



Education Inspectorate
Ministry of Education, Culture and Science

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

Utrecht, March 2011

INHOUD

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Introduction

Freedom of Education

"Freedom of Education" is an important principle in Dutch educational legislation. This constitutionally secured right entitles everyone to found a school/institution that meets their religious, ideological or educational convictions. Where possible, parents can also decide which school their children will attend: a publicly-run or privately-run school. Both receive state funding.

All schools must comply with the education acts that will apply to the Dutch Caribbean islands: for primary education this will be 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 the amount of teaching time that must be given. The acts do not state how the school must teach; a school can decide this for itself and does so in its own way.

The government does, however, impose conditions on teaching. 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. Within these acts and regulations schools may decide for themselves how they choose to teach or shape their care. They may also choose which subjects they consider important for their pupils and which methods and materials to use.

The same constitutional law also lays down that teaching needs to be inspected. The inspection of teaching has two important tasks, 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 shape freedom of education. To evaluate this, the inspectorate has defined characteristics to which the quality of teaching must comply as a minimum, Basic Quality Standards. These Basic Quality Standards are based on the Education Inspections Act, which also applies to the Dutch Caribbean (WOT BES). They may also correspond to the statutory regulations from sectoral legislation.

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. Examples of statutory regulations are: the necessary qualification of teachers and the teaching time to be given each year.

Basic Quality Standards are not performance requirements that can be set for schools in advance and their content is not determined by statutory legislation, but rather by the inspectorate in a policy ruling to be determined by the inspections framework. Schools are not legally bound by these terms; if Basic Quality Standards are not met, it does not lead to penalties. If the inspectorate considers Basic Quality

Standards unmet, a (negative) inspection report is published, with the possibility that further measures can be taken with the consent of the proper authorities.

Because education in the Dutch Caribbean must first undergo a period of adjustment to the new situation, inspections in the first years will focus on quality improvement. This is based on the school's improvement plan, which forms the inspectorate's guideline for monitoring progress and will be reported on in terms of satisfactory and unsatisfactory progression. The inspectorate's basic assumption is that all schools will meet the basic quality standards as described in this document by 01 August 2016.

Stated below, by sector and Basic Quality Standard is the date by which they should be realized. In principle, there are three dates on which Basic Quality Standards will come into effect:

1. *Immediately, as of 10 October 2010.* This concerns the Basic Quality Standards that are universal and not directly linked to new or old legislation.
2. *1 August 2011,* because they are linked to statutory regulations that also come into effect on this date.
3. *No later than 1 August 2016.* This relates to many Basic Quality Standards that fall under the improvement program or for which conditions for realization are not (entirely) present. Schools on the Dutch Caribbean islands will be given a maximum of five years time and support to meet these requirements.

Finally, an overview will be given of the statutory regulations from sectoral legislation that have a higher implementation priority for schools and which therefore have the same high priority for inspection.

1 Secondary vocational education

The requirements that regulate primary and secondary education also apply, for the most part, to Secondary Vocational Education (MBO) (previously SBO).

1.1 Program

What is of importance here, is whether, and to what extent the design and implementation of educational programs within Secondary Vocational Education (MBO) are appropriate and thorough. This concerns program cohesion, both in the institution and between learning at school and in practical training. Transfer within the vocational pillar must offer a sufficient link to previous and future education. This means that the program must clearly be geared to the relevant qualification requirements.

Accommodating differences in the educational needs of participants, an appropriate study load and adequate facilities are all criteria for a good program.

The design and implementation of the program are appropriate and thorough

Basic Quality Standard	Explanation	Starting Date
<i>Both in construction and in practice, the program offers a sufficient framework, is cohesive in terms of content and teaching, and is geared to the exit qualifications/qualification requirements, including learning competencies and functional skills.</i>	The program is clearly structured and the student understands the purpose and value of the educational activities. There is proven gearing of the program to the related exit qualifications or qualification requirements. Learning competencies and functional skills are also included in the program. There is consistency in terms of content and teaching in the program both across the various learning years of the course and between the various subjects and/or parts of the program. Finally, teaching at the institution and in vocational training correspond.	10 October 2010
<i>The program accommodates differences in educational requirements, including as a consequence of previous or future education, and offers participants room for choice.</i>	Customization concerns a reasoned adaptation of the program or teaching and is achieved by creating, where necessary, separate groups or courses (e.g. shorter courses, exemptions). In addition, customization is evident within learning situations in cases of student heterogeneity and differences in specific interests and educational requirements. The program and teaching are in keeping with the student's starting point (previous education) and take the student's course completion ambitions into account (further education or work). It is tailored to both the weaker and stronger students. Where necessary, weaker students receive additional support for aspects where	10 October 2010

	<p>they have difficulties. This applies pre-eminently to students who have previously followed Practical Training or Learning Support (LWOO).</p> <p>If a student goes through the program with ease, then acceleration, enhancement, or more depth to the program is offered, so the capacities of the stronger student are optimally applied and he/she does not have to wait. Where students so desire, it is possible to expand or give more depth to the program.</p> <p>The school establishes provision for pupils with a delay in language development aimed at increasing vocabulary and/or second language or foreign language provision that meets the individual linguistic needs of these pupils.</p>	
<i>The realized program carries an appropriate study load for the participants.</i>	<p>There is thorough planning of program times and study load. The different program parts and terms are not too hard (can be studied) and not too easy (appropriate). There is also a balanced distribution of the study load within and across the program terms and course years. The planned program times and study load are actually realized, including, among other things, that cancelled lessons are compensated. Frequent lesson cancellation can affect not only compliance with statutory stipulations, but also program timing.</p>	10 October 2010
<i>Implementation of the program is supported by adequate provision of materials and information.</i>	<p>Educational activities are not restricted by the quality of the facilities and the vocation can be sufficiently practised and, where necessary, simulated at the vocational training premises. In addition, provision of information is adequate concerning, for example, timetables, study activities, practical training, exams, the results of customer satisfaction surveys, etc. Students are aware of the institution's complaints procedure.</p>	No later than 01 August 2016

