



Education Inspectorate  
*Ministry of Education, Culture and Science*

**BASIC QUALITY STANDARDS FOR  
SPECIAL CARE IN THE DUTCH  
CARIBBEAN EDUCATION**

Utrecht, July 2011



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## Introduction

All schools must comply with the education acts that apply to the Dutch Caribbean islands: for primary education this is the Primary Education Act (*WPO BES*), for secondary education the Secondary Education Act (*WVO BES*), for secondary vocational education the Adult and Vocational Education Act (*WEB BES*) and for the former Mandatory Social Training Act (*SVP*) the act for Social Opportunity Projects for the Young (*SKJ*). These acts state, for example, that teaching must comply with attainment targets and compulsory teaching time. The acts do not state how the school should teach; a school can decide this for itself. Each school does so in its own way.

Legislation concerning the organization of special care in the Dutch Caribbean islands is not as detailed as in the European part of the Netherlands: this has to do with scale. Hence, individual pupil budgets and related procedures for identifying whether pupils qualify for such financial support will not be introduced. Nor will there be separate schools for special education, as is the case in the European part of the Netherlands, under the Act governing Special Needs Expertise Centers or Special Primary Schools. The focus is on creating a legal framework that is as simple as possible, within existing legislation, fostering the interests of pupils with special needs, while allowing room for schools involved to make their own choices and find solutions which best suit the needs and the scale of the island.

The general rule of thumb in structuring special care is that education for pupils with special educational needs should be provided as much as possible in ordinary classes in mainstream schools. Schools may draw on expertise available within the school (internal guidance officers and care coordinators). In addition, each island may call on the specific expertise and support (such as "ambulatory" counselors) offered by the Special Educational Needs Expertise Center ("Expertisecentrum Onderwijszorg" abbreviated as EOZ). All schools/institutions may apply for assistance from the expertise center. The EOZ will begin by offering support to pupils/participants and their teachers within the school/institution in which they are enrolled. In some cases, if the regular school is unable to accommodate their needs, pupils receive their education at the EOZ.

The government does, however, impose conditions on teaching and special care. After all, our education is funded by tax payers' money. For this reason, schools must comply with acts and regulations known as *Statutory Regulations*. Compliance with these regulations is a prerequisite for government funding. Operating within the perimeters set by these acts and regulations, schools may decide for themselves how they choose to teach or shape their care.

The same constitutional law also lays down that teaching must be inspected. The Inspection of Teaching fulfills two important tasks, i.e. to assess 1) compliance with the previously mentioned Statutory Regulations and 2) the quality of teaching. To a large extent the quality of teaching is secured by the statutory regulations, but also by the extent to which schools use their discretionary freedom in shaping their educational program. To evaluate this, the inspectorate has set a number of minimum quality criteria which the quality of teaching must fulfill. These *Basic Quality Standards* are founded on the Education Inspection Act (*WOT*), which also applies to the Dutch Caribbean. In some cases, they correspond with to the statutory regulations from sectoral legislation.

Even if they attend classes at the EOZ, special needs pupils/participants remain enrolled in their own school/institution. Hence, the school/institution remains responsible for the education and related (care) facilities. The Inspectorate of Education assesses teaching that goes on within the walls of the EOZ on this basis.

There is a difference between complying with statutory regulations and complying with basic quality standards.

*Statutory Regulations* are objective criteria that apply equally to all schools in the sector and have been decreed by law. Inspections are conducted by the inspectorate and compliance with statutory regulations is judged by the Minister of Education. Institutions are legally bound by the statutory regulations; where there is non-compliance the Minister of Education can impose penalties. An example of statutory regulations is the requirement that pupils with special needs receive the necessary care and guidance. Another example is that the School Board and the EOZ cooperate in a consortium ("samenwerkingsverband" abbreviated as SWV) and submit an annual island care plan to the inspectorate.

*Basic Quality Standards* are not performance requirements that can be set for schools in advance. The law requires the inspectorate to determine their content in an inspection framework, laid down in a policy ruling. Schools are not legally bound by these terms; if basic quality standards are not met, this does not lead to legal penalties. If the inspectorate considers basic quality standards unmet, a inspection report is published, and further measures may be taken with the consent of the School Board.

Because schools and school boards in the Dutch Caribbean have limited experience with a care structure, inspections in the first two years will focus on monitoring the set-up and development of an adequate care structure. This publication on basic quality standards describes the basic quality expected of the care structure. The document also forms the inspectorate's guideline for monitoring progress on the establishment of a care structure and for reporting in terms of satisfactory or unsatisfactory progress. The inspectorate's basic assumption is that both schools and the EOZ will meet the basic quality standards as described in this document by 1 August 2013 at the latest.

For the above reasons, this document indicates for each basic quality standard whether it is also a statutory regulation. These are highlighted in red. In addition, the effective date for each basic quality standard is indicated. As of that date, they are subject to inspection.

The deadlines for realization of each basic quality standard are indicated in the table. In some cases, the deadline for the basic quality standards to come into effect has already passed and therefore it is currently expected that they are applied.

- As of 10 October 2010. This concerns the basic quality standards that are universal and not directly linked to new or existing legislation.
- 1 August 2011. This applies to basic quality standards that are linked to statutory regulations which come into effect on this date.
- No later than 1 August 2016. This relates mainly to basic quality standards that fall under the improvement program or for which conditions for realization are not yet (entirely) fulfilled. Schools on the Dutch Caribbean islands will be given a maximum of five years, and will be supported during that time, to meet these requirements.

