



# ELECTION VIEWS



A SUPPLEMENT OF THE DAILY HERALD | ISSUE 6 OF 7 | AUGUST 13, 2024



# EDUCATION







# Places of learning

St. Maarten is returning to the polls on August 19, so voters want to hear from their political parties and candidates. The Daily Herald is offering an ideal opportunity to reach them with a series of seven special publications every week until then.

Each issue of "Election Views" will cover a specific question to be answered in a statement. The content may not mention other parties and should focus on own positions regarding the subject at hand.

The newspaper reserves the right to omit such references and correct spelling or grammatical errors in the text.

The publication dates were changed to Tuesdays so parties have more time to submit their contributions by Friday. However, the last edition will still appear on Monday, August 19, Election Day, with the former Thursday deadline.

With the reopening of schools, this sixth

Question of the Week is timely and very much concerns the future, namely: "How would you approach existing problems in the local education system and its connection to the local labour market, and what are your plans for special education?"

Enjoy the read!

Paul De Windt  
Publisher

# Oualichi Movement for Change (OMC)

**OMC new education system will be tailored to the UK system. All public education would be free for ALL Soualigans and legal residents of St. Maarten, legally known as Soualiga.**

The education system of OMC will be split into "key stages" with the following breakdown:

- **Key Stage 1:** 5 to 7 years old
- **Key Stage 2:** 7 to 11 years old
- **Key Stage 3:** 11 to 14 years old
- **Key Stage 4:** 14 to 16 years old

Primary school education of OMC will begin at age 5 and will continue until age 11, comprising key stages one and two under the OMC educational system.

studied subject, students receive their SGCSE Certificates.

**The OMC Adult education**, distinct from child education, would be a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values and obtain at the end of the program is Soualiga General Educational Diploma SGED, high school diploma. **The OMC Adult education will be a GET PAY TO GO SCHOOL program.** The program would mean that the form of learning for adults is beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner, and to ensure the fulfillment of an individual.

### SGCSE program

In the last two years of secondary education, which are called Year 10 and Year 11, starting at age 14, students prepare for SCSE exams that are taken after two years (Soualiga Certificate of Secondary Education). This program will be extended to adults as well, into a similar system to the United States GED program.

In the OMC school system, during the SCSE program, students study between 9 and 12 subjects. Some of them are compulsory (English, Math, 2/3 Sciences, History/Geography, a Modern Language, etc.), some are chosen by each student according to their abilities and preferences. At the end of the 2-year SGCSE programme, following the examinations on each

In particular, the adult education of OMC will reflect on a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for the learning, and that the learning itself should respond to their needs.

Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. Prime Minister Olivier Arrindell will bring an end to the fight between Government and Educational professionals over pay and all other aspect related to the Educational sector and put in place a KPI system and diversified education from foundational education to public education or private education.



As Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." But which country has the best education system in the world? The rankings are based on three equally weighted factors: a developed public education system, high-quality education, and whether respondents would consider attending university in that country. A combination of federally run and decentralized education systems ranks highest.

The education system of OMC would be divided into four main parts, primary education, secondary education, further education and higher education.

**THE OMC**  
**SOUALIGANS**  
GIVE THE SMALL MAN A BREAK



*We Still Can!*

**RE-ELECT GRISHA HEYLIGER-MARTEN**

**2 HEYLIGER GEB. MARTEN, G.S.**



**COUNTRY FIRST**

**VOTE 9**

**9 DERBY-CHUN, MAY-LING**

# Democratic Party (DP)

By Grisha Heyliger-Marten  
~Current Minister of TEATT~

**Tourism and education are not only naturally interconnected; they actually form a twin engine for the island's development. If we understand tourism not only as an economic activity based on the tripod of sun, sea and sand, as it is usually packaged, but also as a meaningful way of connecting the peoples of the world and promoting mutual understanding and cooperation, then the synergy between tourism and education becomes more obvious.**

As Minister of Tourism, Economic Affairs, Traffic and Telecommunication (TEATT), I have already embarked upon an initiative to map out our main cultural and historical landmarks, as well as inventorize our non-tangible heritage offerings not just for our visitors to learn from, but especially with the aim of including these in the school curriculum so that our children

could know more about themselves, their ancestors, and their history. In this manner, they would hopefully grow up appreciating their heritage, and become more self-confident and proud of their island.