1.2 Learning Process

It is important that the learning process is appropriate and stimulating; this deals with the necessary attendance of participants, lesson content, participant activity and the chosen teaching methods. The extent to which the learning process is effectively and stimulatingly guided for each individual participant will also be reviewed, both at the institution and in vocational training.

The learning process is appropriate and stimulating

Basic Quality Standard	Explanation	Starting Date
<i>Participants are at the institution for lessons, attend vocational training sufficiently and are learning.</i>	Nearly all students who should be in attendance are indeed present. For the majority of the time during learning situations students are actively engaged in the learning activity and learning effectively. Time wasting due to transfer, lesson organization or other causes almost never occurs. This applies both to teaching activities in the institution and during practical training.	10 October 2010
<i>Teaching methods are cohesive, stimulating and geared to completion of the exit qualifications / competencies and teaching concept, and offer room for the development of independence</i>	Teaching activities are sufficiently structured, teaching methods stimulating and appropriate for the educational goals, and the transfer of knowledge is clear. There is sufficient functional interaction between teacher and student or among the students. The teacher has a sufficient understanding of each student's learning process and manages this effectively with feedback and follow-up activities.	10 October 2010
<i>Participants are effectively and stimulatingly guided in the individual learning process during teaching activities at the institution, where guidance is geared to the extent of independence.</i>	Responsibility for the support and monitoring of study progress is clearly assigned. Each student's individual learning process is closely monitored. This means that recording assessments, successful performance, learning disadvantages, more in-depth modules, additional support activities and conclusions from student discussions are up to date and that the student has been informed of this. Indications of glitches in the learning process or the student's specific educational needs are taken care of and, where necessary, lead to adjustment of the individual program (customization). Likewise the extent of the student's independence and possibility for acceleration of the learning process are also quickly identified and, where necessary, lead to adjustment of the individual program.	10 October 2010

<p><i>Participants and companies are sufficiently prepared for practical training (bpv); participants are effectively and stimulatingly guided by the institution and the company, and perform work that suits their goal and level of training.</i></p>	<p>Placement: The student is appropriately placed without spending time on a waiting list. This means that for a vocational training student (BOL) a training company is found that is certified by the Research Center for Education and the Labor Market (ROA) (even if the student looks for himself, the institution remains responsible). The student's learning requirements/goals and the teaching opportunities at the training company have been carefully matched.</p> <p>Preparation: Students: Students are well informed regarding the goal of practical training, what is expected in terms of tasks and reports, guidance from the training company and progress monitoring from the course.</p> <p>Preparation of Companies: The company is well informed in advance concerning the goal of practical training, what work is expected from the student, guidance, and evaluation. The company is involved in the individual matching process. Companies/branches that discriminate or do not treat students with sufficient respect, will be held to account, excluded from the list of training companies, and their details will be forwarded to the Research Center for Education and the Labor Market (ROA).</p> <p>Implementation: The student undertakes activities that suit the type and level of their qualification requirements/course completion. The student receives intensive guidance from the vocational trainer at the training company. The trainer is approachable and devotes sufficient time to the task. The course makes use of learning experiences by reflecting on them in the school setting (return days etc.), in order to broaden experiences. The course carefully safeguards the progress of practical training with a variety of measures: visits and student progress reports. Impediments to progress or additional potential are identified immediately and lead to adjustment.</p> <p>Assessment: Progress will be assessed by the institution on completion, with the training company's involvement. In addition the achievement of goals is verified.</p>	<p>10 October 2010</p>
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1.3

Course Guidance

This aspect looks at the careful guidance participants receive during their school career. This includes the quality of advice, intake, placement, guidance with study or personal problems, collaboration with chain partners for students at risk and the registration of guidance data.

Participants are carefully guided through their school career

Basic Quality Standard	Explanation	Starting Date
<i>The advice given to participants, their intake, and placement are carefully managed, with active exchange with relevant schools or authorities.</i>	Prior to the course students are given a realistic description of the course, the vocation and the chances of employment. This procedure leads to placement on the right course at the right level. In addition, it is assessed whether the student has the right idea about the course and vocation and whether the course meets his ambitions and potential. Furthermore, all relevant information on specific educational requirements will be recorded. During student intake at level 1 and 2 it will be recorded as a minimum which students have followed learning support (LWOO Geo) or practical training in the past, and to what extent their learning disadvantages have been resolved.	10 October 2010
<i>From registration onwards, participants receive careful, individual guidance in shaping their own career path, in course progression, when making choices, when transferring, with personal problems, and where there is a threat of dropping out.</i>	Students are well advised and guided in their choices regarding their school career and work. Students' (intended) choices are systematically recorded so that customization can be provided. The course career counselor, mentor or coach is sufficiently aware of any personal, socio-emotional or behavioral problems, and of the attendance and motivation of the student. Teachers and mentors are attentive to indications of (potential) impediments to progress and, where necessary, take fast, focused action. Students threatening to drop out are identified early and given guidance. Where necessary, the student is referred to experts in the second or third line for guidance, training or other support.	10 October 2010
<i>Participants with specific needs receive sufficiently tailored care.</i>	This can relate to care for both cognitive and socio-emotional areas. Based on analysis of the data collected (including at intake and during guidance) the institution decides on the type of care the student requires. For each student this leads to well-planned care, complete with verifiable objectives to remove any impediments to the educational process.	01 August 2011