The document concludes with an overview of the statutory regulations related to care which are based on various sectoral legislation acts. Schools are expected to give high priority to correct implementation of these regulations, and the Inspectorate of Education gives similar corresponding priority to the implementation of these statutory regulations.

## **1 Legal Framework and the Special Educational Needs Expertise Center**

The tasks of the EOZ are governed by article 3.4 of the Adult and Vocational Education Act for the BES islands, article 28 of the Primary Education Act for the BES islands and article 69 of the Secondary Education Act for the BES islands. By way of example, article 69 the Secondary Education Act for the BES islands is quoted below. Similar terms apply to the other sectors.

### *Article 69. Expertise Center for Special Educational Needs*

1. Upon request, our Minister may designate a legal entity which he deems capable of offering professional support to pupils with special educational needs, which the school cannot reasonably be expected to accommodate. Professional support will include the following tasks:
  - a. provision of educational support activities to pupils with a physical, mental, sensory, emotional or multiple handicap or disorder;
  - b. provision of ambulatory counseling for pupils with a physical, mental, sensory, emotional or multiple handicap or disorder;
  - c. establishing an action-oriented diagnosis for pupils upon request by the School Board, the consortium or the parents, or;
  - d. offering advice and consulting with colleagues upon request of the School Board, the consortium or the parents.
2. For the application of this law, the legal entity referred to in paragraph 1 will be understood as the Expertise Center for Special Educational Needs.
3. A pupil who receives counseling at one of the facilities of the Expertise Center for Special Educational Needs, remains enrolled in his/her own school. The Board of that school remains responsible for the pupil during the time spent at the Expertise Center for Special Educational Needs.
4. With due observance of article 172, the School Board reimburses the costs for pupil counseling as described in paragraph 3, within reason and as deemed necessary by the consortium as described in article 67, incurred by:
  - a. the Expertise Center for Special Educational Needs;
  - b. a different board of a school or institution as described in article 67, paragraph 1, subparagraphs a, b and c.
5. Per public body, a single Expertise Center for Special Educational Needs will be established.
6. The Expertise Center for Special Educational Needs makes arrangements for handling complaints about behavior and decisions by the center's management or staff, including discrimination, or failure by management or staff to act or take decisions in as far as this concerns their educational tasks or their professional support tasks as described in paragraph 1. Article 52 shall apply *mutatis mutandis*.
7. Tasks of the Expertise Center for Special Educational Needs may be specified in a ministerial decree.



### *Explanation*

The basic policy is that pupils with special educational needs should as much as possible receive education in mainstream schools. In addition, specific expertise and support are available on each island (such as ambulatory counselors) through the EOZ. All schools/institutions are entitled to call upon the expertise center. Article 69, paragraph 1 of the Secondary Education Act (WVO BES) stipulates that the task of the EOZ includes organizing educational support activities for pupils with a physical, mental, sensory, emotional or multiple handicap or disorder.

Pupils/participants requiring extra care may receive education for shorter or longer periods of time at the EOZ.

Even if they attend the EOZ, pupils/participants requiring extra care remain enrolled in their school/institution. Hence, the school/institution stay responsible for the education and related (care) facilities.

Thus in principle, it is possible to choose a construction whereby the pupil/participant receives education at the EOZ. The combination of teaching, support and special care are known as *special education*, all of which take place in a single location. In this structure, the EOZ may be seen as a branch or educational entity belonging to the school/institution where one or more pupils of that school/institution receive education. Where this is the case, the EOZ is regarded in this document as an educational entity expected to deliver in accordance with basic quality requirements. It goes without saying that the board of the school remains responsible for the quality of education. Hence, the School Board receives all correspondence, including reports, from the inspectorate. Correspondence is also sent to the legal entity representing the EOZ.

This document describes the basic quality standards of education for pupils/participants with specific educational needs at the EOZ. For clarity's sake, the term used in this document is special education delivered by the EOZ. It should be clear that ultimately, the education offered is the responsibility of the board of the school/institution.

The basic quality requirements for this form of education, described in the present document, also apply to pupils who have been diagnosed by the EOZ as requiring special education, but who may receive this education within their own school.

The School Board is and remains responsible for the quality of education offered to these pupils. Hence, the board involved receives all correspondence, including reports, from the inspectorate. Correspondence is also sent to the legal entity representing the EOZ.

## 2 Basic Quality Standards for Special Care in Education

Inspections by the Inspectorate of Education on care delivered to pupils with special needs focus on the different parties involved in extending this care.

