

## BES Childcare Decree

The Childcare BES Act has recently been adopted and contains all basic rules for the quality, the supervision, and the funding of childcare in the Caribbean Netherlands. It is expected that this Act takes effect from 1 July 2025. The more specific rules that will apply in the area of quality, funding, and data exchange were elaborated in a decree to the Childcare BES Act. This BES Childcare Decree is now available for consultation.

In the overview below you can concisely find all the rules elaborated in this decree. **The elements that differ from the current Childcare Island Ordinance are highlighted in green.**

Topic	Elaborated rules
<b>Responsible childcare and childcare agreement</b>	
Responsible childcare	<p>The childcare centre or host parent provides for:</p> <ul style="list-style-type: none"> <li>• Engaging with children in a sensitive and responsive manner, showing respect for children's autonomy and setting boundaries and providing structure for children's behaviour so that children can feel emotionally safe and secure;</li> <li>• Children are playfully challenged in the development of their motor skills, cognitive skills, language skills, and creative skills in order to enable children to function increasingly independently in a changing environment;</li> <li>• Children are guided in their interactions, teaching them social knowledge and skills through play, in order to enable children to build and maintain increasingly independent relationships with others;</li> <li>• Children are encouraged to become acquainted with generally accepted values and norms in society in an open manner with a view to interacting respectfully with others and participating actively in society;</li> <li>• <b>A language-rich play-learn environment with positive and high-quality interactions with and between children.</b></li> </ul>
When can a childcare centre refuse a child?	<p><b>A child can only be refused in four situations:</b></p> <ul style="list-style-type: none"> <li>• <b>There is no place based on the operating licence or based on the applicable requirements, e.g. the professional-child ratio or the number of square metres;</b></li> <li>• <b>The childcare centre cannot offer the right support to the child, as a result of which no responsible childcare can be offered to the child in question or to other children within the childcare centre;</b></li> <li>• <b>The childcare centre expects, on the basis of previous non-payment, that the parent will not pay the parental contribution (this is to protect organisations in the event of previous non-payment);</b></li> <li>• <b>The childcare centre or host parent does not apply for childcare compensation for the child and is not receiving childcare compensation for other children.</b></li> </ul> <p><b>The childcare centre establishes, at its sole discretion, the rules for offering priority to brothers and sisters.</b></p>

**Health and safety (childcare centre)**

Health and safety policy

The childcare centre establishes a written health and safety policy and ensures that it is acted upon. The childcare centre evaluates the policy and keeps it up to date. The policy does, in any case, include:

- How does the childcare centre ensure that there is a continuous process of policy formation, implementation, evaluation, and updating;
- Description of the risks, in the course of which the following is, at least, addressed:
  - a. the main risks with major implications for the safety of children;
  - b. the main risks with major implications for the health of children; and
  - c. the risk of transgressive behaviour by (trainee) professionals, trainees, volunteers, other adults present and children;
- Concrete description of what measures were taken within what timeframe to contain the risks and what will be done if the risks materialise;
- General description of how children are taught to deal with the risks of which the implications are limited;
- How does the childcare centre ensure that current policies and evaluations are accessible to staff, volunteers and parents;
- How the furnishing, fire safety, hygienic condition, and safety are handled;
- How is the four-eyes principle implemented within the childcare centre;
- How is support available by telephone organised and how can it be present within 15 minutes in the event of a contingency if only one professional is present at the childcare centre.

Master groups and basic groups

- A master group is a fixed daycare group, a basic group is fixed group in out-of-school care;
- Each child is cared for in one master group / basic group;
- The maximum size of the group is matched to the age of the children (see group size);
- The same professional work in a group as much as possible and the care is as much as possible in the same room;
- The childcare centre informs parents and the child to which master group / basic group the child belongs and which professional belongs to it;
- A child will be in no more than two different master group rooms during the week;
- If children leave the group due to activities then the rules for the groups and group size are not applicable;
- A mentor is assigned to each child. The mentor periodically discusses the development of the child with the parents. The mentor is also the point of contact for the parents in case of questions about the development of the child.