While much of the discussion thus far has been on developing a so-called orange economy in order to maximize the economic potential of our creative industry, I strongly believe that we must simultaneously focus on laying a sound foundation for cultural pride in our students, as this will enable them to navigate the world in a self-confident manner and unleash their creative inventiveness. In so doing, we would also be promoting a new generation of world citizens who are appreciative not only of their own culture, but also of other civilizations, thus engendering global peace, tolerance of other people, and empathy, all of which are badly needed in the interconnected world we live in today.

Charity begins at home, as the say-

ing goes. That home, for me, is expanding the school curricula to include our history and culture and using the available technology to make this accessible online so that

even prospective visitors could learn about St. Martin in a digitally interactive way before they even set foot on our soil.





# The Unified Resilient St. Maarten Movement (URSM)

The Unified Resilient St. Maarten (URSM) is driven by a clear and ambitious vision for the future of education on our island. We understand that a robust education system is the cornerstone of a thriving society, and it is our mission to ensure that every child in St. Maarten has access to quality education that prepares them for a successful future. Our key

focus includes pre-Kindergarten in every primary school, digitalization of our educational system, preservation & environmental conservation, increased access to resources, and AI-driven educational tools. Here's why you should vote for URSM.

**URSM**  
CANDIDATE  
LIST 2024

**#1**  
LUC F.E.  
MERCELINA

2. WEVER, CHRISTOPHER .L.
3. JANSEN-WEBSTER, VERONICA .C.
4. MARTINA, HERBERT .M.J.
5. ROSEBURG, SJAMIRA .D.M.
6. ARRINDELL, GRACITA .R.
7. BRUG, RICHINEL .S.J.
8. MATTHEW, JASON .O.
9. PETERSON, JOSEPH .G
10. SOMERSALL, MICHAEL .O.
11. HUTCHINSON, DELANO .L.
12. BROOKS, FELISHA .C.M.
13. STEEMAN geboren YAU,SAU Y.
14. ISENIA, PACO .J.
15. EMER, GLENSLEY .C.

HAVE NO FEAR URSM IS HERE

### Comprehensive Education Reform

At URSM, we recognize the urgent need for comprehensive education reform by first evaluating Foundation Based Education. Our approach encompasses improvements in curriculum, teacher training, infrastructure, and technology integration. We aim to create an education system that is inclusive, innovative, and adaptable to the changing needs of our labour market and the global economy. Our policies will ensure that students receive a well-rounded education that not only covers core academic subjects but also fosters critical thinking, creativity, and practical skills.

### Curriculum and Pedagogy

URSM is committed to modernizing the curriculum to make it more relevant and engaging for students. We will introduce programs that emphasize science, technology, engineering, arts, and mathematics (STEAM) to prepare students for the future job market. Our educational approach will also incorporate project-based learning and experiential education, allowing students to apply their knowledge in real-world contexts.

### Teacher Training and Professional Development

Teachers are the backbone of any education system, and URSM is dedicated to supporting and empowering them. We will invest in continuous professional development programs to ensure that our teachers are equipped with the latest pedagogical strategies and technological tools. URSM believes that well-supported teachers lead to better student outcomes, and we are committed to creating an environment where teachers can thrive and inspire their students.

### Infrastructure and Learning Environment

A conducive learning environment is essential for student success. URSM will prioritize the renovation and expansion of school facilities to ensure they are safe, modern, and equipped with the necessary resources. We will focus on creating spaces that are conducive to learning, including well-equipped classrooms, libraries, science labs, and recreational areas. Additionally, we will invest in digital infrastructure to facilitate the integration of technology in education, ensuring that all students have access to digital learning tools and resources.

### Inclusive and Equitable Education

URSM is dedicated to ensuring that every child in St. Maarten has access to a quality education, regardless of their background or circumstances. We will implement policies that address disparities in education and provide targeted support for disadvantaged and marginalized students.