1. The general rule of thumb is that education for pupils with special educational needs should be provided as much as possible in ordinary classes in mainstream schools. Schools may draw on expertise available within the school (such as internal guidance officers and care coordinators). This type of care is referred to as *primary care* ("eerstelijnszorg"). The basic quality of this care is set out in the publications entitled "Basic Quality Standards in Primary and Secondary Education in the Dutch Caribbean" and "Basic Quality Standards for Secondary Vocational Education (Middelbaar Beroepsonderwijs or MBO)" and "Social Opportunity Pathways for the Young (Sociale Kantrajecten Jongeren or SKJ) in the Dutch Caribbean". In addition, *secondary care*, (known as "tweedelijnszorg"), is available. The EOZ offers this kind of special care.
2. For each island, a single consortium ("samenwerkingsverband" or SWV) will be established, intended to facilitate satisfactory functioning of the care structure. The consortium agrees on comprehensive care measures enabling a maximum number of participants and pupils to pursue an uninterrupted school career. Agreements are laid down in an *island care plan* ("eilandelijk zorgplan" or EZP). The island care plan sets out the agreements on primary and secondary care, targets and procedures in order to attain them. The island care plan is sent to the inspectorate every year. Part I of this publication describes the basic quality standards for the island care plan.
3. The EOZ offers professional support to pupils/participants with special educational needs and to teachers in schools/institutions. This is known as "*ambulatory assistance*". Part II of this publication describes the basic quality requirements expected of ambulatory assistance delivered by the EOZ.
4. Pupils/participants requiring extra care may receive education for shorter or longer periods of time at the EOZ. These pupils/participants receive education at the facility where the EOZ is located. Pupils/participants remain enrolled in their school/institution which thus bears ultimate responsibility for teaching, care and related facilities. In turn, the EOZ is responsible for the care aspects of the education given to these pupils. This form of care is referred to as *secondary care* ("tweedelijnszorg"). The education received by these pupils is called *special education*, because care and education cannot be seen as separate from each other. Part III of this publication describes the basic quality standards for special education given at the EOZ.
5. In some cases, pupils who are diagnosed by the consortium as eligible for special education remain in or are sent to a regular school. For these pupils and this form of education, the same basic quality standards described in this document apply.

In short, three categories of pupils may be identified in the care structure (see the table below). For each category, the table also indicates the relevant basic quality standards document.

<b>Care Profile of the Pupil</b>	<b>Profile Description</b>	<b>Document</b>
<i>Pupil requires basic care</i>	The pupil follows the regular curriculum, with no extra care, but receives occasional support if called for.	Basic quality education as described in "Basic Quality Standards in Primary and Secondary Education in the Dutch Caribbean" and "Basic Quality Standards for Secondary Vocational Education (Middelbaar Beroepsonderwijs or MBO)" and "Social Opportunity Pathways for the Young (Sociale Kanstrajecten Jongeren or SKJ) in the Dutch Caribbean".
<i>Pupil requires extra care</i>	The pupil follows the regular curriculum with additional structural assistance, e.g. in the form of ambulatory counseling and remedial teaching.	<p>1. Basic quality education as described in "Basic Quality Standards in Primary and Secondary Education in the Dutch Caribbean" and "Basic Quality Standards for Secondary Vocational Education (Middelbaar Beroepsonderwijs or MBO)" and "Social Opportunity Pathways for the Young (Sociale Kanstrajecten Jongeren or SKJ) in the Dutch Caribbean". These documents describe the quality standards for pupil care as required of every school/institution (from the school's/institution's perspective).</p> <p>2. Basic quality standards for care, as described in Part II of this publication. This refers to requirements for additional care provided by the EOZ (from the EOZ's perspective).</p>
<i>Pupil requires special education</i>	<p>The pupil requires special education and an adapted learning and development plan:</p> <p>1. The pupil receives education for shorter or longer periods of time at the EOZ.</p> <p>2. The pupil receives special education in a mainstream school.</p>	Basic quality standards for education as described in Part III of the present publication (from the perspective of the school/institution providing special education).

### 3 Part I: Island Care Plan

In order to promote satisfactory functioning of the care structure, each island will establish a consortium ("samenwerkingsverband" or SWV). Partners cooperating in the SWV are the EOZ, primary and secondary schools and institutions offering Secondary Vocational Education (Middelbaar Beroepsonderwijs or MBO) and Social Opportunity Pathways for the Young (Sociale Kanstrajecten Jongeren or SKJ). The SWV agrees on comprehensive care measures enabling a maximum number of pupils to pursue an uninterrupted school career. This is done in two ways:

1. Agreements are made on *additional care* for pupils and participants with special educational needs which can be accommodated within the school or institution where they are enrolled.
2. Agreements are made on *special education* for pupils and participants. These pupils may receive special education either in their own school or at the EOZ. Whether a pupil qualifies for special education or not, must be determined on the basis of the individual action plan and development profile, which is always established in consultation with parents or guardians. The initiative lies with the School Board, based on results of validated tests. Partners in the consortium also agree on who is to deliver what kind of education to the pupils and participants who qualify for special education within the EOZ.

It goes without saying that the board of the individual schools/institutions remains ultimately responsible for the quality of the island care plan. Hence, the particular School Board receives all correspondence, including reports, from the inspectorate. Correspondence is also sent to the legal entity representing the EOZ.