Group size and professional-child ratio

*Daycare – horizontal group*

Age children	Minimum number of professionals	Maximum number of children	Minimum number of professionals	Maximum number of children
0 to 1	1	4	2	8
1 to 2	1	6	2	12
2 to 4	1	8	2	16

	<p><i>Daycare – vertical group</i></p> <table border="1"> <thead> <tr> <th>Age children</th> <th>Minimum number of professionals</th> <th>Maximum number of children</th> <th>Minimum number of professionals</th> <th>Maximum number of children</th> </tr> </thead> <tbody> <tr> <td>0 to 2</td> <td>1</td> <td>5<sup>1</sup></td> <td>2</td> <td>10<sup>2</sup></td> </tr> <tr> <td>0 to 4</td> <td>1</td> <td>6<sup>3</sup></td> <td>2</td> <td>12<sup>4</sup></td> </tr> <tr> <td>2 to 4</td> <td>1</td> <td>8</td> <td>2</td> <td>16</td> </tr> </tbody> </table> <p><i>Out-of-school care</i></p> <table border="1"> <thead> <tr> <th>Age children</th> <th>Minimum number of professionals</th> <th>Maximum number of children</th> <th>Minimum number of professionals</th> <th>Maximum number of children</th> </tr> </thead> <tbody> <tr> <td>4 to 7</td> <td>1</td> <td>10</td> <td>2</td> <td>20</td> </tr> <tr> <td>7 to age when primary education ends</td> <td>1</td> <td>12</td> <td>2</td> <td>24</td> </tr> <tr> <td>4 to age when primary education ends</td> <td>1</td> <td>11<sup>5</sup></td> <td>2</td> <td>22<sup>6</sup></td> </tr> </tbody> </table> <p>The childcare centre provides for an overview of the deployed professionals and attendance lists for children, including an indication of arrival and departure times. The professional-child ratio can be checked on this basis.</p>	Age children	Minimum number of professionals	Maximum number of children	Minimum number of professionals	Maximum number of children	0 to 2	1	5 <sup>1</sup>	2	10 <sup>2</sup>	0 to 4	1	6 <sup>3</sup>	2	12 <sup>4</sup>	2 to 4	1	8	2	16	Age children	Minimum number of professionals	Maximum number of children	Minimum number of professionals	Maximum number of children	4 to 7	1	10	2	20	7 to age when primary education ends	1	12	2	24	4 to age when primary education ends	1	11 <sup>5</sup>	2	22 <sup>6</sup>
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Combination of groups	If a master group is combined with a basic group then the professional-child ratio in the daycare applies. Children aged 4 to the age when primary education ends are, as the occasion arises, qualified as children aged 3 to 4.																																								
Available space	<p>The indoor and outdoor space are safe, accessible, and appropriately set up in accordance with the number and the age of the children. In addition, specific requirements are applicable to:</p> <p><b>Indoor play area</b></p> <ul style="list-style-type: none"> <li>Daycare: three (3) square metres per child present;</li> <li>Out-of-school care: two and a half (2.5) square metres per child up to 2030, then also three (3) square metres per child present;</li> <li>If another area is set up as a play area then this area is proportionately allocated to the groups;</li> <li>A sleep area can only be included if this area is also being used as a play area;</li> <li>There must be a separate sleep area for children up to the age of 1.5 years.</li> </ul>																																								

<sup>1</sup> Of which at most three children aged 0 to 1

<sup>2</sup> Of which at most six children aged 0 to 1

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<sup>4</sup> Of which at most six children aged 0 to 1