	<p>Furthermore, care is implemented according to plan. Finally, the institution checks the effects of care and decides on continuation, adjustment, or termination of the care activities. Prerequisites for appropriate student care are good progress recording and adequate information exchange between teachers and student counselors on the one hand, and experts from the institution's second line on the other. In every case, students who have followed learning support (LWOO Geo) or practical training in the past are deemed to have specific care requirements.</p>	
<p><i>For at-risk participants there is structural collaboration with chain partners for the purposes of prevention and intervention.</i></p>	<p>The institution/organizational unit has recorded, in collaboration with chain partners, what is understood by an at-risk student and is in a position to identify at-risk students early, in collaboration with chain partners and based on established indicators.</p> <p>The institution/organizational unit collaborates with chain partners (youth services such as the Center for Youth and Family, Guardianship Board, Child Protection, School Attendance Officer, National Association of Municipal Health Services or GGD). Together the services possess an effective, functional system for early identification of at-risk students. The chain of services functions adequately and leads to clear results. The results and arrangements are recorded in student files.</p> <p>In addition, the institution/organizational unit has made concrete agreements with the chain partners about how to manage incidents. On the one hand the arrangements that are made with chain partners are made with regard to preventative collaboration and concern what will be done in the region in terms of preventative activities. On the other hand, there are agreements that relate to approach, expected action and accountability in the event of incidents.</p>	<p>01 August 2011</p>

1.4 Conduct and Safety

A respectful and safe environment is the key to this aspect. Assessment is focused on the rules in place for behavior and conduct, measures to improve social and physical safety and social cohesion, as well as on safety as it is actually experienced. This is the only topic where both policy and measures are also assessed, due to the priority this topic carries in government policy.

Participants are in a respectful and safe environment

Basic Quality Standard	Explanation	Starting Date
<i>Participants and employees treat one another with care and respect both at the institution and in vocational training.</i>	<p>Students and employees treat one another and others with respect, both at the institution and in vocational training. The consequences of overstepping the rules are clear. Discrimination (concerning for example sexual orientation, belief or race) will not be tolerated; homosexual students and teachers suffer no problems where their orientation is known. Threats and bullying, also via the internet, or the wearing of discriminatory symbols, are actively combated.</p> <p>A prerequisite for this is that rules on behavior, rights and obligations, and good manners, etc. are clear for all involved. Employees and students know who the confidential point of contact is and know about the complaints and appeals procedures. Disrespectful behavior will be responded to with alacrity.</p> <p>All questions and complaints from students will be responded to quickly and thoroughly. Complaints procedures and the addresses of the complaints committees are easily accessible on the institution's website. Students and staff are also well informed about codes of conduct, good manners, and the agreements that apply to practical training.</p>	01 August 2011
<i>Participants experience sufficient social and physical safety both in the institution and at vocational training.</i>	<p>The institution can demonstrate that the learning environment is safe. A prerequisite for this is the existence of policy for the prevention of accidents or physically unsafe situations. In addition protocols are in place regarding how to manage emergencies. All of which can form part of a safety plan.</p> <p>The institution/course is constantly up-to-date regarding the students' perception of physical and social safety in the institution and during practical training. The</p>	01 August 2011

	institution/organizational unit/course systematically measures the students' perception of physical and social safety and can produce the results. In addition, the institution has defined what it views as incidents. Incidents at school and during vocational training are recorded. The institution/course discusses the results with the vocational training companies.	
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1.5 The Return on Vocational Training and Education

In the end, it is the outcome of training that is important, that participants leave the course with a qualification in the shortest time possible for them. The institution has formulated its own objectives for this, which are sufficiently ambitious and include all involved parties. In the results criteria, four training levels have been identified to do justice to differences in set-up between the institutions. The extent to which information is available regarding the employment position of participants that have completed the course will also be assessed.

Basic Quality Standard	Explanation	Starting Date
<i>The annual result for each identified level meets the established norm.</i>	Annual Result: the number of diplomas awarded for a course (or institution) each year, in comparison to the number of institution leavers with and without a diploma for that course (or institution) in that year.	No later than 01 August 2016
<i>The diploma result for each identified level meets the established norm.</i>	Diploma Result: the total number of leavers with a diploma for the course (or institution) in comparison to the total number of leavers with or without a diploma that have ever completed the course (or institution).	No later than 01 August 2016

2 Social opportunity pathways for the young

The requirements that apply to the Social Opportunity Pathways for the Young (formerly Mandatory Social Training, SVP) are derived from the requirements for Secondary Vocational Education (MBO). This is due to the fact that the design of provision is not directly focused on qualifications, but on a tailored pathway for obtaining/improving, for example, core competencies and social independence, leading wherever possible to entering standard education.

2.1 Educational Intake and the Individual Social Opportunity Pathway

Educational intake is conducted by the project office and is intended to assess if the young person is eligible for the social opportunity pathway. This involves evaluating the young person's knowledge and experience level. If the young person decides to take part the educational intake leads to an educational agreement in which the mutual rights and obligations are recorded.