*The island care plan meets legal requirements*

<b>Basic Quality Standard</b>	<b>Explanation</b>	<b>Starting Date</b>
<i>The island care plan provides a description of the composition of the consortium.</i>	The boards of primary and secondary schools and of institutes for Vocational Education and Social Opportunity Pathways for the Young (SKJ) as well as the EOZ must be represented in the consortium.	1 August 2011
<i>The island care plan explains how costs incurred for care extended to pupils with special educational needs will be covered.</i>	A description of how schools/institutions spend allocated lump sum means intended for special care in education.	1 August 2011
<i>The island care plan explains how subsidy funding of the EOZ is used towards implementation of its statutory tasks.</i>	A description of how the subsidy allocated to the EOZ is used: educational support activities, ambulatory counseling, action-oriented diagnosis, advice and consultation with colleagues on the pupil/participant.	1 August 2011

*In its island care plan, the consortium sets out the entire spectrum of care measures, with the aim of ensuring that as many pupils as possible can pursue their school careers without interruption*

<b>Basic Quality Standard</b>	<b>Explanation</b>	<b>Starting Date</b>
<i>The consortium has insight into the characteristics of the entire population.</i>	It is necessary to know the pupil population in order to distinguish pupils with special needs from others. Schools/institutions are expected to have a clear understanding of the characteristics of the pupils/participants in their school/institution.	1 August 2011
<i>The consortium has clearly defined its group of pupils/participants with special educational needs.</i>	Relevant categories of special needs pupils have been outlined and a care profile has been determined for each pupil. The SWV is able to prove that all pupils requiring an alternative learning and teaching approach have been identified.	1 August 2011
<i>The consortium has made clear agreements about procedures on care extended to pupils with special educational needs who receive education within the school/institution.</i>	<p>The SWV has clear and up-to-date information on the quality of care in schools. The SWV has a vision stating the targets it wishes to achieve by providing this care.</p> <p>It is important that schools agree that they can be held accountable for the implementation of agreements.</p> <p>The SWV has determined clear criteria for eligibility for different forms of care.</p>	1 August 2011
<i>The consortium has made clear agreements about procedures on education provided to pupils/participants who cannot receive this education in a mainstream school/institution.</i>	The SWV has a vision stating the targets it wishes to achieve in terms of care. The procedures for looking into cases of special needs pupils and referring these pupils are clear.	1 August 2011
<i>The EOZ has formulated targets (capacity, target groups, program, working methods and results, including duration of care.)</i>	The SWV has tools to evaluate and consolidate improvements, policy and policy effects.	1 August 2011

	<p>In its care plan, the SWV sets out the desired results for each type of special needs pupil: subsequent stages during and after additional care and guidance (e.g. indicated as: according to expectation, dropped out, moved on to higher or further education, left with unknown destination).</p>	
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## Part II: Support for Pupils with Special Educational Requirements: Additional Care

The EOZ is a legal entity which provides support to pupils with special educational requirements. The EOZ will focus primarily on providing support (additional care) to pupils within the mainstream school.

*The EOZ constantly monitors "ambulatory counseling" and takes action in order to maintain quality and to improve it if necessary*

Basic Quality Standard	Explanation	Starting Date
<p><i>The EOZ has developed an organizational model and a description of tasks and responsibilities, which elaborate on guidance and support.</i></p>	<p>For the EOZ to resort to ambulatory counseling and support, it must have access to relevant information about the pupils requiring care. The SWV is responsible for structural cooperation with learning institutions and "chain partners" such as youth and family centers ("<i>centra voor jeugd en gezin</i>"), including situations which call for interventions at a level above that of individual schools, and which are beyond its core task.</p>	<p>1 August 2011</p>
<p><i>The EOZ has formulated attainment targets for the counseling process and results.</i></p>	<p>In principle, all schools are entitled to ambulatory counseling. Counseling takes place on the basis of a counseling plan (analysis, targets, action plan, and evaluation). The ambulatory counselor proposes tangible targets and advises on action to be taken, on the basis of the counseling recommendation. Suggestions for action are communicated to those responsible for carrying out the actions, and records of communication are kept. Care and counseling are delivered according to a plan. The effectiveness of care and counseling is regularly assessed and recorded and</p>	<p>1 August 2011</p>

	<p>if necessary, adjustments are made.</p> <p>The SWV is responsible for a comprehensive care structure.</p>	
<p><i>The EOZ systematically and regularly assesses or coordinates the quality of counseling and support.</i></p>	<p>The EOZ has tools to establish the quality of counseling and support. On the basis of careful analysis, an advisory care report is produced which is clearly formulated and well founded so that it is comprehensible to parents and the school. In doing so, the EOZ checks whether criteria/considerations used for the advisory care report were determined and transparent.</p>	<p>1 August 2011</p>
<p><i>The EOZ has taken concrete steps to consolidate its strengths in counseling and support, as well as to improve them.</i></p>	<p>The points on which the EOZ needs to improve are based on a strengths/weaknesses analysis of the EOZ. Points on which it needs to improve are clearly stated. The plan of action sets clear targets. Timing and planning are specified. A description is included of the approach and/or the means. Evaluation moments and methods are indicated. Documents (meeting minutes, reports, interviews, and progress reports) point to actual activities that are being undertaken towards improvement.</p> <p>The EOZ initiates sufficient action to ensure that schools and the EOZ keep up their professional development for all the necessary facets of care and counseling. The SWV/EOZ organize exchanges between schools.</p> <p>The EOZ takes stock of subjects which schools would like to discuss at SWV level.</p> <p>The EOZ/SWV offer an</p>	<p>1 August 2011</p>



	annual professional enhancement program for schools, which covers at least care and counseling. The program offered is evaluated every year.	
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### Part III: Education and Care for Pupils with Special Educational Requirements: Special Education

#### *Responsibilities of the EOZ*

Pupils in need of care for whom the consortium has established that regular education is not an option, are eligible for special education within the EOZ or at their own school/institution. The EOZ decides on the location where special instruction is given. If the EOZ decides to give instruction at the school/institution in which the pupil is enrolled, the EOZ monitors the quality of special care via consultations on the action plan and the individual development plan. Naturally, the same applies in the situation where a pupil receives special instruction in an EOZ location.

