

© Adrián Zancajo, Clara Fontdevila, Huriya Jabbar and Antoni Verger 2025

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical or photocopying, recording, or otherwise without the prior permission of the publisher.

Published by

Edward Elgar Publishing Limited
The Lypiatts
15 Lansdown Road
Cheltenham
Glos GL50 2JA
UK

Edward Elgar Publishing, Inc.
William Pratt House
9 Dewey Court
Northampton
Massachusetts 01060
USA

Authorised representative in the EU for GPSR queries only: Easy Access System Europe –
Mustamäe tee 50, 10621 Tallinn, Estonia, [gpsr.requests @easproject .com](mailto:gpsr.requests@easproject.com)

A catalogue record for this book
is available from the British Library

Library of Congress Control Number: 2024951205

This book is available electronically in the **Elgaronline**
Sociology, Social Policy and Education subject collection
<https://doi.org/10.4337/9781035311385>

ISBN 978 1 0353 1137 8 (cased)
ISBN 978 1 0353 1138 5 (eBook)

Contents

<i>List of figures</i>	viii	
<i>List of tables</i>	x	
<i>List of contributors</i>	xi	
1	Education privatization and marketization: new spaces and research directions <i>Adrián Zancajo, Clara Fontdevila, Antoni Verger and Huriya Jabbar</i>	1
PART I EDUCATION PRIVATIZATION AND MARKETIZATION: REVISITING CONCEPTUAL AND ANALYTICAL APPROACHES		
2	Understanding privatization and marketization in education <i>Christopher Lubienski and Joel Malin</i>	26
3	The politics of post-war privatization in wealthy democracies <i>Jane Gingrich</i>	41
4	How education privatization and marketization take 'place': geographical theories and methods <i>Jina Kim, Jeremy Singer and Christopher Lubienski</i>	58
5	Competition in education markets: impacts, perceptions, and policy contexts <i>Sarah A. Cordes</i>	72
6	School choice and the (re)production of segregation in the education marketplace: a mechanism-based approach <i>Xavier Bonal</i>	89
7	Platformed privatization: data, technology, and the changing infrastructure of educational governance <i>T. Philip Nichols and Alexandra Thrall</i>	108
PART II THE EMERGENCE AND CHANGE OF EDUCATION MARKETS: NEW AND OVERLOOKED POLICY DEVELOPMENTS		
8	Evolving tax credit scholarship and education savings account policies in the United States: the path to universal private school choice programs <i>Luis A. Huerta, Steven J. Koutsavlis and Trevor W. Baisden</i>	123
9	A global perspective on low-fee private schools: past developments and current issues <i>Joanna Härmä</i>	137

vi	<i>Research handbook on education privatization and marketization</i>	
10	Privatization of primary and secondary schools in Afghanistan <i>Ghulam Omar Qargha</i>	150
11	Marketization without privatization in the Baltic countries: path-dependency and policy change in Estonia, Latvia, and Lithuania <i>Triin Lauri, Kaire Põder and Joonatan Nõgisto</i>	165
12	The evolution of private schools in Québec: an atypical school market in the Canadian federation <i>Anne Lachance</i>	181
13	Private education in China: historical evolution and recent development <i>Ruichang Ding, Xinyi Zeng and Zhuoyan Han</i>	195
14	Education privatization in Uganda: evolution from roots in human needs to a profit-oriented phenomenon <i>Pascal Pax Andebo</i>	209
15	Education privatization and marketization in France: between state control and stakeholders' strategies <i>Georges Felouzis and Barbara Fouquet-Chauprade</i>	224
16	Regulating and financing of private schools in Germany, Austria and Switzerland <i>Rita Nikolai and Bernard Brown</i>	236
PART III		
BROADENING THE UNDERSTANDING OF THE ENACTMENT AND IMPACT OF PRIVATIZATION AND MARKETIZATION		
17	Education markets and school segregation: causes, consequences and impacts <i>Emma Rowe</i>	250
18	Students with disabilities in school choice programs: opportunities for expansion or the Achilles heel? <i>Federico R. Waitoller</i>	265
19	Religious diversity in Irish primary schools: challenges and opportunities <i>Merike Darmody and Emer Smyth</i>	279
20	Financing education in lower-income countries: are PPPs the cost-effective solution? <i>Sonia Languille and Maria Ron Balsera</i>	293
21	Public attitudes toward private education in global perspective <i>Jonas Edlund and Arvid Lindh</i>	307
22	Teacher preparation for profit, or for the public good? <i>Andrene J. Castro and Wesley Edwards</i>	323

23	From Xeroxed flyers to TikTok videos: the evolution, practice, and implications of marketing in America's public schools <i>Catherine DiMartino</i>	341
24	The marketization and privatization of education in emergencies <i>Francine Menashy and Tavila Haque</i>	354
PART IV		
ROLLING BACK MARKET FORCES? REGULATORY REFORMS AND RESISTANCE		
25	Freedom and equity: iterations of market regulation reforms in French-speaking Belgium <i>Marie Verhoeven and Vincent Dupriez</i>	368
26	Difficulties in rolling back neoliberal policies in education: resistances to and counter-reform of the Inclusion Law in Chile <i>Alejandro Carrasco</i>	383
27	Towards an education system for the common good: desegregating Quebec's schools in a market context <i>Stéphane Vigneault</i>	399
28	Education stability in an unstable market: the impact of volatility on charter school regulation <i>Joshua Childs and Hanora Tracy</i>	414
29	The crisis and the market: regulating Peru's ungoverned private education market <i>María Balarin and María Fernanda Rodríguez G.</i>	429
30	Complexity, resistance, and forbearance in private markets for primary education in India <i>Emmerich Davies and Abhinav Ghosh</i>	444
31	Promises and pitfalls of teachers' 'Red Wave' and 'Blue Wave' mobilizations: case studies from the United States <i>Hava Rachel Gordon</i>	458
32	Taking stock, looking ahead: new developments and approaches to education privatization and marketization research <i>Clara Fontdevila, Antoni Verger, Adrián Zancajo and Huriya Jabbar</i>	470
<i>Index</i>		488

1. Education privatization and marketization: new spaces and research directions

Adrián Zancajo, Clara Fontdevila, Antoni Verger and Huriya Jabbar

Education privatization and marketization are becoming increasingly complex and plural phenomena. Analysing the extent and ways these phenomena have expanded across countries has grown urgent and challenging. Not only are market arrangements making inroads into new territories, but they are also continuously transforming in settings where privatization or marketization have been established for decades. The growing plurality of forms and contexts of privatization and marketization is relevant because it reflects the variety of rationales, forces and goals involved. It is also significant because different policy configurations motivate different responses from educational stakeholders who are directly or indirectly impacted by them, thus affecting their ultimate outcomes.

While academic and policy debates around education privatization and marketization have proliferated in recent decades, conceptual and analytical frameworks have not always kept pace with the ever more diverse nature of these phenomena. Scholarship often oscillates between broad categories that encompass a range of policy designs and particularistic approaches that focus on local specificities. Yet, there is something to be gained from charting a middle way between these tendencies. This approach would allow us to make sense of the increasing heterogeneity of these phenomena while avoiding sweeping generalizations. Indeed, the growing complexity and diversity of education privatization and marketization make it necessary to revisit conceptual, analytical and methodological frameworks underpinning this field of research.¹ In light of this, this introductory chapter presents and analyses some of the current research gaps and challenges the *Handbook* aims to address.