Basic Quality Standard	Explanation	Starting Date
<i>Participants receive a thorough educational intake. If the young person decides to participate an educational agreement of mutual rights and obligations is recorded.</i>	The educational intake is intended to assess if a young person is eligible for the social opportunity pathway. This involves evaluating the knowledge and experience level of the young person. This is an important starting point for creating an individual pathway and is completed by the implementing institution. Agreements are made with young people regarding the next steps. During the intake the young person's personal details are recorded on a form together with the agreements that are made. If the young person decides to take part the educational intake leads to an educational agreement in which the mutual rights and obligations are recorded.	10 October 2010
<i>Participants receive a social opportunity pathway geared to their individual situation.</i>	The implementing institution establishes a social opportunity pathway for each participant that is geared to his/her situation. The intake interview, conducted by the project office, provides the building blocks for this. The possible goals of the different modules that will be offered to a participant can vary from personal development to entering standard education. In comparison to the National Ordinance on Social Training (Landsverordening sociale vormingsplicht), the goals have been extended with obtaining knowledge of language, numeracy, computer skills and practical skills.	10 October 2010

	A social opportunity pathway takes at least 3 months to complete. The maximum duration of an opportunity pathway is two years with the possibility to extend this by a maximum period of six months. The social opportunity pathway can be adjusted if the participant's circumstances change.	
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2.2 Program

What is of importance here, is whether, and to what extent the design and implementation of the social opportunity pathway is appropriate and thorough. Among other things, this concerns the question of whether the program offers sufficient customization, and if sufficient activities are planned and realized. The pathway program must clearly be in accordance with the agreed individual opportunity pathway.

The design and implementation of the program are appropriate and thorough

Basic Quality Standard	Explanation	Starting Date
<i>The program offers a sufficient framework, is cohesive in terms of content and teaching and is geared to the individual opportunity pathway.</i>	The program is clearly structured and the participant understands the purpose and value of the (educational) activities. There is proven gearing of the program to the agreed goals. There is consistency in terms of content and teaching in the program, and between the different modules and/or components of the program.	10 October 2010
<i>The program accommodates differences in the opportunity pathways and offers participants room for choice.</i>	Customization concerns a reasoned adaptation of the program or teaching; achieved by creating, where necessary, separate groups or pathways. In addition, customization is evident within the different (learning) situations, in cases of participant heterogeneity and differences in specific interests and (educational) requirements. The program and teaching are in keeping with the student's starting point (previous education) and take the course completion ambitions into account (entry into standard education or work). It is tailored to both the weaker and stronger participant. The implementing organization establishes provision for pupils with a delay in language development aimed at increasing vocabulary and/or second language or foreign language provision that meets the individual language needs of these pupils. Where the participant has a specific care requirement an action plan is established in agreement with the	10 October 2010

	participant and on the basis of validated tests.	
<i>The realized program carries an appropriate (study) load for the participants.</i>	There is thorough planning of program times and study load. The different program parts and terms are not too hard (can be studied) and not too easy (appropriate). There is also a balanced distribution of the study load within and across the program terms. The agreed and planned program times and study load are actually realized. This includes, among other things, that cancelled lessons are compensated.	10 October 2010

2.3 Learning Process

It is important that the learning process is appropriate and stimulating. This deals with the necessary attendance of participants, lesson content, participant activity and the chosen teaching methods. The extent to which the learning process is effectively and stimulatingly guided for each individual will also be reviewed.

The learning process is appropriate and stimulating

Basic Quality Standard	Explanation	Starting Date
<i>Participants are sufficiently in attendance for lessons and are learning.</i>	Nearly all participants who should be in attendance are indeed present. For the majority of the time during learning situations students are actively engaged in the learning activity and learning effectively. Time wasting due to transfer, lesson organization or other causes almost never occurs. This applies both to teaching activities in the institution and for example during a placement.	10 October 2010
<i>Teaching methods are cohesive, stimulating, geared to the agreed, customized pathways and offer room for the development of independence.</i>	Teaching activities are sufficiently structured, teaching methods stimulating and appropriate for the educational goals, and the transfer of knowledge is clear. There is sufficient functional interaction between teacher and participant or among the participants. The teacher has a sufficient understanding of the learning process of each participant and manages this effectively with feedback and follow-up activities.	10 October 2010
<i>Participants are effectively and stimulatingly guided in their individual learning process during (teaching) activities at the implementing organization, where guidance is geared to</i>	Responsibility for the support and monitoring of (study) progress is clearly assigned. The individual (learning) process of each participant is closely monitored. This means that recording assessments, successful performance, learning disadvantages, modules, additional (support) activities and	10 October 2010

<i>the extent of independence.</i>	conclusions from participant discussions are up to date and that the participant is informed of this. Indications of glitches in the (learning) process or the participant's specific (educational) needs are taken care of and where necessary lead to adjustment of the individual program (customizing). Likewise, the extent of the participant's independence is also quickly identified and, where necessary, leads to adjustment of the individual program.	
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2.4 Pathway Guidance

This aspect looks at the careful guidance participants receive throughout the social opportunity pathway. This includes the quality of advice, educational intake, placement and guidance in case of study and personal problems, collaboration with chain partners for students at risk and the registration of guidance data.