The EOZ is expected to ensure that special instruction is tailored to the individual progress and development of pupils/participants, taking into account their capacities. In order to deliver adequate care and guidance for the entire duration of the school career, progress and development of identified pupils must be structurally monitored. This requires a coherent system of standardized instruments and procedures to track pupils'/participants' progress and development. Based on information obtained through the pupil tracking system and the effects of the action plan, the EOZ is able to identify and deal with learning impediments or developmental stagnation at an early stage. The EOZ is responsible for effective extra guidance, which is tailored to the needs of these pupils.

Below is a description of the quality standards which the EOZ must adhere to in order to fulfill its responsibility towards pupils who receive special education. Further quality standards which apply to special education are discussed in the next chapter.

*The EOZ uses a cyclical system for pupil care*

<b>Basic Quality Standard</b>	<b>Explanation</b>	<b>Starting Date</b>
<i>Upon intake, the EOZ determines an individual development plan for the pupil.</i>	The EOZ has a clear understanding of the personal characteristics of the pupil. Information related to the pupil's learning and development is directly shared with those concerned. The EOZ discusses the pupil's development plan with the school/institution.	1 August 2011
<i>The EOZ fosters the pupil's development in a planned and systematic way.</i>	Within a month after enrolment, the EOZ prepares a (preliminary) action plan which focuses on socio-emotional and cognitive development (subject areas).	1 August 2011
<i>The EOZ prepares an action plan for every pupil.</i>	A minimum requirement for the action plan is that it sets	1 August 2011

	<p>out an individual development plan for the pupil. This is composed of a number of essential elements in the development path of the pupil, whereby the situation at the start is connected to the desired level at the end. This results in a development curve for each pupil. This learning curve may be regarded as an external standard which is used to measure the pupil's development. It makes it easier for the school to make the right choices regarding the curriculum. The development perspective should contain at least the following items:</p> <ul style="list-style-type: none"> <li>- Desired destination upon leaving school</li> <li>- Desired level upon leaving school</li> <li>- Learning path</li> </ul>	
<i>The EOZ conducts direct consultations with parents/guardians about the action plan/individual development plan.</i>	The EOZ can prove that it has conducted consultations with parents/guardians.	1 August 2011
<i>The EOZ conducts consultations with the school where the pupil is enrolled about the action plan/individual development plan.</i>	The EOZ can provide evidence of consultations with the school.	1 August 2011
<i>The action plan supports the teacher's learning and teaching approach in class.</i>	The action plan proposes concrete learning and teaching measures to be taken.	1 August 2011
<i>The EOZ has a coherent system of tools and procedures to track a pupil's progress and development.</i>	Adequate care and guidance requires structural monitoring of progress and development of pupils.	1 August 2011
<i>The EOZ ensures effective internal communication and coordination between teachers and all other EOZ counselors involved with the pupil/participant.</i>	All teachers and EOZ counselors are responsible for and committed to the education of the pupil/participant. They are aware of agreements made and may remind colleagues to hold up their end. There are sufficient opportunities for consultation, taking into account the various tasks and responsibilities.	1 August 2011
<i>The EOZ ensures effective external</i>	This comes with the EOZ's	1 August 2011

<p><i>communication and coordination with the schools/institutions where pupils/participants are enrolled as well as other partners involved.</i></p>	<p>coordination task. The EOZ can provide evidence that it has developed a policy regarding its own role in the chain of partners extending guidance to pupils requiring care. This policy is implemented in relevant cases by conducting solution-minded talks with "chain partners" such as youth and family centers ("<i>centra voor jeugd en gezin</i>") who follow those pupils. A record of these talks must be kept.</p>	
<p><i>The EOZ offers guidance to parents and pupils/participants on the options for further education or reinsertion into a mainstream school.</i></p>	<p>If a pupil is temporarily placed at the EOZ, the school in which the pupil is enrolled and the EOZ make clear agreements on the guidance offered to the pupil and parents once the pupil returns to a mainstream school, as well as follow-up care (how long and how intensive). If a pupil does not return to a regular school after a period at the EOZ, the pupil must be guided towards an alternative path. The EOZ and the school make clear agreements on this guidance (tasks, responsibilities) and on follow-up care (how long and how intensive).</p>	<p>1 August 2011</p>

## 6 Quality Standards for Special Education

Similarly to mainstream schools, a school or institution offering special education must comply with basic quality standards, though the standards are geared towards special education.

The term basic quality standards includes the degree to which special education meets the minimum quality requirements stated for 1) the curriculum, 2) teaching time, 3) teaching methods, 4) the school climate, 5) pupil care and 6) pupil performance.

These basic quality standards can also be found in the Inspectorate of Education's assessment frameworks which apply in the Netherlands for special (secondary) education and for the Dutch expertise centers. They will play an important role in the inspection of teaching at schools in the Dutch Caribbean.

### 6.1 Curriculum

For the curriculum, the question is whether education and teaching materials are based on modern educational principles and subject-specific teaching methods, both in terms of the content and structure of the teaching and educational area.

Legislation requires pupils who are capable of this to follow a curriculum which meets the attainment targets that will apply to schools in the Dutch Caribbean. It is also important that the curriculum is sufficiently geared to pupils with language and learning problems, and is offered up to and including the level of grade 8. These standards apply, above all, to the core competencies for numeracy/mathematics and language.

