

first of all thanks for sending me the report. frankly i was looking forward to it (via the website) but because the meeting was closed i already suspected that i wouldn't get much wiser by that way.

It is somewhat disappointing though. in 2014 the then state secretary dekker indicated in reassuring words that the then existing vmbo and havo would be continued equally by cxc.

in 2014, the then state secretary of state, dekker, reassuringly stated that the former vmbo and havo would be continued by cxc on an equal footing by cxc. now state that cxc is so very different from the education model on bonaire and in the european netherlands.

of course i am familiar with the distinction between cvq and csec (there are even more flavours: see www.cxc.org) and the relationship with the havo level is obviously focused on csec (given a certain set of subjects in which exams are taken: a profile).

there are students - admittedly not many - who will complete the csec next summer and want to continue their studies at a higher professional education institution in the european netherlands.

to these students now - after five years! - to confront these students with additional (and therefore restrictive) legislation or regulations, I find "not neat" to put it mildly.

we are now about five months before the completion of the csec, the legislation is still in preparation and will probably apply per coming school year.

i would like to see a formal ruling that these restrictive measures do not apply to this first cohort. and also with a more distant horizon, a realistic and achievable set of (additional) requirements seems to me to be desirable. perhaps also an appropriate transition trajectory.

i would like to see the possible additional requirements formulated in cxc terms. by this i mean that we work in an english-language curriculum with publicly known syllabi (to be found on the cxc website) for the various subjects. so additional requirements from a dutch curriculum are less easily understood and are more difficult to fit in with.

the comparison i sometimes make in conversations concerns the random student from the english-speaking caribbean region (e.g. jamaica). if this student at csec level intends to study in european netherlands: how is his or her introduction arranged?

note: i have regularly submitted this point to the nuffic in the past years for adoption, but so far without any result.

note: not only have i approached nuffic, there is (of course) also contact with rcn/ocw. without wanting to deviate from the main thing (in this case a good arrangement for our current csec students in their final year(s)), you should also note that the rcn/ocw (based on bonaire) does not have a listening ear in this respect. bonaire itself has no cxc-education and the shirt is closer there than the skirt.

the fact that it is now possible (hopefully) that the second chamber and ministry will (still) be put on the right track is, of course, nice, but at the same time regrettable.

thank you very much once again for sending the report. may i ask you to direct my heart's cry to the level at which something positive actually happens to it? then, do you have any advice on how to act otherwise?

Thank you in advance for your response.

yours sincerely,

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