



Making Rotterdam's children more resilient:

Closing the socio-economic/ethnic gap in students' school performances by strengthening partnerships between parents, schools, and children.

Why am I showcasing this project?

- This project shows, in small, what Healthy Start may achieve on a much bigger scale
 - Our project aims to obtain more knowledge on how to reduce inequality/how to give each child a healthy start
 - It's a multifaceted project in which we, amongst others, in close collaboration with societal partners (municipality of Rotterdam & Frontlijn) investigate the mechanisms underlying socio-economic/ethnic gaps in children's school performances AND investigate the effectiveness on an intervention aiming to reduce these gaps.
- our research adheres to the Erasmian line of thinking 'Science that matters'
(and is financed by the Erasmus Initiative Vital Cities & Citizens)



Mixed evidence for the effectiveness of parental involvement interventions

In the past decades, numerous family-oriented interventions have been developed and assessed to support and strengthen low-SES parents' capacity to promote child development and thereby reduce the gap in children's school performances

Although there is consensus that parents play a vital role in promoting children's school success, there is mixed evidence for the effectiveness of parental involvement intervention

Increasing realization: Reason interventions are not effective is that programs have not been developed with, and tailored to, the needs and obstacles of families

→ We decided to team up with the developers of an intervention that starts from a partnership approach offering personalized support

The logo for Erasmus, featuring the word "Erasmus" in a stylized, cursive script font.

Project team

Interdisciplinary research team from Erasmus University Rotterdam



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FRONTLIJN



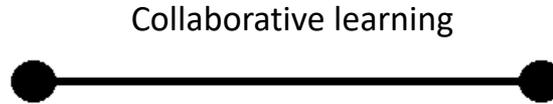
Investigating effectiveness Collaborative Learning intervention



Research design (n = 56 families) & findings

- 6 primary schools (with multiple groups per grade 1-4) in Rotterdam South that were involved in Collaborative Learning

- Quasi-experimental design:
 - - Intervention group (n=37):



- - Control group (n=19):



- - Questionnaires in intake and evaluation (by professionals) & Cito-scores

Significant improvements in home-based school involvement among families in the intervention group, but no differences in the quality of the parent-teacher relationship nor in parenting skills *Ezafus*

Investigating effectiveness intervention Collaborative Learning

Our findings support the idea that a partnership approach and the provision of personalized support by means of home visits are an effective strategy to increase home-based school involvement amongst low-SES families.

Our project shows the potential of an effective collaboration between scholars from different disciplines and societal partners to reduce inequality in children's outcomes, in which, as an important by-product, all parties learned a lot from this cross-fertilization.

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Questions/comments/suggestions?

- Please feel free to contact me!
- Renske Keizer
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A handwritten signature in black ink, appearing to read 'Renske Keizer', located in the bottom right corner of the slide.