It is essential for senior secondary pupils to cover the exam syllabus, if they are capable of following. In the case of pupils for whom the regular curriculum is not deemed suitable (as evidenced by test results), it is important that the adapted curriculum sticks to school subjects. This curriculum should of course take into account the pupil's prospects upon leaving school.

*Special education consists of a curriculum which fits the needs of the individual pupil and meets legal requirements*

Basic Quality Standard	Explanation	Starting date
<i>The curriculum prepares pupils for further education or for life after school (work, home, leisure).</i>	The task of special education is to prepare pupils for various aspects of further education, and, in the case where they are guided on to a working situation, to prepare pupils for all aspects related to independent living, working and off-time.	1 August 2011
<i>The school/institution extending special education offers an adequate curriculum which focuses on the socio-emotional development of pupils/participants.</i>	Data on the ongoing process of pupils' socio-emotional development are collected and analyzed. Based on this analysis, (ortho)pedagogic and/or therapeutic intervention is	1 August 2011

	proposed in a substantiated plan (the action plan), which focuses on removing impediments that have been signaled and on triggering the process of socio-emotional development at the pupil's own pace.	
<i>The school/institution extending special education offers an adequate curriculum that fosters the cognitive development of pupils/participants.</i>	Data on the ongoing learning process of pupils are collected and analyzed. Based on this analysis, well-informed choices are made as to curriculum and clear timing, which are recorded in the action plan or the development perspective. The objective is to remove any impediments, to help pupils to catch up if they are behind, to trigger the learning process or to maintain its momentum, at the pupil's own pace.	1 August 2011
<i>The curriculum builds upon that of the referring school.</i>	The school/institution providing special education keeps a file for each pupil containing information on the pupil shared by the school which has referred the pupil. Teachers working at the EOZ are aware and make use of this information. The educational program followed by the pupil at the referring school must remain unchanged, to the extent that this is possible. For each pupil, teaching material is available that is adapted to the level of development of that pupil.	1 August 2011
<i>Responsibility for the cognitive part of the curriculum (including testing) lies with the school/institution where the pupil is enrolled.</i>	The school or institution providing special education has made agreements with the school about the educational program, (timing of) tests and assessments and schools carry their own responsibility in honoring the agreements. Schools	1 August 2011

	and the EOZ recognize their duty to mutually inform each other. It is clear who is involved on the part of the school, who is responsible for what and who at school monitors the entire process.	
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## 6.2 Teaching Time

Firstly, teaching time looks at whether the school/institution complies with the legally prescribed number of teaching hours. Secondly, it looks at the relationship between planned and actual teaching time, the core subjects and other learning and educational areas from the curriculum, and whether teaching time is sufficiently geared to pupils' educational needs.

Pupils need time to familiarize themselves with the curriculum and gain experience with it. Learning time forms an important link between the curriculum and achieved results. When evaluating the quality of teaching, attention will be paid to three time elements.

1. Teaching time: do pupils get enough teaching to familiarize themselves with the curriculum?
2. Learning time: do pupils get time to learn? How much of the planned time is realized and how much is lost due to lesson cancellation or poor classroom management, for example? Does the school plan available time efficiently? What measures does it take to prevent lesson cancellation and what is its policy on truancy?
3. To what degree does the school take differences in learning styles and pace at which pupils familiarize themselves with the curriculum into account? Certain groups of pupils/participants benefit from adjusted teaching and learning time, which better meets their educational needs and takes into account their capabilities or limitations.

*Pupils/participants receive sufficient time to familiarize themselves with the curriculum*

Basic Quality Standard	Explanation	Starting date
<i>The planned teaching time satisfies the statutory regulations (WPO BES, WVO BES, WEB BES and/or WSKJ).</i>	For explanation, see the separate publications "Basic Quality Standards in Primary and Secondary Education in the Dutch Caribbean" and "Basic Quality Standards for Secondary Vocational Education (Middelbaar Beroepsonderwijs or MBO)" and "Social Opportunity Pathways for the Young (Sociale Kanstrajecten	1 August 2011

	Jongeren or SKJ) in the Dutch Caribbean”.	
<i>The amount of time varies, depending on pupils’ needs.</i>	Based on what it knows about pupils, the school/institution providing special education makes sure that it differentiates between individual pupils in a substantiated manner in terms of contact time, study time, pace of study and guidance offered. This must be laid down in the action plan. Time differentiation may take place in the following different ways: - A policy of exemption or an adapted program in which the time is used for different activities - Extra time for study assistance for specific subjects - Additional teaching time for specific pupils	1 August 2011

### 6.3 Teaching Methods

Teaching methods concern the quality of lessons, in particular for the core subjects. Attention is paid to the structure of lessons, room for pupils’/participants’ independence, the language of instruction and the extent to which the teacher involves the pupils in the lessons.

The teacher is essential to the quality of education. Good teachers know how to keep their pupils involved in lessons with engaging teaching that offers clarity and structure. Their teaching is simultaneously varied and challenging, and as such has positive effects on the educational performance of pupils. A good relationship between the teacher and the pupils is also important. An environment in which pupils feel safe and confident ultimately leads them to take personal responsibility for their own further development.