<sup>5</sup> Of which at most eight children aged 4 to 7

<sup>6</sup> Of which at most ten children aged 4 to 7

	<p><b>Outdoor area</b></p> <ul style="list-style-type: none"> <li>• Three (3) square metres per child present applies to both daycare and out-of-school care;</li> <li>• Shaded, adjacent to the childcare centre or to the building in which the childcare centre is established</li> </ul> <p><b>Porches</b></p> <ul style="list-style-type: none"> <li>• Up to a maximum of eighteen (18) square metres they can be included as indoor play area. However, the porch must satisfy the following features: <ul style="list-style-type: none"> <li>◦ directly at the building;</li> <li>◦ permanent and solid construction;</li> <li>◦ solid subsoil (no grass / sand);</li> <li>◦ equipped with a fence;</li> <li>◦ covered.</li> </ul> </li> <li>• If the porch does not satisfy these requirements but does satisfy the requirements for an outdoor play area then it is included as outdoor play area;</li> <li>• A porch cannot serve as an independent master group area, only as an extension of an indoor area that is set up for a master group.</li> </ul>
Four-eyes principle	<ul style="list-style-type: none"> <li>• It must be described in the health and safety plan how a childcare centre gives substance to the four-eyes principle;</li> <li>• It implies that another adult must always be able to listen or look along with a person who is working with children;</li> <li>• A camera is not a structural solution and can only be deployed in case of unexpected situations.</li> </ul>
<b>Health and safety (host parent)</b>	
Group size	<ul style="list-style-type: none"> <li>• A maximum of six (6) children up to the age of thirteen (13). Children of the host parent up to the age of ten (10) are included.</li> <li>• If younger children are cared for then the number becomes lower: <ul style="list-style-type: none"> <li>◦ A maximum of five (5) children up to the age of four (4) can be cared for simultaneously;</li> <li>◦ A maximum of four (4) children up to the age of two (2) can be cared for simultaneously, of which at most two (2) children up to the age of one (1).</li> </ul> </li> </ul>
Health and safety policy	<p>The host parent establishes the health and safety plan in writing and ensures that actions are in conformity with this policy. The policy plan includes:</p> <ul style="list-style-type: none"> <li>• A description of the health and safety risks and the measures that were taken;</li> <li>• How is support organised if only one professional is present. This support must be available by telephone and able to be present within fifteen (15) minutes in the event of a contingency.</li> </ul>

## Pedagogical and educational actions (childcare centre)

### Pedagogical and educational policy plan

- Each childcare centre disposes of a pedagogical and educational policy plan. The childcare centre ensures that actions are in conformity with the policy plan;
- The childcare centre communicates the policy to the parents in writing.

Content of the pedagogical and educational policy plan for the **daycare** (at least):

1. How is substance given to responsible childcare;
2. How is the emotional safety and stability of children safeguarded;
3. How is the development of a child followed and stimulated in view of a continuous development line. In this respect the following must, in any case, be addressed:
  - a. How the transition to primary school takes place;
  - b. How particularities in the development are signalled;
  - c. When and how parents are referred for further support.
4. Working method, maximum size, and age composition of the master groups;
5. How is it communicated to parents who the mentor is and how information about the development of the child is periodically discussed with parents;
6. The manner that children can settle in the master group;
7. How developmental and learning disadvantages are prevented and combatted, including identification of the early childhood education programme that is used in the childcare;
8. The activities programme and the daily routine;
9. The working language in the childcare centre;
10. Where relevant: The nature and the organisation of the activities during which children can leave the master group;
11. Where relevant: Within what frameworks does the childcare centre deviate from staff deployment (edges of the day);
12. Where relevant: What tasks can trainee professionals, professionals with a different training, trainees, and volunteers carry out and how are they deployed and supervised;
13. Where relevant;
14. Where relevant: How are children with special support needs handled and how are external organisations involved in this;
15. Where relevant: What is the policy in respect of (the use of) flexible care.