1. DEFINING AND MEASURING EDUCATION PRIVATIZATION AND MARKETIZATION

1.1 Privatization and Marketization: Conceptual Framework

In education studies,² the terms ‘privatization’ and ‘marketization’ are often used interchangeably and even treated as synonymous (Hogan & Thompson, 2017). This is because the two phenomena are related at the policy level, and often part of the same arrangements, or driven by similar political agendas. However, from an analytical point of view, distinguishing between them can enhance our understanding of the processes that lead to their adoption, their impact on educational actors’ behaviours and practices, and their aggregated effects. In their seminal article, Geoff Whitty and Sally Power already highlighted the need to treat privatization and marketization as separate concepts for heuristic purposes:

2 *Research handbook on education privatization and marketization*

[...] while such terms [marketization and privatization] are clearly politically embedded, exploration of their constituent elements and distinctive features provides a useful framework to analyze the scale and nature of welfare restructuring. (Whitty & Power, 2000: 94)

In its most basic terms, privatization can be defined as the involvement of private actors, rather than the State or other public bodies, in any domain of the educational service. While these domains include regulation and governance, the most scrutinized of them are provision and funding. Unlike sectors such as energy, telecommunications, or railways, education privatization rarely involves transferring assets from public to private hands (Lubienski, 2006a). Instead, in education, privatization frequently occurs through private actors' participation in providing or funding educational services. In terms of provision, the involvement of private actors usually takes place through educational institutions managed by non-State actors, from private companies to faith-based organizations or foundations. In the case of funding, privatization manifests in the rising weight of household spending on education, as well as in the increasing role of companies, sponsors and philanthropic organizations in contributing economic resources. Nonetheless, education privatization does not always shift provision and funding responsibilities from the public sphere to the private one. Instead, hybrid arrangements, such as public–private partnerships (PPPs) or subsidization schemes, which involve private actors in educational provision while the State remains the main funder, play an important role in many countries (Patrinos et al., 2009; Gingrich, 2011).

Marketization, in turn, can be defined as the adoption of user choice and provider competition as central coordination tenets between education demand and supply (Dupriez & Maroy, 2003; Gingrich, 2011). This broad conceptualization renders it challenging to define the specific policy arrangements fostering marketization. To Lubienski (2006a), the education market is essentially a metaphor for a set of policies aimed at increasing choice and competition in educational systems to mimic market dynamics. For instance, providing families with more choice can manifest in various policy interventions, from open-enrolment schemes within the public education sector to public subsidies for attending private schools. Beyond choice and competition, marketization in education is often associated with two other policy developments. One is the decentralization of school governance, which involves transferring management responsibilities from large bureaucracies to local or district-level organizations. The other is deregulation, granting greater autonomy to education service providers, whether public or private (Lubienski, 2009).

Over the past 15 years, the influential work of Stephen Ball and Deborah Youdell (2008) has been used by numerous authors to differentiate the phenomena and policies related to privatization and marketization processes. Given its relevance, it is worth contrasting their widely-circulated conceptual framework with the definitions provided above, attending to similarities and differences. Drawing on Hatcher & Hirtt (1999), Ball and Youdell view both processes as manifestations of privatization, distinguishing between exogenous and endogenous types. According to the authors, exogenous privatization consists of the 'opening up of public education services to private sector participation' (p. 14), which can be assimilated with the definition of privatization provided above. In contrast, endogenous privatization, as defined by Ball and Youdell, is much more related to marketization. Endogenous privatization involves promoting private sector 'ideas, techniques and practices' in the public sector. This can involve the adoption of quasi-market arrangements, characterized by users' choice and competition between providers, but also New Public Management (NPM) policies such as

school autonomy or results-based performance (Gunter & Forrester, 2009; Verger & Curran, 2014). In line with this, Lubienksi (2006a) argues that marketization implicitly involves privatization by changing the nature of the educational good and transferring decision mechanisms from a bureaucratic logic to individuals. The opposite can also be true, as introducing private operators into school systems often encourages competitive behaviours among both private and public providers.

As such accounts suggest, privatization and marketization are closely intertwined phenomena. However, the conceptual distinction between them offers important analytical benefits. For instance, the distinction helps in determining the ultimate impacts of related policies and understanding the mechanisms connecting these arrangements to specific education outcomes. Although empirically disentangling the effects of privatization from those of marketization is challenging, emerging evidence suggests they have differential effects (Wejryd, 2023).

Beyond heuristic purposes, distinguishing privatization from marketization is important because their combination leads to different system-level configurations. This distinction allows for the characterization of various education systems shaped by different policies (Figure 1.1). In terms of policy reforms, the most common shift has been from bureaucratic systems, where the State is the leading provider and funder of the education system (cell 4), to systems where both private and State providers coexist, allowing users to choose providers and promoting competition among them (cell 1). This combination of privatization and marketization results in what is known as education quasi-markets (Le Grand & Bartlett, 1993). Such reforms, widely adopted since the 1980s under the auspices of neoliberalism, are well documented in contexts like Chile and England. Similar policy arrangements can also be found in what Vandenberghe (1999) denominates *old* quasi-markets – countries such as the Netherlands and Belgium, where the subsidization of private provision and the capacity of

		Privatization	
		Yes	No
Marketization	Yes	Quasi-market (1)	Market mechanisms within the public sector (2)
	No	Contracted-out providers (3)	Bureaucratic system of provision and funding (4)

Source: Authors' own elaboration.

Figure 1.1 Modes of privatization and marketization in the education sector

4 *Research handbook on education privatization and marketization*

families to choose schools were adopted much longer ago to solve a conflict between the State and religious denominations (Ansell & Lindvall, 2021).

While quasi-markets are among the system-level configurations that have attracted the most attention, other combinations of privatisation and marketisation can be observed. In the education sector, it is possible to promote market mechanisms without the involvement of private providers (cell 2). Many open-enrolment schemes in the US and the reforms adopted in New Zealand in the late 1980s (Lauder et al., 1999; Fiske & Ladd, 2000) fall within this category, thus being an instance of marketization without privatization. Finally, as in many other social sectors, private actors can become providers without necessarily adopting market mechanisms (cell 3). While this last option is less frequent in the education sector, it is usually the option adopted for other ancillary services such as school meals, transportation and cleaning services.