### Community and Parental Involvement

URSM believes that education is a collaborative effort that involves the entire community. We will foster strong partnerships among schools, parents, and the community to support student-learning and -development. By encouraging parental involvement and community engagement, we aim to create a supportive network that nurtures and empowers our students.

Voting for the Unified Resilient St. Maarten (URSM) means choosing a future where education is prioritized and every child has the opportunity to succeed.

Join us in building a unified and resilient St. Maarten. Vote URSM.

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## EQUALITY WITHIN EDUCATION THROUGH DIGITAL LITERACY

**DIGITALIZATION OF THE EDUCATIONAL SYSTEM**

- Provide students greater chance in the global digitized world.
- Improvement of digital literacy.
- Foster technology literacy and 21st century skills.

**INCREASED ACCESS TO RESOURCES**

- Providing access to qualitative and digitized educational materials (books) and creating financial opportunities to invest in better equipment and systems.

**VOTE**

# Party for Progress (PFP)

*Transforming education will be a process that takes collaboration between government and school boards, with effective policy making and programming. At elementary and secondary school levels, research and analysis of the issues that students, teachers and parents face separately, need to take place. There ought to be a better understanding of the support that parents need in order to play a bigger role in their child's education, which could be determined via a parental survey.*

We intend to continue our consultation with SECDA to ensure that day-cares are regulated in a way that allows them to be subsidized, but also making sure that they are safe and secure spaces for children. This would lessen the burden on new parents by allowing for quality early childhood education – an imperative step in a child's development.

A significant issue within the education system is the application of the foundation-based education (FBE) curriculum. It is imperative to revisit the curriculum and integrate STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. A STEAM curriculum enables students to explore, engage and be actively involved in their learning which fosters critical thinking and lifelong learning skills while promoting creativity, innovation and problem-solving abilities. The benefits go beyond preparing students for the challenges of the modern workforce.

To incorporate STEAM into the FBE curriculum, a dedicated workgroup must be established with a diverse mix of stakeholders which includes educators, curriculum developers, policymakers, industry experts and representatives from the local community. This workgroup's first task would be to conduct a thorough analysis of the existing FBE curriculum to identify its strengths and weaknesses, particularly the areas where it falls short

in preparing students for the demands of the 21st century.

An integrated curriculum helps students recognize the value of technical careers, encouraging more young people to pursue education in trade schools by equipping them with practical skills and fostering interest in technical careers. We can also collaborate with other trade schools in the region, such as those in Jamaica, to broaden the opportunities available to our young people. This enhances the skills of the local workforce, increases the number of skilled workers, boosts the local economy and attracts more businesses to the island.

At the heart of our struggles in education, however, is one of the most important aspects of it – teachers. The teaching profession is facing a teacher shortage. Experienced educators are leaving their positions; there is also a lack of young professionals entering the field in significant numbers which has also led to stagnation. To address this shortage, a range of incentives can be introduced to retain existing educators and encourage more individuals to join the profession, including competitive salaries and benefits, recognition and award programs, support for classroom materials and loan forgiveness programs.

Securing financing outside of the government's budget is key. PFP believes that working closely with the private sector, accessing EU and international funding and the inclusion of the Diaspora to bring these changes and a new energy to education will be the game changers.



## THE GOLD SLATE

SINT MAARTEN DESERVES THE BEST, YOU DESERVE GOLD STANDARD REPRESENTATION



1

GUMBS, M.D.

2

PETERSON, R.A. DE WEEVER, L.N.L.

3

4

GUMBS Jr., P.T.

5

NICHOLLS, L.L.

6

COOKS, M.A.



7

BLAISE, J.O.

8

MARTINA, R.F.

9

HODGE, M.M.

10

SALOMON, D.J.

11

DUNCAN, S.L.

12

GITERSON, M.M.C.

#CHOOSEPROGRESS ON AUGUST 19TH



# The Daily Herald

The Leading Newspaper for St. Maarten  
and the Northeast Caribbean

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*The newspaper for people on the move.*

## What are the tasks of Parliament?

From Parliament of St. Maarten

### The two main tasks of Parliament are as follows:

- To act as co-legislator (article 82 of the Constitution)
- To exercise control over Government's policies

### In order to fulfil these tasks, Members of Parliament have the following powers at their disposal:

- The right to ask questions (article 62 of the Constitution)

Members of Parliament have the right to ask questions to Ministers concerning their policies.