Content of the pedagogical and educational policy plan for the **out-of-school care** (at least):

1. How is substance given to responsible out-of-school care;
2. How is it communicated to parents and child who the mentor is and how does the mentor discuss the development of the child with the parents;
3. How are particularities in the development of the child or problems signalled and parents referred to appropriate entities;
4. The working method, maximum size, and age composition of the basic groups;
5. How children can settle in a new basic group;
6. The activities programme and the daily routine;

	<p>7. The working language in the childcare centre;</p> <p>8. Where relevant: Within what frameworks does the out-of-school care deviate from the staff deployment (edges of the day);</p> <p>9. Where relevant: The nature and the organisation of the activities during which children can leave the basic group;</p> <p>10. Where relevant: The policy regarding (the use of) flexible care;</p> <p>11. Where relevant: How is the basic group handled during activities in groups exceeding thirty (30) children;</p> <p>12. Where relevant: What tasks can trainee professionals, professionals with a different training, trainees, and volunteers carry out and how are they deployed and supervised;</p> <p>13. Where relevant: How are children with additional support needs cared for and how are external organisations involved in this.</p>
<p>Training requirements pedagogical employees</p>	<ul style="list-style-type: none"> <li>• Up to 1 January 2030 the training requirement of at least level 2 of Senior Secondary Vocational Education (MBO-2) or level 2 of Adult Education (CVQ) aimed at pedagogy applies;</li> <li>• From 2030 a team qualification applies, with two categories: <ul style="list-style-type: none"> <li>○ Category A: 2/3<sup>rd</sup> of the pedagogical employees at a childcare <b>location</b> are at least <ul style="list-style-type: none"> <li>▪ trained at level 3 of Senior Secondary Vocational Education (MBO-3) or level 3 of Educational Social Work (SPW-3), aimed at pedagogy;</li> <li>▪ trained at level 2 of Senior Secondary Vocational Education (MBO-2) or level 2 of Adult Education (CVQ-2) (aimed at pedagogy) and dispose of an experience certificate that demonstrates that they are acting at level 3 of Senior Secondary Vocational Education (MBO-3).</li> </ul> </li> <li>○ Category B: 1/3<sup>rd</sup> of the pedagogical employees can be <ul style="list-style-type: none"> <li>▪ trainees;</li> <li>▪ trainee professionals;</li> <li>▪ trained at level 2 of Senior Secondary Vocational Education (MBO-2) or level 2 of Adult Education (CVQ-2), aimed at pedagogy.</li> </ul> </li> </ul> </li> <li>• If the childcare centre wants to deploy category B then <ul style="list-style-type: none"> <li>○ there must always also be someone on the <b>group</b> of category A;</li> <li>○ the childcare centre must provide for appropriate supervision for the pedagogical employee;</li> <li>○ the childcare centre must describe in the pedagogical policy plan what tasks they can carry out.</li> </ul> </li> <li>• A pedagogical employee with a pedagogical training at level 4 of Senior Secondary Vocational Education (MBO-4) or level 4 of Educational Social Work (SPW-4) is present at each location at least 2.5 days a week, in the course of which demonstrable attention during the training must have been paid to: <ul style="list-style-type: none"> <li>○ Working with an early childhood education programme;</li> <li>○ The stimulation of the development of the young child, in particular in the area of language, arithmetic, motor skills, and socio-emotional development;</li> <li>○ Following the development of toddlers and the relevant coordination of the offer;</li> <li>○ The signalling of particularities;</li> <li>○ The involvement of the parents in the stimulation of the development of children;</li> <li>○ The shaping of the substantive transition to primary education.</li> </ul> </li> </ul> <p>This pedagogical employee also supervises the pedagogical employees of category B.</p>

