

The effectiveness of community schools: evidence from the Netherlands

Citation for published version (APA):

Heers, M. (2014). *The effectiveness of community schools: evidence from the Netherlands*. [Doctoral Thesis, Maastricht University]. Maastricht University. <https://doi.org/10.26481/dis.20141003mh>

Document status and date:

Published: 01/01/2014

DOI:

[10.26481/dis.20141003mh](https://doi.org/10.26481/dis.20141003mh)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

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Propositions accompanying the dissertation

The Effectiveness of Community Schools: Evidence from the Netherlands

by Marieke Heers

1. In the literature, the community school activities – schools' cooperation with external organisations, parental involvement, and extracurricular activities – are correlated with improved academic achievement, but community schools in the Netherlands do not generate achievement benefits for the average student population. (Chapter 2, 3, 4)
2. Overarching community school indicators that do not focus on specific community school activities do not capture the full impact of community schools. (Chapter 3)
3. If community schools generate better educational outcomes than regular schools, these are most likely to be found amongst children with additional care needs. (Chapter 4)
4. 'One-size-fits-all' approaches are not appropriate for policy making on community schools. (Chapter 4)
5. Community schools do not reduce early school-leaving. (Chapter 5)
6. A perfect matching approach can still produce imperfect matches. (Chapter 3, 4, 5)
7. Instead of investing in community school subsidies, the available funds should better be invested in specific activities for targeted student groups (Chapter 3, 4)
8. Successful national strategies in education require successful local strategies.
9. Benefits beyond those related to educational achievement are likely to materialize outside the walls of community schools.
10. There is nothing like looking, if you want to find something. You certainly usually find something, if you look, but it is not always quite the something you were after. (J.R.R. Tolkien)