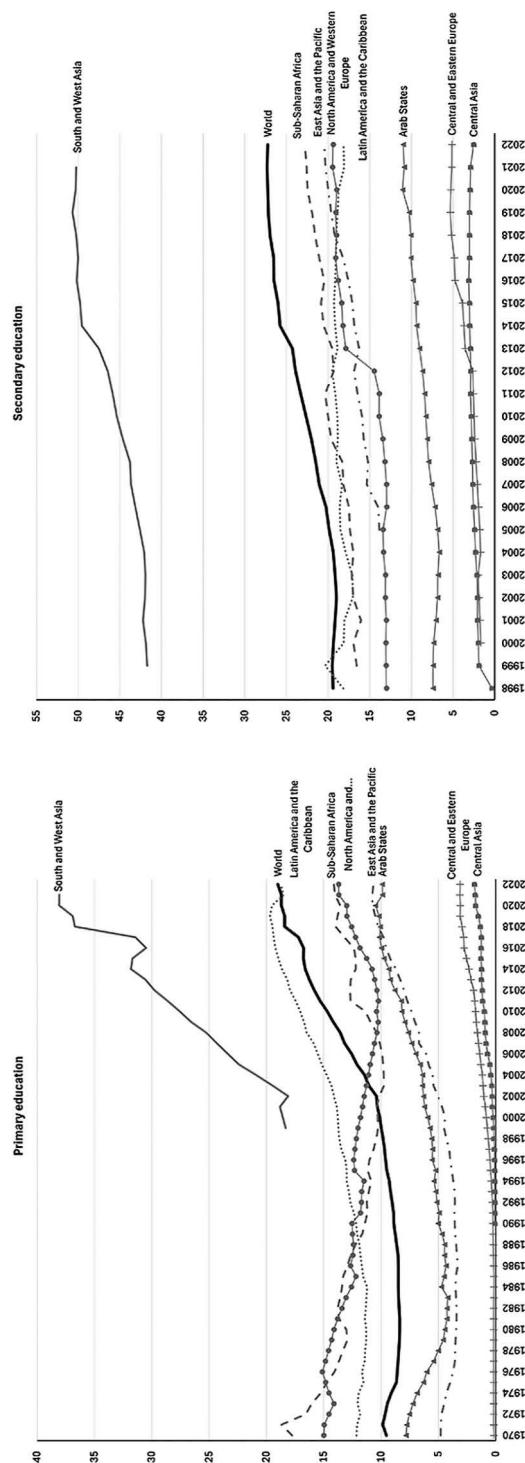
Figure 1.1 captures privatization and marketization resulting from public policies. However, similar outcomes can also emerge from a lack of public action, thus adding another layer of complexity. While private independent education (privately managed and funded) has been present in most countries of the Global North and South for many centuries, usually serving elite economic groups, many countries in the Global South have experienced a dramatic increase in independent provision serving lower-income groups in the last 25 years, due to State passiveness in attending to an increasing educational demand. We will examine this dynamic in more detail in the next section.

1.2 The Role and Relevance of Privatization and Marketization in Education

Assessing the extent to which education privatization and marketization have expanded in the past decades remains a research challenge for two main reasons. First, as mentioned above, there is no clear and universally accepted definition of these phenomena. The diversity of conceptual definitions usually leads to the use of different indicators when operationalizing them, which can yield different interpretations. Second, even under a common definition, the increasing complexity of privatization and marketization policies, as well as their diverse forms, makes it challenging to determine simple and common indicators to measure their evolution and expansion (Winchip et al., 2019).

In the case of privatization, enrolment in private institutions has been the most commonly used measure to track the evolution and relevance of this phenomenon (UNESCO, 2021). However, national definitions of private education institutions vary significantly, especially when these institutions receive substantial public funding. In some countries, privately managed schools mostly funded by public sources are classified as public, while in others, the degree of regulatory oversight determines classification. Additionally, in many countries of the Global South, the dramatic increase in low-fee private schools (LFPSs) over the past two decades has often gone unregistered (Härmä, 2021), leaving them out of official statistics.

Despite these limitations, international statistics show an increase in the percentage of primary and secondary students enrolled in private institutions across most world regions over the last decades (Figure 1.2). Privatization has followed different trends and achieved diverse levels of intensity in different world regions, yet common patterns emerge. For instance, in primary education, most world regions saw a decline in private enrolment during the 1970s, but since the mid-1980s private enrolment grew steadily in most regions until now. In Central Asia, Central and Eastern Europe, and Sub-Saharan Africa, the private-school expansion



Source: UNESCO Institute for Statistics.

Figure 1.2 Enrollment in private institutions by education level and world region

6 *Research handbook on education privatization and marketization*

began in the 2000s. For secondary education, although data is more limited in terms of time span, an increase in private enrolment is evident in nearly all regions since the late 1990s, except Central Asia.

Globally, private enrolment in primary education increased from 8.9 per cent in 1990 to 18.6 per cent in 2019, and in secondary education from 19.2 per cent in 1998 to 26.9 per cent in 2019 (UNESCO, 2021). However, these global and regional trends mask significant variations among countries, not only in the share of private enrolment but also in the configuration of private provision. The latter includes differences in the proportion of independent vs dependent private schools, types of private providers (e.g. faith-based organizations, private companies, non-governmental organizations), and the regulatory frameworks under which they operate. Hence, while the relevance of private education provision is well established, variation within and across regions concerning different aspects begs for further interrogation as to the drivers and impacts of such common trends.

Capturing the evolution of marketization trends is even more complex. Even when focusing on its core components, choice and competition, the identification of indicators for cross-national comparisons poses important conceptual and measurement challenges. PISA (Programme for International Student Assessment) data provides some insights into the evolution of pro-market policies, particularly in Western countries. For instance, between 2000 and 2015, the role of residence in students' school allocation decreased in many countries, which can be considered an indicator that policies providing families with more capacity of choice have expanded (OECD [Organisation for Economic Co-operation and Development], 2019). This is in line with Musset's analysis of regulatory provisions in OECD countries, which notes that, since the end of the 1980s, 'more than two-thirds of OECD countries have increased school choice' (Musset, 2012: 4). However, the same PISA data indicates that the expansion of school choice policies has not translated into a significant increase in school competition. Between 2006 and 2018, the percentage of students enrolled in schools where principals reported competing with two or more schools in the same area increased by a mere four percentage points (OECD, 2020).

Research in different contexts has shown that the intensity of privatization and marketization is not only influenced by national or subnational regulations and policies, but also varies significantly across local contexts. This local variation is particularly relevant for market education policies as it shapes their aggregated outcomes. As several authors have noted, local education markets can differ greatly in terms of the degree of competition between schools and families' capacity to choose (Maroy, 2004; Lubienski, 2006b). Attending to such challenges, Gutiérrez et al. (2023) have recently developed an index to quantify the intensity of privatization and marketization in different local spaces within the same jurisdiction and under the same regulatory framework. Their study shows promising results in distinguishing levels of marketization among local spaces in Santiago de Chile and London. This localized measurement approach holds great potential for assessing the evolution of marketization and exploring its effects and impacts.

2. MARKETIZATION AND PRIVATIZATION AS PLURALISING PHENOMENA

Grappling with the increasingly diverse manifestations of privatization and marketization, as well as the specificities of new and emerging trends, remains an important task. In educational research, the predominant understanding of privatization and marketization is shaped by the study of a relatively narrow subset of educational systems. Countries like the US, Australia and the UK, but also Chile, Belgium and the Netherlands, have consistently attracted scholarly attention – as attested by the recurrent discussion of these cases in compendium works and seminal contributions (Belfield & Levin, 2002; Ball & Youdell, 2008; Edwards & Whitty, 1992; Koinzer et al., 2017; Lubienski, 2009, Whitty & Power, 2000, Vandenberghe, 1999). Such focus is partially warranted. These countries exhibit extraordinary shares of private enrolment or have experienced particularly drastic processes of marketization, thus operating as a magnifying lens – Chile being a case in point. Likewise, the disruptive impact of privatization policies, even when targeted or restricted in scope, may explain the intense debate around these policies in countries with a limited tradition of private education provision. This is, for instance, the case of the US, where the irruption of voucher proposals and open-enrolment schemes has clashed with a strong common-school legacy.