	<ul style="list-style-type: none"> <li>• First Aid: During the care for children, there is always at least one (1) adult present who is qualified in administering first aid to children.</li> </ul>
Early childhood education programme	<p>The programme that is used in the childcare centre:</p> <ul style="list-style-type: none"> <li>• Stimulates the development of children in a structured, coherent, and playful manner;</li> <li>• At least focuses on the areas of attention language, arithmetic, motor skills, and the socio-emotional development of children;</li> <li>• Is, from a substantive perspective, in line with the Caribbean context;</li> <li>• Matches the developmental stage of the children;</li> <li>• Contributes to the smooth transition between childcare and primary education.</li> </ul>
Following development of children	<ul style="list-style-type: none"> <li>• Daycare: Systematic registration of development data in the area of language, arithmetic, motor skills, and socio-emotional skills, with the objective of adapting the offer to the developmental stage and anticipating specific support needs;</li> <li>• Out-of-school care: Signalling particularities in the various areas of development;</li> <li>• Registering data about the wellbeing of the child;</li> <li>• Signalling particularities and matching the actions to it (e.g. small groups, one-on-one supervision, etc.);</li> <li>• Periodic conversation with parents about the development of the child: after three (3) months and at least once a year;</li> <li>• If particularities are signalled: consulting with pedagogical support and advice (POA);</li> <li>• If additional support need is signalled: consulting with POA, preparing supervision plan, and, where required with consent of the parents, involving external experts (EOZ).</li> </ul>
Daily routine and varied activities programme	<ul style="list-style-type: none"> <li>• A varied activities programme that is established in writing;</li> <li>• The activities programme focuses on specific stimulation of the development, the discovery and development of talents, and relaxation;</li> <li>• The activities programme matches the age and development of the children in the group.</li> </ul>
Quality care and professional quality culture	<ul style="list-style-type: none"> <li>• A childcare centre establishes the quality policy in writing in the pedagogical and educational policy plan and evaluates this periodically;</li> <li>• The quality policy contains, in any case, a description of the quality objectives and a plan of approach to realise the objectives;</li> <li>• A childcare centre provides for clear arrangements about the division of tasks, roles, and responsibilities within the childcare centre;</li> <li>• A childcare centre pursues a competency policy in order that the professionals are and remain competent. The competency policy offers professionals the possibility of personal and professional development;</li> <li>• Particularities that occur during a care day are actually registered on a daily basis. These particularities are reflected on periodically.</li> </ul>

<b>Pedagogical and educational actions (host parents)</b>	
Training requirements	<ul style="list-style-type: none"> <li>• Pedagogical training at level 2 of Senior Secondary Vocational Education (MBO-2) or level 2 of Adult Education (CVQ-2);</li> <li>• First Aid: during the care for children there is at least one (1) adult present who is qualified to administer first aid to children.</li> </ul>
Following development of children	<ul style="list-style-type: none"> <li>• Systematic registration of development data in the area of language, arithmetic, motor skills, and socio-emotional skills, with the objective of adapting the offer to the developmental stage and anticipating specific support needs;</li> <li>• If particularities are signalled: consulting with pedagogical support and advice (POA);</li> <li>• If additional support need is signalled: consulting with POA, prepare supervision plan and, where required with consent of the parents, involve external experts (EOZ).</li> </ul>
Activities programme	<ul style="list-style-type: none"> <li>• The activities programme is aimed specifically at stimulating the development, the discovery and development of talents, and relaxation;</li> <li>• The activities programme is in line with the age and development of the children.</li> </ul>
<b>Children with an additional support need</b>	
Basic care within regular care (0 <sup>e</sup> line)	<p>If an additional support need is signalled then the childcare centre is responsible for the preparation of a supervision plan. This at least contains:</p> <ul style="list-style-type: none"> <li>○ The signalled particularities and, where applicable, the additional support need;</li> <li>○ The proposed approach;</li> <li>○ The intended result;</li> <li>○ The manner and planning of the proposed approach and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Childcare centre / host parent can rely on pedagogical support and advice (POA);</li> <li>• Childcare centre / /host parent is responsible for implementation of supervision plan;</li> <li>• It is desirable that the childcare centre / host parent also involves the parent. If other parties are also involved then it is desirable that they are also involved, after consent of the parent.</li> </ul>
Pedagogical support and advice (POA, 1 <sup>st</sup> line)	<ul style="list-style-type: none"> <li>• Acts as a first point of contact for childcare centres, pedagogical employees, and host parents;</li> <li>• Supports and advises on the offer of responsible childcare and when they signal particularities or additional support needs;</li> <li>• Acts as 'front door' for the second-line support by the EOZ;</li> <li>• Supports the pedagogical employees during the preparation and implementation of a supervision plan for an individual child.</li> </ul> <p>The Executive Council must promote the cooperation between POA, the first-line upbringing support, and EOZ and specialist youth healthcare.</p>
EOZ (2 <sup>nd</sup> line)	No additional requirements
Specialist care (3 <sup>rd</sup> line)	No additional requirements



