

A FRAMEWORK TO ARRIVE AT AN ACTION PLAN FOR THE EVALUATION AND RECCOMENDATIONS OF THE MID -TERM E & Y REPORT

St. Maarten

*Abbreviation sheet at the end.

AEF Evaluations	AEF Recommendations	Feasibility	Actions for sustainability or improvement	Responsible Dept. / Div in MECYS
FBE				
1.The pre conditions for the successful implementation of FBE have been created. The follow-up must lie in the complete, integrated execution in practice.	Organize result – oriented synchronization and consultation	Yes. -School boards and inspections play a role in ensuring compliance with the law and the expected practice in the class rooms	Workshop for school boards on operationalization of the Landsverordening Funderend Onderwijs in practice. Control actions by the inspection. Internal quality control will be improved with follow up training sessions	DERPI INSPECTION DERPI
2. School Development Plans are insufficiently used as a measure for guidance and professionalization of boards and school leaders.	Focus on the effective use of School Development Plans . Arrange for technical knowledge within the innovation process	Yes - The current management training and workshops for School Boards are in place	Concentrate on implemented SDP in upcoming workshops and trainings. Control actions by inspection	DERPI INSPECTION
3. The education and training of teachers was	Map development needs of personnel	Yes .Reorganization of the Teacher training and	More training in making In-service training plans	DERPI /SCHOOLS BOARDS

useful, but needs structural attention.	upgrading institute.	Reorganize USM to be a teacher training and upgrading institution Measures to deal with the shortage of teachers will be put in place	*USM / MINISTRY. MINISTRY	
4. There is sufficient learning materials provided ,however, the use of the material including ICT could be more efficiently used.	Translate curriculum into practice Clarify the role of Inspection and the V&V system	Yes. 90 % of teachers improve their pedagogic and didactical competencies	Continue workshops of integrating ICT in all subject areas and curriculum workshops continue. Assistance of the instructional coaching for all teachers. Developing curriculum plans in the Dutch language Development social studies text books for SXM	DERPI DERPI EXAMINATIONS DIVISION DERPI
5. The Care structures are developing with the help of the SCC ,among other things. Urgent implementation of a digital STS is of the essence.	Install the STS in schools	Yes. Implementation of STS	Training of staff to use the STS efficiently Institutionalizing Student Care in Division Student Care	DEPI, BAK,MINISTRY. DIV. SSS
6. Foundations have been made for a sustainable	Clarify the role of Inspection in the V&V	Yes. Continued reviewing of the applicability of the	Set up a structure of communication between	MINISTRY

<p>financial system, agreements about disbursement and development must follow.</p>	<p>system</p> <p>Organize result – oriented synchronization and consultation.</p> <p>Develop the V&V system further</p>	<p>V&V structure, systems and procedures</p>	<p>school boards, those in charge of innovations and the controller and inspection to review financial matters in education</p>	<p>INSPECTION</p> <p>DERPI</p> <p>DEPT. EDUCATION</p>
<p>7. Teacher quality is a major threat for the sustainability of the innovations.</p> <p>8. Targeted control of management, inspection and this government is very important.</p>	<p>Map development needs of personnel .</p> <p>Arrange for technical knowledge within the innovation process</p> <p>Clarify the role of Inspection and the V&V system.</p> <p>Organize result – oriented synchronization and consultation</p>	<p>Yes. Make use of the Landsverordening Funderend Onderwijs FBE and a Teacher appraisal and evaluation system and an In-service training system to improve teacher quality.</p> <p>Yes. There is an active inspectorate</p> <p>Management training is in place</p> <p>Financial control is in place</p>	<p>Fully implement the law on FBE.</p> <p>Actively look for new teachers and ensure that they are retrained</p> <p>Implement the Teacher appraisal and evaluation system.</p> <p>Inspection play a more active role in this process</p> <p>Inspectorate devise ways and mean for greater control and reporting/ sharing of information to/ with other departments and division in the ministry</p>	<p>MINISTRY</p> <p>Dept. EDUCATION INSPECTION</p> <p>INSPECTION</p> <p>CONTROLLER</p>
<p>9. Improve internal and external communication</p>		<p>Yes .</p>	<p>Assist school boards with making and implementing a communication plan.</p> <p>The Ministry develops a communication plan that</p>	<p>DERPI</p> <p>MINISTRY</p>

			involves all stakeholders in education.	
10. Further introduction of 12 community schools	No suggestions made	No not feasible	Consolidate the 5 community schools and improve them , one per school board and advise school boards to develop the idea in their other schools or combine school within school boards to form one large community schools per School board	SCHOOL BOARDS Dept YOUTH DEPT EDUCATION
12. No official language in education policy	An island language policy for schools is needed	Yes .	Put in place the language in education research that has been pending for more than 1 year.	MINISTRY
13. Non conformity of all schools to the FBE infrastructural requirements	Maintenance and exploitation costs needs to be taken care of.	Compliance is not feasible in all cases	The new schools and the additional classrooms that are being built will be in compliance.	DERPI Dept. EDUCATION VROMI
14. Improved quality and organization of ECEC	Improve transition process for ECEC to FBE	Conditionally. On condition that there is subject subsidy in place	Legislation is put in place to provide subject subsidy for day care center. Organize information and workshop sessions for ECC and FBE Cycle 1 teachers around matters dealing with transition.	MINISTRY VSA DEPT. YOUTH DEPT EDUCATION SIFMA/ DERPI