The corpus of research inspired by these cases has been instrumental in shaping the field of privatization and marketization studies, laying its analytical foundations and generating hypotheses. However, the pluralizing and globalizing nature of marketization and privatization has resulted in a more complex object of research. Specifically, we identify two critical areas that merit attention: first, the emergence of new modalities of privatization and marketization (including new policies but also new modes of delivery), often associated with the expansion of privatization into new sectors or contexts. Second, the existence of well-entrenched forms of privatization and marketization that have tended to elude scholarly attention – sometimes precisely as a result of their deep roots, which confer them a taken-for-granted quality.

2.1 What's New: Emerging Modalities of Privatization and Marketization

Recent years have seen the emergence of new policy schemes that do not fit neatly in the conventional policy categories associated with privatization and marketization reforms, and for which there is little to no precedent in the education field. An example of such developments is found in policy options relying on fiscal instruments. While confined to a limited number of countries, such schemes are qualitatively different from most privatization arrangements in place. This is so because rather than directly supporting the private provision of education through the allocation of public funding, they rely on tax-related instruments to support the purchase of private services, hence constituting an instance of 'fiscal welfare' (Morel et al., 2016). Variously defined, the notion of fiscal welfare encompasses a number of tax-related instruments expected to perform a policy function while encouraging private provision (Sinfield, 2018). Given the limited traction of fiscal welfare measures in the education field,³ the advent and spread of tax credit education scholarship programmes, tax deductions and education savings accounts in the US, and their expansion to include more eligible recipients, represents a key development (Hackett, 2019; see also Borwein et al., 2023, for a discussion of recent trends in Canada).⁴

Despite their restricted scope, the significance of these emerging trends should not be understated. The political, social and educational dynamics they set in motion differ from those generated by more conventional forms of privatization and marketization. These policy changes are comparatively less visible to the general public, being portrayed by some scholars as instances of the ‘delegated welfare state’ (cf. Morgan & Campbell, 2011) or the ‘submerged state’ (Mettler, 2009). These low levels of visibility can insulate fiscal welfare policies from public and political accountability mechanisms, blurring responsibility lines and complicating regulatory scrutiny. Their low profile also facilitates catering to other social groups (e.g. better-off social strata) and accommodating new discourses (e.g. less emphatic on the redistribution of educational opportunity), thus reaching new beneficiaries and reshaping political alliances.

In recent years, new forms of private delivery have also emerged, often paralleled by some form of policy innovation. The rise and evolution of home-schooling, which has experienced important growth in the US over the last three decades, would be a case in point (Jolly & Matthews, 2018). This growth is arguably linked to the expansion of school choice options, although some dispute such causal connections (cf. Kunzman, 2019 for an overview). However, it is becoming increasingly evident that home-schooling practices have reshaped (and are reshaped by) a shifting school choice landscape and changes in the regulatory environment, including the advent of virtual and home-school charter schools (Huerta et al., 2006; Mann, 2017).

In the Global South, the proliferation of (largely unaided) private schools catering to poor segments of the population, loosely grouped under the term ‘low-fee private schools’ (LFPSs), is another relatively recent phenomenon whose relevance can hardly be overstated. Particularly in urban areas, this modality of private provision has experienced a rapid rise, with LFPSs representing an increasingly important share of domestic education markets. As documented by Bennell (2024), over 40 per cent of children in sub-Saharan Africa’s capitals and major conurbations are enrolled in private schools. This growing private sector, in turn, has led some donors and development partners to experiment with various regulatory interventions oriented at addressing and preventing market failures and ensuring compliance with minimal standards (Härmä, 2019; Baum et al., 2018). However, with a few notable exceptions, research into the political economy and evolution of such policies is limited. Much of the debate thus focuses on the merits and drawbacks of such regulatory efforts and their relative effectiveness – whereas less is known about the conditions leading to their emergence and shaping their implementation.

2.2 What’s Missing: The Origins of Market-Like Arrangements

Far from being a recent phenomenon, the role of the private sector in the provision of education has a long history, and so does the allocation of public subsidies to private providers (Archer, 2013; Neave, 1985). In numerous Western European countries, private providers have consistently played a central role in delivering or managing various services, including education (Gingrich, 2011), and most subsidization schemes have been deployed over a *pre-existing* network of private providers (Ansell & Lindvall, 2021). These patterns indicate that private education provision often predates and is not necessarily coupled with marketization policies. Overall, these trends suggest that the centrality of the State in education matters follows

complex and historically rooted dynamics, and is not merely a function of welfare-state traditions or contemporary marketization trends.

However, within the field of educational studies, numerous accounts of privatization trends have tended to focus on relatively recent developments and to concede great explanatory power to the ascendancy of neoliberalism and ‘free market ideology’ (e.g. Adamson et al., 2016; Ball, 2012; Burch, 2009; Sahlberg, 2016). The emphasis on such factors is well substantiated, as some of the most drastic instances of (or attempts at) privatization are indeed driven by neoliberal principles. In Chile, the introduction of various market mechanisms, including a voucher system, was explicitly informed by monetarist and public choice theory principles (Gauri, 1998; Cox, 2003). Likewise, Friedman’s ideas were routinely invoked by some of the early proponents of voucher programmes in the US (Belfield & Levin, 2005). Yet, once again, the focus on a handful of countries (and the variables that proved determinant in such contexts) comes at a cost. It may inadvertently neglect other important drivers or obscure the fact that there are multiple forces at play.

This is certainly the case with so-called ‘old’ education quasi-markets, as well as countries where market features, including public subsidies for private schools and school choice arrangements, are structurally embedded and date back to the constitution of modern education systems. For instance, while school choice schemes are integral to many European education systems (Agasisti et al., 2023), there is limited understanding of the conditions that lead to their emergence and institutionalization. Likewise, the origins of private provision in the Global South tend to be overlooked. Mainstream accounts routinely point to the impact of PPP schemes and the recent proliferation of LFPSs (Steiner-Khamsi & Draxler, 2018; Robertson et al., 2012; Verger et al., 2016). However, there is still limited understanding of pre-existing modalities of private delivery, as well as the impact of historical legacies, including colonial administration, missionary education and state-building efforts in the post-independence period (cf. Wietzke, 2014; MacLean, 2017; Bazzi et al., 2020; Read, 2022).

To be sure, some of the emerging trends and underexplored cases mentioned above have been the focus of research efforts that have significantly contributed to policy and academic debates. However, despite their richness, this literature has received limited attention within educational research circles and appears to insufficiently inform prevalent understandings of the drivers and impacts of education markets. This *Handbook* is premised on the idea that attention to such cases might allow for and encourage a more refined understanding of education privatization and marketization. Accordingly, the task at hand is not simply to expand the geographical scope of privatization/marketization studies by charting new cases for the sake of it, applying existing theories to new contexts. It also involves ensuring that research emanating from these contexts contributes to reinforcing the existing knowledge base, challenging conventional wisdom when necessary, and raising awareness of the context-specific nature of explanations often assumed to be universally applicable.