Participants are carefully guided through their school career

Basic Quality Standard	Explanation	Starting Date
<i>From registration onwards, participants receive careful, individual guidance in shaping the opportunity pathway, pathway progression, when making choices, when transferring to regular education or employment, for personal problems and where there is a threat of dropping out.</i>	<p>Participants are well advised and guided in their choices regarding the opportunity pathway and potential further study and work. Participants' (intended) choices are systematically recorded so that customization can be provided. The counselor is sufficiently aware of any personal, socio-emotional or behavioral problems, and of the attendance and motivation of the participant.</p> <p>Teachers and counselors are attentive to indications of (potential) impediments to progress and, where necessary, take fast, focused action. Participants threatening to drop out of the pathway are identified early and given guidance. Where necessary, the participant is referred to experts in the second or third line for guidance, training or other support.</p>	10 October 2010
<i>Participants with specific needs receive sufficiently tailored care.</i>	This can relate to care for both cognitive and socio-emotional areas. Based on analysis of the data collected (including at the educational intake and during guidance), and on validated tests, the institution decides on the type of care the participant requires. For each participant this leads to well planned care, complete with verifiable objectives to remove any impediments to the opportunity	01 August 2011

	<p>pathway.</p> <p>Furthermore, care is implemented according to plan. Finally, the institution checks the effects of the care and decides on continuation, adjustment, or termination of care activities. Prerequisites for appropriate care are good progress recording and adequate information exchange between teachers and counselors on the one hand and experts from the institution's second line on the other.</p>	
<p><i>For at-risk participants there is structural collaboration with chain partners for the purposes of prevention and intervention.</i></p>	<p>In addition to participating in the consortium and the Special Educational Needs Expertise Center (Expertisecentrum onderwijszorg or EOZ), the implementing organization collaborates with chain partners in order to identify at-risk students early, based on established indicators. The implementing organization collaborates effectively within the consortium and with chain partners, such as the centers for youth and family, Guardianship Board, Child Protection, School Attendance Officers. The chain of services functions adequately and leads to clear results. The results and agreements are recorded in the participants' files.</p> <p>In addition, the implementing organization has made concrete agreements with the chain partners about how to manage incidents. On the one hand the agreements made with chain partners are made with regard to preventative collaboration and concern what will be done island-wide in terms of preventative activities. On the other hand, there are agreements that relate to approach, expected action and accountability in the event of incidents.</p>	<p>01 August 2011</p>

2.5 Conduct and Safety

For this aspect, a respectful and safe environment is key. Assessment is focused on the rules in place for behavior and conduct, measures to improve social and physical safety and social cohesion, as well as on safety as it is actually experienced. This is the only topic where both policy and measures are also assessed, due to the priority this topic carries in government policy.

Participants are in a respectful and safe environment

Basic Quality Standard	Explanation	Starting Date
<i>Participants and employees treat one another with care and respect both at the institution and in vocational training.</i>	<p>Participants and employees treat one another and others with respect, both at the implementing organization and at any possible placements. The consequences of overstepping the rules are clear. Discrimination (concerning for example sexual orientation, belief or race) will not be tolerated; homosexual students and teachers suffer no problems where their orientation is known. Threats and bullying, also via the internet, or the wearing of discriminatory symbols, are actively combated.</p> <p>A prerequisite for this is that rules on behavior, rights and obligations, and good manners, etc, are clear for all involved. Employees and students know who the confidential point of contact is and know about complaints and appeals procedures. Disrespectful behavior will be responded to with alacrity.</p> <p>All questions and complaints from students will be responded to quickly and thoroughly. Complaints procedures are easily accessible. Students and staff are also well informed about codes of conduct, good manners and agreements that apply during placements.</p>	01 August 2011
<i>Participants experience sufficient social and physical safety both in the institution and at vocational training.</i>	<p>The implementing organization can demonstrate that the learning environment is safe. A prerequisite for this is the existence of policy for the prevention of accidents or physically unsafe situations. In addition protocols are in place regarding how to manage emergencies. All of which can form part of a safety plan.</p> <p>The institution/course is constantly up-to-date concerning the participant's perception of physical and social safety in the institution and during any possible placements. The implementing organization systematically measures the participants' perception of physical and social safety and can produce the results. In addition the implementing organization has defined what it views as incidents. Incidents at the implementing organization and in placements are recorded. The implementing organization discusses the results with placement companies.</p>	01 August 2011

2.6 The Return on Opportunity Pathways

In the end, it is the outcome of opportunity pathways that is important, that participants leave the opportunity pathway in the time span that best suits them. The implementing organization has formulated its own objectives for this, which are sufficiently ambitious and include all involved parties. The extent to which information is available regarding the employment position of participants that have completed the course will also be assessed.

Basic Quality Standard	Explanation	Starting Date
<i>The result meets the established norm.</i>	<p>Result: More closely defined in terms of: percentage of participants that completes the course and transfers successfully to a regular course or work within the agreed duration of the project.</p> <p>There are currently insufficient data available about the performance of implementing organizations for Social Opportunity Pathways for the Young (SKJ) in the Dutch Caribbean to be able establish a norm.</p> <p>The Inspectorate of Education carries responsibility for the development of a norm.</p>	No later than 01 August 2016

3 Exam quality secondary vocational education (mbo)

Research into the quality of exams for Secondary Vocational Education (MBO) is conducted by the Inspectorate of Education. The inspectorate requests that the school supplies the assessment instruments and explanatory documentation, after which, advice is given by a subject specialist (external audit) concerning the quality of the instruments. Following this, research is conducted at the school, which can consist of document analysis, where possible and on a spot-check basis, the observation of exam conditions, interviews with the exam committee, other parties involved with exams and the school management team. The institution's examination plan is leading for any exam observations.