<b>Basic Quality Standard</b>	<b>Explanation</b>	<b>Starting date</b>
<i>Teachers give clear instruction on lesson content.</i>	Instruction is clear and concise. Teachers activate existing knowledge, look back on previous lessons, explain in logical steps, use suitable examples and visualize sufficiently. Teachers regularly summarize instruction and give pupils the opportunity to ask questions. This is a universal requirement and	10 October 2010



<p><i>Teachers create a task-oriented working environment.</i></p>	<p>not related to transition.</p> <p>In order to achieve a task-oriented working environment, teachers make sure that their teaching activities are well-structured, the teaching process is orderly, classes are managed efficiently and they make clear to pupils which learning approach (listening, active) is expected of them in different teaching situations. This promotes a calm and orderly atmosphere in which pupils can listen and concentrate on their work. This is a universal requirement and not related to transition.</p>	<p>10 October 2010</p>
<p><i>Pupils are actively engaged in teaching activities.</i></p>	<p>The employed teaching method (lesson content, instruction, teaching materials, methods) is sufficiently engaging for the pupil population, creating an environment in which pupils concentrate on the lesson, work on tasks or ask and answer questions. There is functional interaction between the teacher and pupils and among the pupils. The recommended norm is that at least 75 percent of pupils are participating in the lesson. Classroom management must enable all pupils to continue working and not to have to wait. In addition, there must be agreements about walking around, pupils talking to one another and the general noise level. Here too, at least 75 percent of pupils participating in the lesson is the recommended norm.</p> <p>Furthermore, it must be avoided that pupils "piggyback" on the efforts</p>	<p>10 October 2010</p>

	<p>of others. Individual planning or task distribution can point to this.</p> <p>This is a universal requirement and not related to transition.</p>	
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#### 6.4

#### School Climate

School climate addresses the challenging nature of teaching, safety at school and respectful contact between teachers and pupils/participants. One important aspect is how staff and pupils/participants treat one another and how staff concern themselves with the welfare of the pupils.

Parents/guardians and pupils should be able to rely on fair and just treatment of pupils. Hence, the school's policy to counter bullying and discrimination, the school's rules and how they are enforced will also be assessed.

*Special education provides a respectful and safe environment for pupils, parents and staff*

Basic Quality Standard	Explanation	Starting date
<p><i>The school/institution extending special education is aware of how pupils and staff perceive safety and social safety incidents that occur at the school.</i></p>	<p>The school is aware of how social safety is perceived by systematically charting pupils'/participants' and staff perceptions of safety at least once every two years. This can be done, for example, using an anonymous questionnaire, participation in group evaluations, panel discussions with representative groups and making it a recurring point on the agenda for staff appraisals.</p> <p>Moreover, awareness of incidents is achieved by registering all school related incidents that affect the psychological or physical safety of pupils and staff on an annual basis (or a discussed selection of school related incidents).</p> <p>It is important that the school/institution providing special education also analyzes its data with the aim of evaluating and improving safety policy.</p> <p>One essential condition is</p>	<p>1 August 2011</p>

	that the school follows a safety policy and has a safety plan.	
<i>School staff ensure that pupils treat each other and all others with respect.</i>	Parent/guardian, staff and pupil/participant surveys demonstrate that outside the classroom (arriving at and leaving school, during breaks and after-school activities) pupils and staff treat one another positively. It is clear they show both respect and mutual interest for each other. This is also evidenced by the absence of negative personal comments, the prevention of bullying, combating discrimination and an adequate response if these offences do occur.	10 October 2010
<i>Teachers and mentors stimulate the well-being and motivation of pupils.</i>	The way teachers and mentors carry out this task is essential to the guidance of pupils. The mentor therefore follows all pupils. Guidance is managed so that pupils can work at their own level and pace and are motivated to participate in learning. When necessary, mentors hold their colleagues to account.	10 October 2010

## 6.5 Pupil Performance

*Pupils development as expected*

<b>Basic Quality Standard</b>	<b>Explanation</b>	<b>Starting date</b>
<i>Pupils/participants achieve the goals outlined in a course completion profile, describing their aspired level upon leaving school.</i>	Upon completing a period of special education, the pupil moves on to the next educational facility. Over the years, the school, guided by the individual development plan, has worked on bringing the pupil up to the aspired level upon leaving school, as described in his/her profile and corresponding to the elected learning pathway. Once this level is attained,	1 August 2011

	the pupil is certain to be sufficiently equipped in order to succeed in his/her next destination, which is determined in accordance with the course completion profile.	
<i>The school/institution where special education is given and the EOZ monitor whether pupils'/participants' development is according to the development perspective and make well-founded choices based on their observations.</i>	The school/institution reports (to the EOZ) on the results of education in relation to the established individual development plan. What matters here is that the school/institution can demonstrate that it helps pupils to get the best out of themselves. This means that, based on the individual development plan established for each pupil, it must be proven that set targets are realistic. The planning of targets is a part of the individual development plan and is in line with the so-called learning pathways. Planning for achievement of learning targets is adjusted on the basis of well-founded observations on results achieved at the end of every school year.	1 August 2011
<i>Pupils/participants perform as expected after reinsertion in a regular school or on a follow-up pathway.</i>	The EOZ can provide factual reports on the pupils after return to their own regular school or transfer to a follow-up pathway. Records are kept for at least the first year after leaving the EOZ. Assessment of this standard will also depend on whether pupils have been referred to the EOZ more than once.	1 August 2011