3. FILLING THE VOIDS: THE POTENTIAL FOR AN INTEGRATIVE APPROACH

3.1 Bringing Different Disciplines into the Conversation

Education privatization and marketization have been examined from different disciplinary perspectives. Nevertheless, in recent decades, the sociology and economy of education have stood out in their scholarly production on this topic. Since the 1990s, sociological approaches have particularly focused on how different educational actors (e.g. families, students, school leaders, teachers) have enacted both market policies and the expansion of private provision. Examples of this include some of the works produced during the 1990s and the beginning of the 2000s with a focus on the families' processes of school choice and schools' responses to competition in the context of the pro-market reforms adopted in England (Glatter & Woods, 1994; Gewirtz et al., 1995; Woods et al., 1998; Ball, 1993), New Zealand (Waslander & Thrupp; 1995; Lauder et al., 1999; Fiske & Ladd, 2000), the US (Weiher & Tedin, 2002), and Europe (Raveaud & van Zanten, 2007). In parallel, the effects and impacts of privatization and marketization policies have been extensively analysed by economists, focusing on the impacts of the policies on various outcome dimensions (e.g. academic performance, social stratification, school segregation), as well as intermediate effects such as perception of competition and cream-skimming practices (Hoxby, 2000; Bettinger, 2005; Hsieh & Urquiola, 2006; Ladd, 2002; Levacic, 2004; Mizala & Romaguera, 2000; Woessmann, 2005).

The strengths and shortcomings of sociological and economic approaches to education privatization and marketization have led to a degree of cross-fertilization between both disciplines. In 1999, Nick Adnett and Peter Davies advocated for 'reconciling economic and sociological approaches' for the analysis of quasi-markets. These authors aimed to 'redress the paucity of cross-fertilization between economics and sociology and the tendency amongst social scientists to treat models from other disciplines as straw men' (Adnett & Davies, 1999: 222). Other examples of the combination of sociological and economic analytical frameworks are Lubinski's analysis (2006b) of schools' responses to competitive environments through the lens of monopolistic competition and Jabbar's (2016) analysis of actors' responses to competition and choice, which proposes overcoming under-socialized or agential approaches (characteristic of economic analysis) and over-socialized or structuralist approaches (often associated with sociological perspectives).

Other disciplines, such as political science and geography, have also examined privatization and marketization, albeit less prolifically. Political science has not engaged with education as much as other social sciences (see Busemeyer & Trampusch, 2011; Gift & Wibbels, 2014; or Jakobi et al., 2009, on the reasons for this omission). Geography, on the other hand, has paid relatively less attention to the privatization and marketization of education, in part because education research has lagged behind the 'spatial turn' that other social science disciplines embraced decades ago (Gulson & Symes, 2007). This does not mean that there are no valuable exceptions in both fields. For instance, analyses from political science have provided crucial insights into the factors and actors involved in the institutionalization and expansion of privatization and marketization arrangements (Ansell & Lindvall, 2013, 2021; Gingrich, 2011), their capacity to generate policy feedbacks that reinforce their legitimacy (Fleming, 2014; Asadolahi et al., 2022; Holyoke, 2022), or public opinion attitudes and preferences toward them (Busemeyer et al., 2020; Edlund & Lindh, 2021; Pöder & Lauri, 2022). Similarly, the

geography of education privatization and marketization has become a more relevant and prolific area of analysis in the past few years. Geographical approaches to education markets have explored school choice patterns, changes in student mobility and equity impacts (Chumacero et al., 2011; Taylor, 2009; Santos & Elacqua, 2016). Critical geographic approaches also account for objective geographical characteristics and the meanings that individuals assign to specific space locations (Bell, 2009; Yoon & Lubinski, 2017; Yoon et al., 2020).

Despite education privatization and marketization being a multidisciplinary field of study, cross-fertilization between disciplines and interdisciplinary approaches remain limited. However, authors increasingly use theoretical and analytical frameworks that combine insights from political science and policy studies, policy sociology and political philosophy to understand the drivers and evolution of these phenomena. Examples include studies that account for ideational factors such as frames or paradigms as determinants of policy adoption (Jabbar et al., 2022; Verger, 2014; Kristof, 2023), which combine insights from political science and sociological theories. Others emphasize the role of institutional factors, focusing on path-dependence dynamics, feedback effects or the role of partisan politics (Zehavi, 2012; Holyoke, 2022; Lachance, 2020). Additionally, recent studies have examined how decision-makers and families approach school choice policies by integrating sociological approaches with political philosophy or political science frameworks (Hernández et al., 2023; Daramola et al., 2023). Such interdisciplinary approaches hold great promise and represent an important step forward in accounting for the increasing complexity and multidimensional impacts of education privatization and marketization.

3.2 Considering Emerging Dimensions of Analysis

Alongside the global spread and increasing diversity of privatization and marketization, explanations of the determinants and outcomes of such policies have broadened, incorporating new dimensions of analysis. From a political economy perspective, considerable progress has been made in capturing and examining the diversity of privatization and marketization policy options. This is evident in the research on education PPPs, which highlights the variety of arrangements between private and public sectors that foster privatization and marketization (Robertson et al., 2012). Additionally, the expansion and growing relevance of independent private schools serving low-income students in the Global South have inspired a prolific literature addressing the drivers and actors behind the spread of LFPSs (Härmä, 2011; Srivastava, 2008; Tooley, 2013). Moreover, research on the adoption and global expansion of privatization and marketization policies has gradually incorporated a greater diversity of actors and drivers influencing these processes. For instance, greater attention is paid to the role of actors other than State actors and international organizations, including policy entrepreneurs (Boyd, 2007; Bulkley, 2004), corporations (Nambissan & Ball, 2010; Oppenheimer, 2010) or philanthropic institutions (Scott & Jabbar, 2014; Srivastava & Baur, 2016).

The dimensions considered when analysing the effects and impacts of privatization and marketization have also expanded, moving beyond traditional indicators of effectiveness, equity and efficiency. Notably, there is growing attention to the intermediate outcomes of these policies. Understood as impacts on individuals and schools, intermediate outcomes are increasingly recognized as essential to make sense of their aggregate impacts. In recent years, different studies have examined how schools respond to competitive incentives, with a focus on responses and strategies such as marketing and promotion (Greaves et al., 2023; DiMartino

& Jessen, 2018; Jabbar, 2016; Lubienski, 2006c), differentiation and pedagogical innovation (Jabbar, 2015; Lubienski, 2009; Zancajo, 2019), student selection (Jennings, 2010; Carrasco et al., 2017; Welner, 2013) and decisions related to geographical location (Gulosino & Lubienski, 2011; Lubienski et al., 2009).

Research on school choice processes has also broadened in scope. Today, this area of inquiry encompasses studies examining aspects as diverse as how families' rationalities are mediated by economic, geographical or symbolic restrictions (Ben-Porath, 2012; Bosetti & Pyryt, 2007; DeJarnatt, 2008), the diversity of choice strategies among different social groups (Bonal et al., 2017; Raczyński et al., 2010; Balarin, 2015), family satisfaction in school choice programmes (Rhinesmith, 2020) and the impact of phenomena like gentrification on families' choices (Ichou & Van Zanten, 2019; Maloutas, 2007).

Finally, research concerned with the ultimate impact of privatization and marketization increasingly considers the varying effects on different groups or individuals and examines a broader range of outcomes. Beyond traditional equity concerns related to social class or ethnicity, studies have explored the impacts on children with disabilities and migrant students (Waitoller, 2020; Waitoller et al., 2019; Welner & Howe, 2005; Beach & Dovemark, 2019; Bonal et al., 2019). Similarly, the effects on teachers and the teaching profession have gained attention, with studies analysing changes in the stratification of teachers' labour markets, work conditions or professional practice (Fredriksson, 2009; Jabbar et al., 2019; Baker & Dickerson, 2006). Pro-market policies have also been examined for their impact on educational diversification and pedagogical innovation (Lubienski, 2006b, 2009; Villalobos & Salazar, 2014; Fiske & Ladd, 2000).