Research is conducted based on the exam standards stated below

Basic Quality Standard	Explanation	Starting Date
<i>The occupational field has confidence in the quality of the exams.</i>	<p>The representative occupational field has sufficient confidence in the quality of examining. The exam committee verifies with appropriate frequency and rigor that the occupational field has sufficient confidence in the quality of examining. It takes measures, where necessary, to improve the confidence of the occupational field in the quality of examining and ensures the efficacy of these measures.</p> <p>Confidence can, among other things, be deduced from research with representative samples, information from the experience drawn from the involvement of the occupational field in constructing and/or conducting the exams, or from the proven satisfaction of the occupational field with the quality of the recently graduated new employee.</p>	01 August 2011
<i>The expertise of those involved is secured.</i>	<p>The exam committee verifies the expertise of those involved in assessment with appropriate frequency and rigor, for example, using data from the design and establishment of assessment instruments, evaluating and conducting exams and student evaluations. It ensures that those involved both inside and outside school, meet the requirements that have been set with regards to the desired expertise for examining.</p> <p>It charts the extent to which those involved meet the expertise criteria, employs improvement measures if necessary, and ensures the efficacy of these measures.</p>	01 August 2011

	There are indeed elements within expertise that can be improved, but these cause no great gaps in examining.	
<i>In terms of content, assessment instruments meet the course completion requirements with regards to coverage and pass mark.</i>	<p>The assessment instruments cover the qualification requirements stated in the exit qualifications document sufficiently to do justice to the integral qualification profile. Sufficient coverage can only be established if examining is based on a format that matches the competence level of the requirements. The starting point for assessment of coverage is that all qualification requirements form part of the examination syllabus. Overall, exams are taken at the required qualification level. Course Focused on Exit Qualifications: a minimum of 75 percent of the exit qualification of the partial qualification is assessed with exams, which in terms of content and testing match the exit qualifications of the partial qualification.</p> <p>In addition, 100 percent of any relevant, statutory requirements for the vocation is included in examining. The pass mark for assessment instruments is at a level at which the participant on average meets the requirements included in the exam. The allocation and distribution of marks and the way in which the final result is calculated, do not reduce the credibility of the pass mark.</p> <p>Course Focused on Exit Qualifications: The pass mark for each assessment instrument is at a level at which the participant on average meets the requirements included in the exam. At the lower level, this can be stated as a "pass". The allocation of marks is balanced and fair, and justifies the importance of the exit qualifications.</p> <p>With partial qualification the exercise/tests are moderated against one another without undermining the established pass mark.</p> <p>The pass mark for determining diploma pass/fail is that all partial qualifications compulsory for the diploma have been successfully completed.</p>	01 August 2011
<i>The assessment instruments meet the technical test requirements.</i>	The assessment instruments contain sufficient information for the participant to know what is required in the exam and which points he/she can get with what. The participant knows what has to be done to do	01 August 2011

	<p>to get a pass. This means that the participant is familiar with the exercise description and/or required result, the assessment criteria, the type of assessment and what constitutes a pass.</p> <p>The assessment instruments contain sufficient information to make clear to the participant and the examiner under what circumstances an exam must be taken. The participant and examiner are familiar with the necessary preparations, the accepted examination aids, context description/setting of the examination exercise and the set-up of the exam location.</p> <p>The assessment instruments are supplied with instructions that make it easy for the examiner to determine if a participant's answer or output can be awarded a certain (part of a) mark. A description of how to achieve the most objective possible assessment is provided. This means that the assessment instruments contain the following:</p> <ol style="list-style-type: none"> 1. A correct answer model or marking scheme (with marking criteria); 2. Marking instructions that describe which answers are correct, partly correct, and which should be considered incorrect, including the appropriate score (marks); 3. A description of how any partly correct scores lead to a final score; 4. Examiners instructions with general guidelines on the way participant performance must be assessed. 	
<p><i>The processes for conducting, assessing and qualifying exams are sound.</i></p>	<p>The process of conducting exams is sound. The exam committee verifies the process of conducting exams with suitable frequency and rigor, for example on the basis of interviews and/or student evaluations. The exam committee verifies whether the exam process runs as it should and analyses any possible causes if processes do not run as desired.</p> <p>Marking is sound. The exam committee verifies the marking of exams with suitable frequency and rigor, for example based on analysis of the results, student evaluations and data from (random) double assessments, on the basis of which they can demonstrate if marking is running as desired. The committee also keeps track of</p>	<p>01 August 2011</p>

	<p>modifications to marking results and to what improvement actions these adjustments lead or have lead to. The exam committee analyses the possible causes if the marking does not run as desired.</p> <p>Diplomas and certificates are awarded on valid grounds. The exam committee makes sure of this. The exam committee can justify itself concerning its decisions on this.</p>	
<i>The quality of exams is sufficiently secured.</i>	The exam committee verifies the integral quality of examining with the appropriate frequency and rigor. They do this in collaboration with independent experts. The exam committee gives account on the outcomes of this assessment to stakeholders, takes necessary measures for improvement and ensures the efficacy of these.	01 August 2011
<i>The institution meets the statutory requirements concerning examining.</i>	<p>The course meets the statutory requirements concerning:</p> <ul style="list-style-type: none"> • information about the exam (in teaching and examination regulations, or other documents); • the exam committee; • the occupational exam committee; • public accountability (1.3.2 Adult and Vocational Education Act, (Wet educatie en beroepsonderwijs), WEB BES, clause 2 and 3); 01-01-2016 	01 August 2011

