHAPE TO THE VOCATIONAL EDUCATION COURSES TOGETHER"

Guaranteed job placement

It is not just the studies but also the target groups which have become more diverse. Karman: "Young people who have just finished the VMBO or HAVO (senior general secondary education) are not the only ones who study here. We also teach adults who want in-service training. At the request of the local government, for instance, we offer a Job Coaching route for untrained secretarial personnel." An ICT Service Manager education course has also been launched in cooperation with RCN. "Young people follow an education course and we offer them guaranteed job placement. I am a supporter of project-based education,"

Karman continues, “during which vocational education is embedded in the society. What the Technique department has done with the solar boats during the Regatta is something which I feel should be done more often.”

According to Van Lier most students who follow a MBO course on Bonaire also get a job on the island. Only a small percentage moves on to an HBO (higher vocational education) course in the Netherlands or elsewhere. I see former students working on the island in a wide variety of locations. Boys who follow a Technique education course hardly ever need to apply for a job. Usually they are already offered a job during their traineeship.”

Dynamic and energetic school

The contacts between the MBO and employers are good, according to Karman, although the cooperation could be somewhat closer as far as he is concerned: It would be nice if the school and the labour market would give shape to the vocational education courses together.”

The MBO is a dynamic and energetic school, according to Van Lier and Karman. At the same time they agree that the school should not become a victim of its own success. “We train people for the labour market; but then of course there should be work.” ■

RCN/OCW congratulates Kolegio San Luis Bertran, Kolegio San Bernardo and Basisschool De Pelikaan upon achieving the basic quality standards.

Directors, teachers and board members: we are proud of your achievement. Thank you for your dedication and keep up the good work for Bonaire's youth and future!

Hans Kuilder,
Head of the department RCN/OCW



Rob van Lier and Joris Karman in front of the school



Kolegio San Luis Bertran, Kolegio San Bernardo and Basisschool De Pelikaan were the first three primary schools on Bonaire who had their education so well in place that the Inspectorate of Education recognised them as having obtained the basic quality level. This milestone was celebrated at each of the three schools, with cake. On the picture Hans Kuilder, Head of RCN/OCW is handing over the cake to representatives of Kolegio San Bernardo. F.I.t.r.: Maritsa Silberie (RCN/OCW), Coordinating Director Jane Lo-A-Njoe-Brul from Kolegio San Bernardo/ Kolegio San Luis Bertran, Hans Kuilder (RCN/OCW) and deputy Location Leader Richenna de Windt-Look (Kolegio San Bernardo).

A STUDY OR COURSE? USE THE TEACHERS' GRANT!

How does the Teachers' Grant work?

With the Teachers' Grant qualified teachers in primary education to the higher vocational education can pursue a bachelor's or master's training. The training must be registered in the Central Registry Higher Education Programmes (CROHO). The educational institution where the teacher will follow the training, can inform further about this.

The teacher receives a grant for study costs, study tools, and travel expenses. Each teacher can receive up to seven thousand euro per year to pay tuition and up to seven hundred euros for study and travel costs. The employer can request subsidy in order to grant the teacher study leave and appoint a replacement.

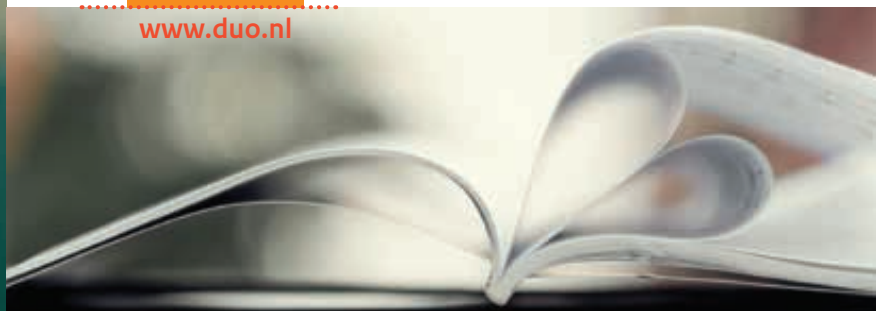
How to apply for the Teachers' Grant?

If you live in the Caribbean Netherlands and if you do not have a social security number, then applying for the Teachers' Grant requires a different procedure. You should then use an application form. This can be obtained via lerarenbeurs@duo.nl. Please put 'application form Lerarenbeurs' in the subject field.

“YOU CAN ALSO APPLY FOR A TEACHERS’ GRANT IF YOU HAVE ALREADY STARTED TRAINING”

For more information about Teachers’ Grant visit our website:

www.duo.nl



BETWEEN APRIL 1ST AND JUNE 30TH 2015 TEACHERS FROM THE EUROPEAN AND CARIBBEAN NETHERLANDS CAN APPLY FOR THE TEACHERS’ GRANT FOR THE ACADEMIC YEAR 2015/2016. THIS IS A GREAT OPPORTUNITY TO FURTHER DEVELOP YOURSELF. THIS YEAR THERE IS 134 MILLION EUROS AVAILABLE FOR THE TEACHERS’ GRANT, FOR THE EUROPEAN AS WELL AS FOR THE CARIBBEAN NETHERLANDS.