3.3 Grappling with Policy Change

Privatization and marketization are not one-off events or static phenomena. Research on trends in marketization and privatization across countries reveals that their evolution does not necessarily obey a linear pattern. Not only are these policies often implemented as a result of contentious, back-and-forth dynamics, but even when they are in place, they are often adapted or adjusted over time. In some cases, these adjustments further entrench the market dynamics initiated by marketization schemes. Conversely, in other contexts, private education provision or school choice becomes subject to regulatory reforms aimed at curbing market-like dynamics. Examples include controlled-choice schemes (Cantillon, 2017) and changes in the public funding and accountability schemes for private schools (Boeskens, 2016; Elacqua et al., 2018; OECD, 2019).

The COVID-19 outbreak has rendered visible the ultimately fragile and contingent nature of market arrangements, with prolonged lockdowns and school closures sometimes leading to a shrinkage of private education provision (Elacqua et al., 2022; Musaddiq et al., 2022), the decline in Catholic school enrolment (MacGregor, 2012; Wodon, 2020) or the increase in the enrolment in charter schools (National Alliance for Public Charter Schools, 2023). Even if such trends have been short-lived and uneven, they ultimately indicate that marketization and privatization trends are not necessarily ever-expanding phenomena. While policy termination episodes are rare, market-like arrangements are likely to experience some form of reorientation and redesign. Gaining insight into the contemporary dynamics of privatization and marketization thus requires dealing with the question of policy change – understanding the actors, motivations and mechanisms behind such mutations.

While the transformation of marketization and privatization schemes is often precipitated by external changes (e.g. crises, government changes), their evolution is also shaped by issues arising from the policies themselves. For example, the inequalities triggered by marketization are likely to generate negative policy feedback or resistance from key stakeholders who are directly or indirectly affected. In various countries, growing awareness of school segregation has sparked political and policy debates about the role and regulation of private schools and school choice arrangements (e.g. Bonal & Bellei, 2018; Marsh et al., 2021; Sierens et al., 2011; Olsen, 2015). Emerging evidence suggests that, despite marketization's potential to transform subjectivities (Rizvi, 2016), such policies do not automatically or fully alter the preferences, behaviours and core values of education stakeholders and the general population (Arora-Jonsson & Edlund, 2024; Frederiksen, 2024). These dynamics create a fertile ground for policy change. The policy trajectories of privatization and marketization schemes are shaped by complex contextual factors. Consequently, despite some fundamental similarities, marketization and privatization policies can evolve in diverging directions in their goals, configurations and outcomes (Zehavi, 2011, 2012; West & Nikolai, 2017; Holyoke, 2022; Sude & Wolf, 2021).

Given the mutating nature of privatization and marketization policies, it is essential for researchers to move beyond the initial adoption moment and focus on processes of refinement and redesign. Addressing the dynamic nature of these arrangements provides a more accurate understanding of the multiple forces and motivations at play, as well as their ultimate impacts. For instance, emerging evidence shows that, despite the high hopes placed in them, the effectiveness of equity-oriented reforms aimed at taming market dynamics varies significantly, as seen in recent desegregation experiences in Belgium, Chile, France or the US (Danhier & Friant, 2019; Honey & Carrasco, 2023; Grenet et al., 2023; Margolis et al., 2023). Accordingly, the ultimate impact of such efforts is often modest due to implementation challenges and the opposition triggered by such reforms (Zancajo et al., 2022). Given that marketization and privatization are reshaped rather than fully undone as a result of regulatory and resistance trends, taking policy change seriously remains a relevant task.

4. OBJECTIVES AND STRUCTURE OF THE BOOK

The main objective of this *Handbook* is to bring together a series of works that address the research gaps and shortcomings outlined above. It aims to provide a comprehensive overview of the new theoretical, analytical and empirical developments in the field of education privatization and marketization studies, and to examine case studies of national and regional contexts often under-analysed in international literature. Additionally, some chapters exemplify the integration of various analytical and methodological disciplinary fields. While privatization and marketization have penetrated different education domains and areas of activity, the different chapters of the *Handbook* focus on formal basic education.

Chapters in Part I of the *Handbook* provide a comprehensive examination of various conceptual, theoretical and analytical frameworks for exploring education privatization and marketization, and synthesize recent developments and debates that can inform future research in this area. In **Chapter 2**, Christopher Lubienski and Joel Malin provide a thorough overview of how the definitions of privatization and marketization concepts have evolved alongside the expansion of these phenomena and their increasing complexity. Lubienski and Malin also

highlight key dimensions and conceptual considerations that need to be taken into account in future theorizations in this area. In **Chapter 3**, Jane Gingrich delves into the politics of education privatization reforms in Western countries between the end of World War II and the beginning of the neoliberal period in the 1980s. Gingrich examines the specific drivers and actors that influenced privatization processes in this period, with a particular emphasis on private subsidized education.

The following chapters in Part I focus on various recent methodological and analytical perspectives applied to the study of privatization and marketization in education. In **Chapter 4**, Jina Kim, Jeremy Singer and Christopher Lubienski present an overview of different theoretical perspectives and methodological approaches that have considered the role of geography in the analysis of privatization and marketization. Kim and colleagues cover a wide range of processes and impacts that may be influenced by geography and provide different examples of studies applying those perspectives and approaches, highlighting their strengths and shortcomings. In **Chapter 5**, Sarah A. Cordes explores the key theoretical assumptions of competition, a central component of market policies in education. Cordes also examines the evidence regarding the effects and impact of competition between schools on a wide range of outcomes, from test scores and school segregation to school resources. Xavier Bonal, in **Chapter 6**, examines how mechanism-based explanations can contribute to advancement in the identification of the causal links between privatization and marketization policies and different outcome dimensions. Bonal illustrates the potential benefits of mechanism-based approaches by examining the impact of school choice on school segregation. Finally, in **Chapter 7**, T. Philip Nichols and Alexandra Thrall analyse how platform technologies and markets are creating a new form of privatization, termed 'platformed privatization'. Nichols and Thrall highlight the dual nature of these markets, which allow companies to provide products to educational institutions while simultaneously extracting data from users.

Part II addresses the question of how education markets unfold, bringing into focus the pluralizing nature of privatization and marketization. Chapters in this part are concerned with the historical development and the political economy of such processes in contexts that, for different reasons, remain under-examined, particularly within the field of educational studies.

The first group of chapters in this part is concerned with relatively recent developments. This is the case with some emerging trends observed in the US, including tax credit scholarships and education savings accounts discussed by Luis A. Huerta, Steven J. Koutsavlis and Trevor W. Baisden (**Chapter 8**). The authors trace the origins and evolution of such programmes, highlighting how they represent a departure from other private choice policies. Shifting the focus to the Global South, Joanna Härmä deals with recent developments in the low-fee private schools phenomenon (**Chapter 9**). Härmä delves into the regulatory challenges associated with this schooling modality and discusses the potential role of PPPs in addressing some of the most pressing issues. In **Chapter 10**, Ghulam Omar Qargha focuses on the recent privatization episode undergone by Afghanistan since the turn of the century. Qargha explores the drivers behind this process of education liberalization, foregrounding the role of State fragility and aid dependency. In **Chapter 11**, Triin Lauri, Kaire Põder and Joonatan Nõgisto examine the marketization process experienced by Estonia, Latvia and Lithuania since their independence after the dissolution of the Soviet Union. The authors discuss the different policy trajectories followed by the Baltic countries, highlighting the role of nation-building and the Soviet legacy.