VSBO / SBO				
<p>1. Vocational education is developing. There is an impressive ambition to be realized in a short period. The size of the target group for vocational training is questionable</p>	<p>Emphasize the liaison and interaction in the field</p> <p>Focus on developing continuing education</p>	<p>Yes. Through better communication.</p> <p>Dependent on establishing an SBO management structure that is a joint Public / private partnership and ownership.</p>	<p>- Information campaign for motivating Vocational education.</p> <p>A governments decision about the reorganization/ improvement of vocational education and the transition from VSBO to SBO – compulsory or a choice.</p> <p>Research and advise on the implications for V&V system and study financing.</p> <p>Activities to combine SBO with YDP.</p> <p>Set up a responsible organizational structure for the SBO school</p>	<p>DERPI</p> <p>DEPT. EDUCATION</p> <p>CONTROLLER</p> <p>STUDY FINANCING</p>
<p>2. Preliminary vocational training is crucial within continuous learning, but there is not yet a proper connection between FBE and VSBO, VSBO and SBO.</p>	<p>Focus on developing continuing education</p>	<p>Yes.</p>	<p>Finalize AGO curriculum Referral Committee AGO in process.</p>	<p>DERPI</p> <p>DEPT. OF EDUCATION</p> <p>DIV. EXAMINATIONS</p>
<p>3. An adjustment to the curriculum to reflect what society and the business community needs, as well</p>	<p>Monitor the requirements of the labour market on a structural basis.</p>	<p>Yes . If a full functioning ROA is put in place and is the SBO school is in place.</p>	<p>-Development of the ROA</p> <p>Information campaign for motivating Vocational</p>	<p>MINISTRY</p> <p>DERPI</p>

as continuing education could be better.	Focus on developing continuing education. Prioritize targets and measures.		education Training for teachers in specific aspects Teachers follow training P.G. Training teachers in test construction	DERPI DERPI / DIV . EXAMINATIONS
4. The care structures are present and the awareness of its necessity has grown, but the structures are not developed professionally enough.	Prioritize targets and measures.	Yes. In collaboration with the Division Student Support Services	Assurance of Student Tracking System -Implementation School Language Policy Introduction of processes and the availability of experts from the Div. SSS	DERPI DIV. SSS DEPT. EDUCATION
YDP				
1. There is a positive impact from the approach used to evaluate the underprivileged youth. Results of an effective Care structure is evident.	Realize a clear framework for evaluating the pre-conditions of the youth that come into the program	Yes.	Review and up- date the Intake process and data.	DERPI DEPT YOUTH LABOUR DEPARTMENT
2. YDP has developed strongly in a short period of time. Clear exit qualifications and a youth register needs to be developed still.	Establish targets and positive communication	Yes	Develop closer ties and agreements with SBO . Provide more training in entrepreneurship. Pay more attention to data keeping and data analysis in the program	DERPI DEPT YOUTH LABOUR DEPARTMENT

<p>3. Even the most vulnerable target group needs to be reached on a sustainable basis.(The question is how do you get them to participate.)</p>	<p>This will be dependent on structures for Social Services, Labour and Youth Affairs</p>	<p>Focus also on those who are difficult to reach</p> <p>More after care to promote examples of success</p> <p>Create more interest by students, parents, schools, business for vocational education through the use of an information campaign.</p> <p>Attention will be given to teenage mothers</p>	<p>DERPI</p> <p>DEPT YOUTH</p>	
<p>4. Connection with the labour market is arranged well but needs to be more structural. This is also the case in relation to vocational training.</p>	<p>Establish targets and positive communication</p>	<p>Conditional. This will be dependent on structures for Social Services, Labour and Youth Affairs and the VSBO and SBO schools and the establishment of a ROA</p>	<p>Cooperation PSVE /SVE</p> <p>information campaign</p> <p>ROA is actively involved in the process.</p> <p>Ensuring that the curriculum at the SBO school is reflective of the needs of the labour market.</p>	<p>DERPI</p> <p>DEPT YOUTH</p> <p>DEPT. EDUCATION</p> <p>DEPT. OF LABOUR</p> <p>ROA</p>

COMPULSORY EDUCATION				
1. The first phase of CE is implemented.				
2. The CE officer is not able to cope and guidelines are insufficiently adapted to the local situation.	Establish the legal grounds for a compulsory education law.	Yes .	Implementing plan More truancy officers Training	INSPECTION DEPT OF EDUCATION
3. At present there is insufficient embedding of a quality structure (inspection)	Arrange an organizational liaison with the inspection.			INSPECTION
4. There is lack of monitoring information about the target group				INSPECTION
5. The presence of a care structure in schools is a precondition and is at the moment insufficiently structured.	Establish the legal grounds for a compulsory education law.	Yes . school boards will implement a care system for student of CE		INSPECTION DIV SSS DEPT EDUCATION
IOV				
1. DERPI has been able to firmly establish the innovation from an administrative level. In	Organize a Release and Maintenance plan for post 2012 as well.	Yes	More personnel for after 2012	DERPI

particular, by providing additional capacity to the process. The practice of attracting additional capacity to implement the OJSP has given it a major boost.				
2. A sustainable basis for continuing the innovation process (or consolidation) is not permanently invested and is needed.	Develop a strategic agenda for the future together with the educational field. Organize a separate strategic, tactical and operational guidance structure for sustaining and to continue innovations in education.	Ministerial clarity on the role of DERPI as per it describe task will be needed	Institutionalize innovations in the educational system	Ministry DERPI

Abbreviations.

DERPI – Division for Educational, Research ,Planning and Innovations

Ministry – The Ministry of Education, Culture, Youth and Sports

INSPECTION – The Division for school Inspection

DIV SSS – Division for Student Support Services

DEPT EDUCATION – Department of Education

SIFMA - Foundation for the Training and Resource Center for Early Childhood Care and Education

ROA – Raad van Onderwijs en Arbeidsmarkt.