Because education in the Dutch Caribbean must first undergo a period of adjustment to the new situation, the inspectorate employs the following starting points when assessing exam quality:

- All the above standards will apply to exams from 1st January 2011 (as the standards form a cohesive whole).
- To assess the quality of exams the inspectorate employs a growth model:
 - From 1 August 2011: a maximum 3 of the 7 standards can fail to achieve a satisfactory assessment;
 - From 1 August 2013: a maximum of 2 of the 7 standards can fail to achieve a satisfactory assessment;
 - From 1 August 2016 the standard employed for the rest of the Netherlands applies. In the European Netherlands the following standard applies: the quality of examining is sufficient if five of the seven standards are satisfactory, including in any case standards 3, 4, 5, and 7.

Based on the growth model described above, the quality of exams will be reported from 1st August 2011 in the institution report, compiled by the inspectorate. However, where the quality of examining (still) fails to meet the necessary quality criteria, in principle, until 1st August 2016 the inspectorate will attach no consequences.

4 Securing Basic Quality Standards

4.1 Quality assurance

A good school systematically monitors the quality of education, taking measures to maintain, and where necessary, make improvements. Quality assurance (primary and secondary education) and governance (secondary vocational education or MBO) do not form part of the basic quality standards, but are definitely an important prerequisite to achieving and maintaining them. Where schools do not (yet) meet the basic quality standards, the Inspectorate of Education includes quality assurance in its assessment. If, after all, the basic quality standards are not met, when the necessary conditions to do so are in place, the question is whether the school itself has done everything it can to realize the standards. The school's quality assurance system is an important indication of this.

The school's ideas on what constitutes qualitatively good education are central to quality assurance. The school also takes into consideration the characteristics of the pupils and the wishes and expectations that, for example, parents/guardians have for the quality of education. The school translates its ideas on good education into concrete objectives, in particular for pupil performance and teaching methods. The school uses these objectives to put its own stamp on ideas of good education.

The school systematically verifies whether these objectives are actually achieved. Systematically means regular evaluation of the quality of education using procedures, tools and tests. The school develops objectives for further educational improvement based on systematic evaluation. It is therefore important that the school also verifies how far personal and material resources enable improvement in education. All of this produces a long-term path for improvement, with concrete activities and measures for the short term. Monitoring quality includes verifying if improvement activities are effective. The school communicates about this openly.

In summary: good quality assurance is not guesswork, but is approached systematically. This is evidenced by ordered evaluation and improvement activities, clear leadership from the management team, and measures to secure quality. In short: an environment in which continuous efforts to improve quality are considered an essential and natural aspect of the work.

4.2 Educational leadership

The teacher is essential to the quality of education, but the school management team is also an important factor for promoting quality, as evidenced by scientific research.

Educational leadership creates support for quality assurance across the ranks. It is important to have sufficient opportunity for consultation focused on quality improvement, offering room for reflection on content and organizational matters and taking the various tasks and responsibilities into consideration.

The school management team clearly records the aim, responsibilities and desired effect of the various activities and by doing so ensures sufficient facilities for implementation.

In addition, the school management team regularly monitors progress, where necessary makes adjustments, and is accountable to the proper authorities for their approach to the quality policy.

With staff dedicated to the development of the school (quality development) the school management team takes individual training wishes and integral staff policy into consideration. The school management team regularly informs staff members on how things are going, takes their ideas and suggestions seriously and regularly demonstrates appreciation for staff members that do their work well.

The school management team makes problems that can occur during implementation a subject for discussion on time and adequately handles conflicts that arise at school. In addition, the school management team ensures that staff apply their abilities willingly and to the full, want to improve themselves and learn with and from one another. They feel responsible for and involved with all aspects of the school. They are aware of the strong and weaker points of the organization. They give constructive feedback and hold one another to account concerning agreements made.

The professional relationship and development of the staff is a subject for appraisals and assessments. The school management team offers staff the opportunity to follow training, professional advancement, skills training, peer-to-peer coaching, et cetera.

4.3 School Board

Although the school board does not teach, it carries final responsibility for everything that happens at school and for creating a socially strong position for the school. This means that the school board is responsible for the school's policy on strategic quality, policy and finance. The school board should therefore have sufficient access to inspect the potential risks that the school faces in these areas. It must be able to prove that the school meets the statutory regulations.

The board collects data on the quality of teaching, which it analyses and evaluates. It verifies if objectives have been set for the quality of teaching, stimulates and supports realization of those objectives, carries responsibility for regular measurement and evaluation, and – above all – undertakes planned action where necessary.

The board is also or will¹ also become responsible for establishing the following:

1. A study prospectus that summarizes at least the education and examination regulations of each different vocational courses;
2. Teaching Agreement;
3. Participant's Charter;
4. Vocational Training Agreement;
5. Annual Report;
6. Annual Accounts;
7. Island consortium care plan.

¹ Dependent on the period in which the legal conditions come into effect in the Dutch Caribbean.

Furthermore, the board has statutorily secured tasks relating to the Compulsory Education Act, such as the registration of truancy, reporting fixed-period and permanent exclusion of students, the complaints procedure for parents, and formation of and consultation with a Participation Council (Medezeggenschapsraad or MR).