A second group of chapters in Part II is concerned with contexts where private provision has long been a fixture of education systems. Some adopt a historical perspective, charting the evolution of privatization arrangements. This is the case of Anne Lachance's retrospective account of the origins and evolution of private schooling in Québec (**Chapter 12**). Lachance addresses both the institutionalization of subsidies for private schools and recent reform processes, with an emphasis on the changing relationship between the State and the Church. In **Chapter 13**, Ruichang Ding, Xinyi Zeng and Zhuoyan Han highlight the significant role that private schools have played in expanding education in China historically, as well as the contentious nature that private education has acquired in recent decades. As they show, in contemporary China private education has evolved significantly from a liberal era to a regulatory era, with increased control over international schools, restrictions on private tutoring and the publication of LFPSs that mainly cater to domestic migrants.

In **Chapter 14**, Pascal Pax Andebo examines the historical and contemporary drivers of education privatization in Uganda. The chapter brings attention to the key role played by endogenous factors such as colonial legacies or the role of missionary initiatives, as well as exogenous forces connected to the neoliberal turn. Other chapters focus on the current organization of education systems where private provision has long been established. In **Chapter 15**, Georges Felouzis and Barbara Fouquet-Chauprade analyse the phenomenon of education privatization in France. The authors provide an overview of the governance of subsidized private education, school choice practices and more nascent privatization approaches such as home-schooling. Finally, Rita Nikolai and Bernard Brown focus on the regulation and financing of private schools in Germany, Austria and Switzerland (**Chapter 16**). Following a comparative approach, the authors capture the diversity of arrangements as well as the similarities across these countries.

Part III addresses the enactment and impact of education privatization and marketization, exploring how these arrangements affect the behaviour of different education stakeholders as well as their ultimate effects from an education-system perspective, particularly on equity. In **Chapter 17**, Emma Rowe provides an overview of the relationship between market arrangements and school segregation. Building on the expanding literature concerned with these issues, the author discusses both the causes and the consequences of such patterns, with a focus on segregation along socioeconomic lines. Complementing this perspective, Federico R. Waitoller discusses the complex interlinkages between school choice programmes and the rights and attention of students with disabilities (**Chapter 18**). Focusing on the US, Waitoller examines how these students are perceived by private providers both as an opportunity and a challenge, reflecting on the equity implications arising from such contradictions. In **Chapter 19**, Merike Darmody and Emer Smyth address the relationship between education markets and religious pluralism. With a focus on the Irish case, the authors examine recent challenges and policy developments oriented toward accommodating growing levels of religious diversity in the country. In **Chapter 20**, Sonia Languille and Maria Ron Balsara address the impact of PPPs from a cost-effectiveness perspective. Focusing on lower-income countries, the chapter examines different sources of evidence concerned with the cost-effectiveness gains conventionally expected from such schemes. Sticking to a macro-level perspective, **Chapter 21** addresses the relationship between education markets and public opinion. Jonas Edlund and Arvid Lindh analyse attitudes toward private provision and funding and toward different market-like features such as school choice across a wide array of countries, highlighting the role of political ideology behind attitudinal divisions.

Other chapters in this part are concerned with the impact of privatization and marketization on more specific areas of activity. In **Chapter 22**, Andrene J. Castro and Wesley Edwards discuss the impact of private providers of teacher preparation programmes. Focusing on for-profit suppliers, Castro and Edwards reflect on the risks and challenges posed by market reforms on teachers' work. In **Chapter 23**, Catherine DiMartino examines the impact of school choice policies on branding and marketing practices at school and district levels. With a focus on the US and the consequences of the rise of charter management organizations, the author reflects on the equity, transparency and accountability issues derived from such developments. Finally, Francine Menashy and Tavila Haque address the impact of marketization on the education-in-emergencies sector (**Chapter 24**). Menashy and Haque provide a comprehensive overview of the transformations brought about by market principles, including the growing participation of private actors, while signaling the tensions, inequalities and inefficiencies derived from such trends.

Finally, Part IV of the *Handbook* features a series of chapters that analyse how privatization and marketization policies have been resisted but also reformed as a consequence of problematization processes, particularly those concerned with equity. In **Chapter 25**, Marie Verhoeven and Vincent Dupriez examine the problematization of market policies in French-speaking Belgium as a consequence of school segregation, and the reforms adopted during the 2000s. Dupriez and Verhoeven's chapter provides a comprehensive account of the reforms implemented, their impacts, and the coalitions in favour and against these reforms. Similarly, in **Chapter 26**, Alejandro Carrasco examines the difficulties faced by education reform adopted in Chile in 2015 to ameliorate the role of the market in the education system, as well as counter-reform attempts led by conservative political sectors and middle-class families. Carrasco's chapter explores the opportunities and challenges of education market regulation in one of the countries with a more market-oriented education system. In **Chapter 27**, Stéphane Vigneault examines the increasing problematization of the market-oriented approach of Québec's education system and the strategies developed by École Ensemble, a civil society organization, to influence the public debate and advocate for a process of reform. This insider perspective from the coordinator of 'École ensemble' provides meaningful insights into how they have mobilized public opinion and engaged policymakers to achieve their objectives. Joshua Childs and Hanora Tracy, in **Chapter 28**, explore how the regulation of charter schools in the US has evolved to address the negative impacts and unintended consequences of their expansion. Using the case of New Orleans, the chapter argues that regulatory reforms in charter schools aim to balance school autonomy and equity. The next two chapters analyse the processes of regulation of private provision in two countries of the Global South. In **Chapter 29**, María Balarín and María Fernanda Rodríguez provide a comprehensive account of Peru's initiatives attempting to regulate private schools. Balarín and Rodríguez analyse these initiatives in the political context of the country and the role of actors opposing these regulatory attempts. Emmerich Davies and Abhinav Ghosh, in turn, examine private provision regulatory efforts in India, with a focus on contemporary initiatives. The authors not only analyse the objectives of regulatory policy but also the inconsistencies in their implementation, the resistances they generated and their unintended effects (**Chapter 30**). Finally, and going beyond processes of policy reform, Hava Rachel Gordon (**Chapter 31**) explores teachers' movements of opposition to marketization in the US. Through case studies in various US states, this chapter highlights the variations in teacher activism regarding coalition-building and tactics of protests and resistance. Overall, these chapters provide new insights into the dynamics of privatization and

marketization by illuminating new cases, new trends, and new theoretical and methodological perspectives.