- The right of interpolation (article 63 of the Constitution)

Besides the right to ask questions, Members of Parliament also have the right to call a Minister to Parliament to give account about his/her policies.

- The right of inquiry (article 64 of the Constitution)

Members of Parliament have the right to request Parliament to investigate a specific topic. If Parliament decides to investigate a specific topic, a Committee is set up that will handle in accordance with the National ordinance inquiry.

- The right of initiative (article 85 of the Constitution)

Members of Parliament have the

right to initiate a new national ordinance or amend an existing national ordinance.

Members of Parliament have the right to propose amendments to a national ordinance that has been submitted to Parliament by Government or one or more Members of Parliament before it is approved or rejected.

- The right to approve and amend the budget (article 100 of the Constitution)

Members of Parliament have the right to have insight into the country's finances and decide about the allocation and spending of its funds.

In order to fulfil the tasks as aforementioned, the work of Members of Parliament consists predominantly of attending Parliament meetings, questioning Ministers during these meetings and voting on legislation, amendments, motions and other important matters. Making such important decisions requires preparation such as reading the entire file, work visits and speaking with the public. If Parliament deems it necessary, it can hold hearings with third parties to receive the information it needs.

## Coat of arms

The coat of arms of St. Maarten consists of a shield with a rising sun and the motto. The shield displays the courthouse in the centre, the border monument to the right, the orange-yellow sage – the national flower – to the left. The orange border refers to the Dutch royal house. Flying in front of the rising sun is the brown pelican, St. Maarten's national bird. Under the shield is a ribbon with the Latin motto: Semper pro grediens (always progressing).



## Polling Stations

### 1. John Larmonie Center

Longwall Rd.  
Philipsburg

### 2. Sundial School

W. A. Nisbeth Rd.  
Philipsburg

### 3. St. Maarten Senior Citizen Recreational Centre

Hope Estate  
Philipsburg

### 4. Sister Marie Laurence School

1 Ellis Rd.  
Middle Region

### 5. Dutch Quarter Community Centre

Dutch Quarter

### 6. Milton Peters College

L.B. Scott Rd.  
South Reward

### 7. Rupert Maynard Community Centre

St. Peters Road  
St. Peters

### 8. St. Maarten Academy

Cupper Drive # 2  
Cul de Sac

### 9. Bute Hotel

A.T. Illidge Rd.  
Philipsburg

### 10. National Institute for Professional Advancement (NIPA)

Bobcat Rd.  
Cay Hill

### 11. Charles Leopold Bell School

Rubber Tree Dr.  
Cole Bay

### 12. Leonard Conner School

Venus Drive 2  
Cay Bay

### 13. Simpson Bay Sports Community Center

Sr. Modesta Road  
Simpson Bay

### 14. Belvedere Community Center

Low Estate Rd  
Belvedere

### 15. Melford Hazel Sports & Recreational Center

Soualiga Road  
Philipsburg

### 16. Methodist Agogic Centre

St. Johns Estate  
St. Johns

### 17. Dutch Quarter Help desk

Zorg en Rust  
Dutch Quarter

### 18. Seventh Day Adventist School

Royal Palm Dr.  
Cole Bay

### 19. House of Detention

Mountaindove Rd.  
Pointe Blanche

### 20. Sint Maarten Home

St. Johns Estate Road 6  
St. Johns



## Reach the electorate.

Share your take on these pressing issues:

- |     |                         |           |
|-----|-------------------------|-----------|
| # 1 | <b>Energy</b>           | July 8    |
| # 2 | <b>Electoral Reform</b> | July 15   |
| # 3 | <b>Public Finances</b>  | July 22   |
| # 4 | <b>Justice</b>          | July 30   |
| # 5 | <b>VROMI</b>            | August 6  |
| # 6 | <b>Education</b>        | August 13 |
| # 7 | <b>Public Health</b>    | August 19 |

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