*The approach to special education is aimed at reinserting pupils/participants back into a regular school or guiding them on to a follow-up pathway.*

<b>Basic Quality Standard</b>	<b>Explanation</b>	<b>Starting date</b>
<i>The EOZ uses clear criteria for intake, transfers and departure.</i>	It is important that the EOZ has adequate and conscientious rules and procedures in place which make the transition from and back to regular education as smooth as possible. These rules and procedures have been established and consensually agreed upon in consultation with the partners in the consortium.	1 August 2011
<i>The school/institution and the EOZ cooperate in the process of referring a pupil to the EOZ facility and join forces in assessing the effects for the pupil.</i>	The pupil/participant remains enrolled in his/her school and placement in the EOZ facility is sometimes merely temporary, because it is focused on reinsertion into regular school or guidance towards employment. Therefore, it is of prime importance that the EOZ and the school agree on the analysis of the problem and on how to tackle it. A way to do this is to draw up a shared document, signed by both parties, which formulates the problem and describes the approach or action plan. A common analysis of the problem and agreement by the referring school and the EOZ on how to deal with it are equally important in the case where a pupil/participant stays at the EOZ for a longer period of time. It is important that the EOZ and the school conduct frequent consultations on the pupil's progress within the EOZ, the effects of placement, whether the approach taken leads to the desired effects for this pupil and/or whether that approach should be continued or	1 August 2011

	adjusted. Such consultations should deal with both socio-emotional and cognitive development.	
<i>The EOZ and the SWV cooperate structurally with chain partners like the youth and family centers and the attendance officer, for example.</i>	The EOZ can prove that it has a policy on its role in the chain of guidance available to pupils with special needs. This policy is implemented in relevant cases by conducting solution minded talks with "chain partners" such as youth and family centers ("centra voor jeugd en gezin") and other relevant institutions which follow those pupils. A record of these talks must be kept. The results of these consultations are recorded in the pupils' file and upon their return, are handed over to the school/institution.	

## 7 Statutory Regulations and Compliance

Although not all statutory regulations from sectoral legislation can be directly translated into one of the above basic quality standards, these regulations are no less important. Schools in the Dutch Caribbean are expected by law to conform to sectoral legislation within a reasonable period. But just as with the basic quality standards, there are some regulations within sectoral legislation that have a higher compliance priority than others. A higher priority is allocated to the statutory regulations from the following three categories:

- Regulations that are directly related to the *realization of basic quality standards*. An example is the legislation concerning the curriculum. Another example is the regulations concerning pupil care at school and on the level of the island. The qualification of teachers is another important aspect in realizing basic quality standards, as well as achieving sufficient teaching time.
- Regulations that are related to the *accessibility of education*, such as enrollment and removal from the enrollment list, suspension and expulsion, pupil care, parental contribution and free school books for secondary education.
- Regulations that are directly related to *financing the EOZ*. All these regulations naturally have a high priority, because they secure the continuity of the EOZ. They are, however, not further elaborated in this document.

The dates on which these statutory regulations take effect are stated below. Initially, there are three dates:

- As of 10 October 2010: this relates to regulations that were also stated in the National Statute.
- As of 1 August 2011: because the legal articles in question from the new sectoral legislation come into effect on that date.
- At the latest on 1st August 2016: because the legal articles in question from the new sectoral legislation come into effect on that date.

## 8 Implementation Support

Boards and schools in the Dutch Caribbean are supported in a variety of ways to achieve basic quality standards and satisfy statutory regulations.

### *Support based on the Improvement Program*

Since the start of 2009 schools have received support from the Improvement Program. Broadly speaking this (ongoing) support focuses on the following:

- a. Supervised introduction of pupil assessment tests for primary, secondary and vocational education
- b. Training teachers to become internal guidance officers and care coordinators
- c. Purchase of teaching materials to extend care to pupils with learning problems in the core subjects
- d. Supervised introduction of Practical Training (ProBes)
- e. Guidance in the process of setting up consortia (SWV) and the EOZ

In addition, it has been resolved to support the schools in 2011 (boards and management) in setting up and implementing a plan for improvement which is specific to each school. This plan will focus on strengthening safety, educational expertise and quality assurance.

These activities allow focused investment in the improvement of the *curriculum*, *pupil care* and *guidance*, the *school climate* and of (data concerning) *pupil performance*.

### *Compliance Assistance*

In order to comply with statutory requirements the following means of support are offered:

- *Curriculum Analysis*  
The National Institute for Curriculum Development (SLO) has been asked to analyze the degree to which the current actual and (locally) available curriculum covers the attainment targets for primary education and for the junior years of secondary education. This analysis will hopefully answer the question whether the curriculum on offer is sufficient for schools in the Dutch Caribbean to achieve their attainment target requirements.
- *Training*  
In order to achieve the above-mentioned statutory requirements, training will be offered to boards and schools in attainment target issues, teaching time, accessibility, exams, and qualification and certification requirements.
- *Compliance Assistance*  
The Inspectorate of Education will offer boards and schools information concerning:
  - o How inspections work, including the curriculum compliance policy
  - o Examinations, accessibility, and the qualification and certification of staff
  - o Standardization of the returns
  - o Advice on drafts of legally required documentation, such as the school prospectus and school and pupil care plans, until the due date when the statutory requirements to make these documents available to the inspectorate applies.



## **Colophon**

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