5 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. Legislation assumes that schools in the Dutch Caribbean will 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:

1. Regulations that are directly related to the *realization of basic quality standards*. The realization of one goes hand in hand with the other. An example of a regulation that is directly related to good basic quality standards is the legislation concerning the curriculum in primary and secondary education and the examinations in secondary and vocational education. Another example is the regulations concerning pupil care at school and island level. The qualification of teachers is also an important aspect for realizing basic quality standards, as well as achieving sufficient teaching time.
2. Regulations that are related to the *accessibility of education*, such as enrollment and removal from the enrollment list, fixed-term and permanent exclusion, pupil care, parental contribution and free school books for secondary education.
3. Regulations that are directly related to *financing education*. All these regulations naturally have a high priority, because they secure the continuity of schools and the quality of education. They will, however be excluded from this document.

Stated below by sector and category is the date on which these statutory regulations will come into effect. There are initially three dates:

1. Immediately on *10th October 2010*. This relates to regulations that were also stated in the National Statute and which therefore remain in effect in the transition year.
2. As of *1st August 2011* because the legal articles in question from the new sectoral legislation come into effect on that date.
3. At the latest on *1st August 2016* because the legal articles in question from the new sectoral legislation come into effect on that date.

Secondary Vocational Education (MBO)	Explanation	Starting Date
<i>Curriculum</i>	Offering MBO vocational training (previously secondary professional education, SBO) for which the minister has granted approval.	01 August 2011
	Ensuring vocational training is organized in such a way that participants can achieve the exit qualifications within the established study duration.	01 August 2011
	Offering the prescribed number of teaching hours of at least 850 hours for fulltime vocational training.	01 August 2011
<i>Practical Training (Beroepspraktijkvorming or BPV)</i>	Making sure that participants have a vocational agreement with a certified training company.	01 August 2011
	Offering guidance to participants at the practical	01 August 2011

	<p>training location.</p> <p>Where necessary, making appropriate facilities available in substitution for the practical training location.</p>	01 August 2011
<i>Transitional Measure</i>	All requirements from the National Ordinance for Secondary Professional Education (Landsverordering sbo) and education apply until the date that Adult and Vocational Education Act, (Wet educatie en beroepsonderwijs, WEB BES) comes into effect.	10 October 2010
<i>Student Care</i>	Consortium (Samenwerkingsverband or SWV) focused on making agreements between all schools about extending the appropriate care to all pupils on the island.	01 August 2011
	Special Educational Needs Expertise Center (Expertisecentrum onderwijszorg or EOZ) is a service that extends care to all pupils for whom the school, at which the pupil is enrolled, does not have adequate provision.	01 August 2011
	Work with method plans for all care pupils.	01 August 2011
<i>Accessibility</i>	Admissions age (vocational guidance learning pathway or beroepsbegeleidende leerweg, bbl: 16 years) admission, permanent exclusion of a student.	01 August 2011
	Requirements from the Compulsory Education Act as far as they relate to school management, such as exemption and reporting truancy.	10 October 2010
	Reporting the early drop-out of non-compulsory participants.	01 January 2011
<i>Position of Participant</i>	Introduction of a Participants' Charter that records the rights and obligations of the participant.	01 August 2011
	Signing a teaching agreement with participants.	01 August 2011
<i>Employees</i>	Qualification and certification requirements of the management team and other staff.	01 August 2011

Exam Quality	Explanation	Starting Date
<i>The institution meets the statutory requirements concerning examining.</i>	<p>The course meets the statutory requirements concerning:</p> <ul style="list-style-type: none"> information about the exam (in teaching and examination regulations, or other documents); the exam committee; the occupational exam committee; <p>public accountability (1.3.2 Adult and Vocational Education Act, (Wet educatie en beroepsonderwijs), WEB BES, clause 2 and 3); 01-01-2016</p>	From 01 August 2011

Social Opportunity Pathways for the Young (SKJ)	Explanation	Starting Date
<i>Provision</i>	Setting up and implementing the Social Opportunity Pathways Outline Plan.	01 January 2011
	Offering an appropriate social opportunity pathway to eligible young people.	01 January 2011
<i>Student Care</i>	Consortium (Samenwerkingsverband (SWV)) focused on making agreements between all schools about extending the appropriate care to all pupils on the island.	01 August 2011
	Special Educational Needs Expertise Center (Expertisecentrum onderwijszorg or EOZ) is a service that extends care to all pupils for whom the school, at which the pupil is enrolled, does not have adequate provision.	01 August 2011
	Work with method plans for all care pupils.	01 August 2011

6 Implementation support

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

6.1 Support from the Improvement Program

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

1. Introduction of pupil assessment tests for primary, secondary and vocational education;
2. Training teachers to become internal guidance officers and care coordinators;
3. Purchase of teaching materials to extend care to pupils with learning problems in the core subjects;
4. Supported introduction of Practical Training (ProBes);
5. Process guidance when establishing consortia (Samenwerkingsverbanden or SWV) and institutions for Special Educational Needs Expertise Centers (Expertisecentra onderwijszorg or EOZ).

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

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

6.2 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 grades of secondary education. This analysis will show if the schools in the Dutch Caribbean have sufficient curriculum with which 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:
 - How inspections work, including the curriculum compliance policy;
 - Examinations, accessibility, and the qualification and certification of staff;
 - Standardization of the returns;
 - Legally required documentation, such as school prospectus, school and pupil care plan, by providing advice on concepts from this document until the statutory requirements to make these documents available to the inspectorate applies (1st August 2011).

Colophon

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