TEACHERS ARE KEY TO THE QUALITY OF EDUCATION AND FOR THE RESULTS OF THEIR STUDENTS. IN ORDER TO RETAIN AND ATTRACT SUFFICIENT GOOD TEACHERS, THE MINISTRY OF EDUCATION INVESTS IN TRAINING AND THE CAREER PERSPECTIVE OF TEACHERS. THE GRANT IS AVAILABLE FOR TEACHERS IN THE AREAS OF PRIMARY AND SECONDARY EDUCATION AND TERTIARY AND HIGHER VOCATIONAL EDUCATION.

Admission requirements for substitute teachers extended

The Teachers’ Grant is also for internal guidance coordinators, care coordinators, remedial teachers and ambulatory guidance officers with a teaching qualification, who are not working as a teacher. Substitute teachers can also apply for a Teachers’ Grant. You must, at the time of application or in the twelve calendar months prior, have been a substitute teacher at a funded educational institution.

You can also apply for a Teachers’ Grant if you have already started training.

The Teachers’ Grant should in the future be requested annually

The scholarship grant for study costs and the grant for study leave will henceforth be provided for one academic year. The teacher and the competent authority must apply again for a second or third year for study costs or study leave. This can be done easily via a digital format on the website of DUO.

Within 22 weeks after the end of the academic year for which the grant is granted the final determination follows automatically.

The study area for teachers in the Caribbean Netherlands has been expanded

In order to grant teachers in The Caribbean Netherlands more study opportunities in the region the study area has been expanded from ‘within the European Union’ to ‘within the European Union and the Kingdom of the Netherlands’. This allows these teachers to also follow a study on Aruba, Curaçao and St. Maarten.

In order to be able to monitor everything, we ask the teachers from the Caribbean Netherlands to send a copy of their request to

RCN / OCW

Attn: Maritsa.Silberie@Rijksdienstcn.com

The new application round for the coming academic year 2015-2016 runs from April 1st until June 30th 2015.

The scholarships are granted per educational sector and on a first come, first served basis. If you or your teachers wish to get more information about the Teachers’ Grant, you can visit: www.duo.nl (under: Lerarenbeurs). ■

A DAY WITH... JEFFERSON COFFIE

WEDNESDAY

Wednesday afternoon he arrived on St. Eustatius together with his colleague Mary Tielman. Jeff has a regular accommodation: Elvia's place in the Golden Rock neighbourhood. "It is a clean and nice apartment which has everything I need and they always have room for me."



IN EVERY EDITION OF "WHAT'S NEW" WE FOLLOW A DUTCH CARIBBEAN EDUCATION PROFESSIONAL DURING ONE DAY. FOR THIS ISSUE OF "WHAT'S NEW..." WE FOLLOWED JEFFERSON COFFIE FOR A DAY. HE IS THE EXECUTOR AT THE STUDIEFINANCIERING BES DEPARTMENT (A RCN UNIT). HE PROCESSES APPLICATIONS OF PROSPECTIVE STUDENTS WHO WANT TO QUALIFY FOR STUDY FINANCE OR THE SO-CALLED 'START-UP ALLOWANCE'.

Jefferson Coffie (Jeff) is the executor at the Studiefinanciering BES department (a RCN unit). He processes applications of prospective students who want to qualify for study finance or the so-called 'start-up allowance'. The latter is an amount which covers all initial costs pending the DUO student finance. These include costs for enrolment at the training institute of their choice, registration with the municipality where they are going to live, the acquisition of the most important things for their student room and more. Providing information is another important task of Jeff.

In order to provide information to prospective students and their parent about the study finance system and to help them with their applications, the Studiefinanciering (Study Finance) department organises working visits to the Windward Islands every two months. So Jeff and his colleagues travel regularly. "I have been doing this work since 2004", Jeff tells, "and I still like it very much. It is a dynamic job in which I have a lot of contact with future and former students." We followed Jeff during day two of this three-day visit to St. Eustatius in February 2015.

THURSDAY



Thursday Jeff and Mary spend nearly the entire day in a RCN meeting room, where future students and parents check in one after another. "This time I also helped students with the paperwork for participation in the pilot for repayment of their student debt", Jeff tells. Last year DUO (Dienst Uitvoerend Onderwijs) offered former students the possibility during a pilot to repay their student debt via a local bank. This can save quite some money because this way they can avoid the (high) costs of international payments. "The pilot was a success, so DUO decided this year to continue to offer this possibility permanently."



Jeff very much needs the evenings to relax. While his colleague Mary works up a sweat with jogging, he opts for a visit to the café/restaurant Cool Corner, where he enjoys a drink with some colleagues. This Thursday Jeff decides that he wants wings. After a search which takes him from establishment to establishment he once again ends up at the old and familiar Cool Corner: "sometimes you have to look for a little while if you want something specific but you can always have delicious food on St. Eustatius!" Jeff says.