<p><b>Plus care</b></p>	<ul style="list-style-type: none"> <li>• A licence for the offer of plus care is granted for a period of three (3) years.</li> <li>• Conditions for the offer of plus care: <ul style="list-style-type: none"> <li>○ Training requirements: <ul style="list-style-type: none"> <li>▪ Up to 1 January 2030: an appropriate completed training at level 3 of Senior Secondary Vocational Education (MBO-3) with demonstrable additional training or specialisation in line with the support need of the children in the group;</li> <li>▪ From 1 January 2030: an appropriate completed training at level 4 of Senior Secondary Vocational Education (MBO-4) or level 3 of Senior Secondary Vocational Education (MBO-3) with an experience certificate with which it is demonstrated that they act at level 4 of Senior Secondary Vocational Education (MBO-4).</li> </ul> </li> <li>○ The professional-child ratio for a separate plus group: 1:3 daycare, 1:5 out-of-school care. In case of a host parent, this includes their children up to the age of 10.</li> <li>○ Recognisability of areas and persons;</li> <li>○ The pedagogical policy plan outlines how the plus care pursues the pedagogical policy appropriate for the support need of the group;</li> <li>○ The area and play materials match the specific support need of the children in the group and the area must be in line with the support need of the children.</li> </ul> </li> </ul> <p>For the time being, there are no additional financial resources available for plus care, with the exception of the current funding of the pilots.</p>
<p><b>Expert punishable acts</b></p>	
<p>Criteria for the expert</p>	<p>The external expert with whom a childcare centre or host parent must consult after a notification of a suspicion of sexual abuse, sexual intimidation, or violence against children within the care, satisfies the following conditions:</p> <ul style="list-style-type: none"> <li>• In the performance of their tasks, the expert is neutral and independent in respect of: <ul style="list-style-type: none"> <li>○ The persons of whom it is suspected that they committed a sexual offence or abuse, which came to the knowledge of the childcare centre, the host parent, persons employed at the childcare centre or the adults structurally present at the host parent;</li> <li>○ The childcare centre, host parent, persons employed at the childcare centre or adults structurally present at the host parent;</li> <li>○ Parents of the children who may be a victim.</li> </ul> </li> <li>• Is an expert in the area of criminal suspicion of abuse and sexual offences against children;</li> <li>• Is experienced in professional handling of those involved in abuse or sexual offences against children;</li> <li>• Is experienced in performing a confidential role.</li> </ul>

**Financing**

Level of childcare compensation

- The level of the childcare compensation per daily session (per morning or afternoon session) is established on the basis of an independent costing survey. This survey is repeated periodically, probably every five (5) years;
- The childcare compensation consists of the following components:
  - Personnel compensation based on a standardised deployment of pedagogical employees;
  - Housing costs;
  - Other costs;
  - General surcharge factor for the benefit of quality improvement and additional costs for out-of-school care.
- The standard childcare compensation per daily session can vary on the basis of the type of care and the cost level on the island. The provisional figures (excluding adjustment for price developments) in 2025 to 2030 are:

Childcare compensation per half-day <b>daycare</b>	2025	2026	2027	2028	2029	2030
Bonaire	\$22,40	\$26,00	\$28,00	\$29,00	\$30,00	\$31,00
St. Eustatius	\$24,80	\$28,90	\$31,10	\$32,20	\$33,30	\$34,40
Saba	\$26,40	\$30,70	\$33,00	\$34,20	\$35,40	\$36,60

Childcare compensation per half-day <b>out-of-school care</b>	2025	2026	2027	2028	2029	2030
Bonaire	\$25,40	\$25,40	\$26,00	\$27,00	\$28,00	\$29,00
St. Eustatius	\$28,10	\$28,10	\$28,90	\$30,00	\$31,10	\$32,20
Saba	\$29,90	\$29,90	\$30,70	\$31,90	\$33,00	\$34,20

- For babies up to 1 year old, there is an additional baby supplement of \$6 per half-day per baby.

Parental contribution

- The monthly parental contribution will remain the same in 2025 and 2026 and will be \$100 on Bonaire (for both day care and out-of-school care) at the maximum number of half-days per month. On Saba and St Eustatius, the parental contribution at the maximum number of half-days is \$75 for day care and \$40 for bso.
- If a parent purchases fewer half-day sessions of childcare, the parental contribution becomes lower.
- From 2027, the parental contribution will be 4 per cent of the cost price (which is 4.17 per cent of the childcare compensation).

Indexation

The childcare compensation is adjusted each year based on the development of wages and prices in the Caribbean Netherlands. Public price and wage data of the CBS are used for this. The new childcare compensation for the following year is announced in a timely fashion.

Policy increase

From a policy perspective, the Minister can increase the childcare compensation by Ministerial Decree. An amendment of the BES Childcare Decree is required for a reduction of the childcare compensation.

