

# School choice, competition and achievement : Dutch compulsory education

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Propositions accompanying the dissertation

SCHOOL CHOICE, COMPETITION AND ACHIEVEMENT:  
Dutch compulsory education

by Ilja Cornelisz

1. Public- and private schools in the Netherlands display on average comparable levels of academic achievement. (Chapter 5)
2. Choice and competition are a cost-effective strategy for promoting academic performance, particularly for those students below the median level of performance. (Chapters 4, 6 and 7)
3. Heterogeneous demand limits the potential for realizing academic achievement gains and is likely to induce product differentiation instead. (Chapters 4, 6, 7 and 8)
4. The Dutch quasi-market in compulsory education is relatively successful in safeguarding freedom of choice and in the provision of adequate productive efficiency. (Chapter 8)
5. The Dutch compulsory education system does not induce students, or schools, to strive for academic excellence.
6. The Dutch education system has historically been segregated, particularly along religious lines, but immigration patterns in recent decades has led to it being among the more ethnically and socioeconomically stratified systems in Europe.
7. Deferring early-ability tracking has the potential to improve integration by ability, but the extent of this impact will depend on how schools in local education markets respond to such a change.
8. For a school to effectively become a "learning organization", it should complement the professional development of their employees with sufficient levels of both "exit" and "voice" for the students (and parents) they serve.
9. 'A path is only a path, and there is no affront, to oneself or to others, in dropping it if that is what your heart tells you . . . Look at every path closely and deliberately. Try it as many times as you think necessary. Then ask yourself alone, one question . . . Does this path have a heart? If it does, the path is good; if it doesn't it is of no use.' (Carlos Castaneda)
10. 'I have not failed. I've just found 10,000 ways that won't work.' (Thomas A. Edison)