Reference date for childcare compensation	The reference date for the establishment of the childcare compensation is the last day of the last month of the quarter in respect of which the childcare compensation is provided.
Maximisation daily sessions childcare compensation	<ul style="list-style-type: none"> <li>• If the continuity of the childcare organisations is jeopardised then the Public Entity can request the Minister to set a maximum in terms of the number of childcare places to be financed on the island.</li> <li>• The Minister will need to draft a separate Order in Council for this. This takes time. In the interim period, new organisations can apply for a licence, start a childcare centre, and receive funding, as long as they comply with the statutory requirements.</li> <li>• In the substantiation of the opinion to the Minister, the Executive Council will need to pay attention to: <ul style="list-style-type: none"> <li>○ Demographical development;</li> <li>○ Quality of the care;</li> <li>○ Vision of childcare organisations and parents on the request.</li> <li>○ The number of licences;</li> <li>○ The duration, termination or renewal of the maximum to be imposed on the number of childcare places.</li> </ul> </li> </ul>
Start date, end date and payment of childcare compensation	<p>This section is elaborated further in consultation with the implementing agency and the childcare organisations. Guiding principle is that there is question of a smooth transition from UVB to the SZW Unit of RCN. Childcare organisations should experience as little 'nuisance' as possible from this.</p> <ul style="list-style-type: none"> <li>• Before the start of the quarter, the childcare organisation submits an application for an advance and an application for establishment of the childcare compensation to the implementing organisation;</li> <li>• The application includes, among other things, the following data: name of the child, number of daily sessions per month, and age of the child;</li> <li>• The childcare compensation can be terminated effective from the first day of the month after the conditions for childcare compensation have no longer been met, the childcare agreement has been terminated, or the parental contribution has not been paid for a period of three (3) consecutive months.</li> </ul>
Provision of an additional advance	A childcare organisation can request an additional advance. The childcare organisation will need to render it plausible with this application that there is question of an unexpected additional inflow that justifies an additional advance.
Additional compensation for plus care	EBA examined the costs for plus care and the costs of EOZ. The Minister still needs to react to this.
Structural childcare	<p>There is question of structural childcare if the child is present at the childcare centre or at the host parent for three (3) months (outside the school holidays) during at least:</p> <ul style="list-style-type: none"> <li>• 80% of the number of daily sessions stipulated in the childcare agreement;</li> <li>• 50% of the duration of the daily sessions stipulated in the childcare agreement.</li> </ul> <p>It is only possible to deviate from this if:</p> <ul style="list-style-type: none"> <li>• The child is sick, unless: <ul style="list-style-type: none"> <li>○ The child has been absent for more than two (2) consecutive months;</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o The child has been absent less than 25% of the number of daily sessions stipulated in the childcare agreement for a period exceeding six (6) months;</li> <li>• The school attendance officer indicated that the child has been exempted from compulsory attendance;</li> <li>• The child is, for the benefit of a fixed out-of-school activity, absent from the out-of-school care for not more than one daily session per week.</li> </ul>
Flexible care	<p>To qualify for flexible care, the parents must work at the relevant time.</p> <p>There is question of work if:</p> <ul style="list-style-type: none"> <li>• The parent enjoys income as proceeds from a business and employment;</li> <li>• The business or employment takes place during the same evening, night or day of the weekend on which the flexible care takes place or will take place.</li> </ul> <p>The Minister can put another form of working or following a training on par with working if:</p> <ul style="list-style-type: none"> <li>• The working or following of a training is, at the discretion of the Minister, sufficiently comparable to working;</li> <li>• The working or following of the training takes place during the same evening, night or day of the weekend that the flexible care takes place or will take place.</li> </ul> <p><b>NB:</b> The Public Entities indicated that, for the time being, they will not rely on the possibility of offering flexible care.</p>
<b>Data traffic</b>	
Appropriate measures	The disclosing and receiving party must take appropriate technical and organisational measures in order to protect the personal data.
Restricting rules regarding data supply by the daycare to primary education	It can exclusively regard the following data: development data of the child in the area of <ul style="list-style-type: none"> <li>a. Language skills;</li> <li>b. Arithmetic skills;</li> <li>c. Motor skills;</li> <li>d. Socio-emotional skills.</li> </ul>
Restricting rules regarding data supply between POA, EOZ, and childcare organisation	It can exclusively regard data, including data about the health of a child, that are required to offer safe, responsible childcare and the correct support to a child with additional support needs.
Restricting rules regarding data supply between the	In three situations, data can be shared between (organisations in) the Caribbean and the European Netherlands: <ol style="list-style-type: none"> <li>1. The Education Inspectorate and the local inspector exchange data regarding quality supervision. The local inspectors work under the responsibility of the Education Inspectorate. In this light they must be able to dispose of all data that are also at the disposal of the Education Inspectorate.</li> </ol>

<p>Caribbean and the European Netherlands</p>	<ol style="list-style-type: none"> <li>2. The Education Inspectorate can exchange data with the Public Entity when giving an opinion on an application for an operating licence for childcare or plus care and the supervision on EOZ. This can include: <ol style="list-style-type: none"> <li>a. Name and contact details of the applicant;</li> <li>b. Age, place and date of birth, gender, nationality, and training of the operator of the childcare centre;</li> <li>c. VOG (Certificate of Good Conduct) of the applicant and potential VOGs of others who are part of the organisation;</li> <li>d. If there are pedagogical employees employed: training details;</li> <li>e. Administration number or ID number;</li> <li>f. Health data (of children).</li> </ol> </li> <li>3. The Education Inspectorate and the supervisory authority on lawfulness can exchange data in the event of a suspicion of fraud. This can include: <ol style="list-style-type: none"> <li>a. Name and contact details of the operator of the childcare centre;</li> <li>b. Age, place and date of birth, gender, and nationality of the operator of the childcare centre.</li> </ol> </li> </ol>
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