NOTES

1. This complexity becomes even more pronounced when considering the numerous educational activities and levels that configure educational systems. However, in the interest of coherence and to facilitate academic dialogue, this *Handbook* focuses specifically on the privatization and marketization of school provision in basic (primary and secondary) education levels. Education privatization and marketization are also present in other educational levels and domains (e.g. higher education, early childhood education and supplemental education).
2. We use here the term 'education studies' to include different academic disciplines, such as sociology, philosophy, psychology or history, that comprise the interdisciplinary analysis of education in Anglo-Saxon countries (Biesta, 2011).
3. They are, however, more common in child care services or education services other than the provision of *core* education at primary and secondary levels. Also importantly, charitable exemptions and tax breaks related to the consumption of education services can be found in a variety of countries (Sinfield, 2018); however, such provisions are often not explicitly oriented at encouraging or supporting private provision but result from the general tax structure, and are generally of little consequence for the private/public mix.
4. To be sure, tuition tax credits and comparable systems are not entirely a recent phenomenon (see Belfield and Levin, 2002). However, their relevance, both in political and coverage terms, is much more recent.

REFERENCES

Adamson, F., Astrand, B., & Darling-Hammond, L. (2016). *Global Educational Reform: Privatization vs. Public Investments in National Education Systems*. Routledge.

Adnett, N., & Davies, P. (1999). Schooling quasi-markets: Reconciling economic and sociological analyses. *British Journal of Educational Studies*, 47(3), 221–234.

Agasisti, T., Queiroz e Melo, R., & Maranto, R. (2023). School choice in Europe. *Journal of School Choice*, 17(1), 1–9.

Ansell, B., & Lindvall, J. (2013). The political origins of primary education systems: Ideology, institutions, and interdenominational conflict in an era of nation-building. *American Political Science Review*, 107(3), 505–522.

Ansell, B.W., & Lindvall, J. (2021). *Inward Conquest: The Political Origins of Modern Public Services*. Cambridge University Press.

Archer, M. (2013, first published: 1979). *Social Origins of Educational Systems*. Routledge.

Arora-Jonsson, S., & Edlund, P. (2024). Teaching schools to compete: The case of Swedish upper secondary education. *Socio-Economic Review*. Advance online publication: <https://doi.org/10.1093/sej/mwad074>.

Asadolahi, S., Farney, J., Triadafilopoulos, T., & White, L.A. (2022). School choice, policy feedback effects, and policy outcomes: Understanding the relationship between government policy design and parent decisions to 'stay' or 'defect' from public education. *Comparative Education*, 58(2), 242–259.

Baker, B.D., & Dickerson, J.L. (2006). Charter schools, teacher labor market deregulation, and teacher quality: Evidence from the schools and staffing survey. *Educational Policy*, 20(5), 752–778.

Balarin, M., 2015. *The Default Privatization of Peruvian Education and the Rise of Low-Fee Private Schools: Better or Worse Opportunities for the Poor?* (ESP Working Paper Series, 65). PERI.

Ball, S.J. (1993). Education markets, choice and social class: The market as a class strategy in the UK and the USA. *British Journal of Sociology of Education*, 14(1), 3–19.

Ball, S.J. (2012). *Global Education Inc: New Policy Networks and the Neo-Liberal Imaginary*. Routledge.

Ball, S.J., & Youdell, D. (2008). *Hidden Privatization in Public Education*. Education International. Retrieved from <https://www.ei-ie.org/file/467>.

Baum, D.R., Cooper, R., & Lusk-Stover, O. (2018). Regulating market entry of low-cost private schools in sub-Saharan Africa: Towards a theory of private education regulation. *International Journal of Educational Development*, 60, 100–112.

Bazzi, S., Hilmy, M., & Marx, B. (2020). *Religion, Education, and the State* (NBER Working Paper No. 27073). National Bureau of Economic Research.

Beach, D., & Dovemark, M. (2019). Equity and choice for newly arrived migrants. In M. Dahlstedt, & A. Fejes (Eds.), *Neoliberalism and market forces in education* (pp. 33–48). Routledge.

Belfield, C., & Levin, H.M. (2005). Vouchers and public policy: When ideology trumps evidence. *American Journal of Education*, 111(4), 548–567.

Belfield, C.R., & Levin, H.M. (2002). *Education Privatization: Causes, Consequences and Planning Implications*. UNESCO.

Bell, C.A. (2009). All choices created equal? The role of choice sets in the selection of schools. *Peabody Journal of Education*, 84(2), 191–208.

Ben-Porath, S. (2012). School choice and educational opportunity: Rationales, outcomes and racial disparities. *Theory and Research in Education*, 10(2), 171–189.

Bennell, P. (2024). An education revolution: The privatization of schooling in capital city conurbations in sub-Saharan Africa. *International Journal of Educational Development*, 105, 102988.

Bettinger, E.P. (2005). The effect of charter schools on charter students and public schools. *Economics of Education Review*, 24(2), 133–147.

Biesta, G. (2011). Disciplines and theory in the academic study of education: A comparative analysis of the Anglo-American and Continental construction of the field. *Pedagogy, Culture & Society*, 19(2), 175–192.

Boeskens, L. (2016). *Regulating Publicly Funded Private Schools: A Literature Review on Equity and Effectiveness* (OECD Education Working Papers, No. 147). OECD Publishing.

Bonal, X., & Bellei, C. (2018). Introduction: The renaissance of school segregation in a context of globalization. In X. Bonal & C. Bellei (Eds.), *Understanding School Segregation: Patterns, Causes and Consequences of Spatial Inequalities in Education* (pp. 1–25). Bloomsbury.

Bonal, X., Verger, A., & Zancajo, A. (2017). Making poor choices? Demand rationalities and school choice in a Chilean local education market. *Journal of School Choice*, 11(2), 258–281.

Bonal, X., Zancajo, A., & Scandurra, R. (2019). Residential segregation and school segregation of foreign students in Barcelona. *Urban Studies*, 56(15), 3251–3273.

Borwein, S., Farney, J., Khovrenkov, I., & White, L.A. (2023). Not hidden but not visible: Government funding of independent schools in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 56(3), 698–714.

Bosetti, L., & Pyryt, M.C. (2007). Parental motivation in school choice: Seeking the competitive edge. *Journal of School Choice*, 1(4), 89–108.

Boyd, W. L. (2007). The politics of privatization in American education. *Educational Policy*, 21(1), 7–14.

Bulkley, K. E. (2004). Reinventing an idea: The political construction of charter schools. *Educational Foundations*, 18(1), 5–31.

Burch, P. (2009). *Hidden Markets: The New Education Privatization*. Routledge.

Busemeyer, M.R., & Trampusch, C. (2011). Comparative political science and the study of education. *British Journal of Political Science*, 41(2), 413–443.

Busemeyer, M.R., Garritzmann, J.L., & Neimanns, E. (2020). *A Loud but Noisy Signal? Public Opinion and Education Reform in Western Europe*. Cambridge University Press.

Cantillon, E. (2017). Broadening the market design approach to school choice. *Oxford Review of Economic Policy*, 33(4), 613–634.

Carrasco, A., Gutierrez, G., & Flores, C. (2017). Failed regulations and school composition: Selective admission practices in Chilean primary schools. *Journal of Education Policy*, 32(5), 642–672.

Chumacero, R.A., Gómez, D., & Paredes, R.D. (2011). I would walk 500 miles (if it paid): Vouchers and school choice in Chile. *Economics of Education Review*, 30(5), 1103–1114.

Cox, C. (2003). Las políticas educacionales de Chile en las últimas dos décadas del siglo XX. In C. Cox (Ed.), *Políticas educacionales en el cambio de siglo: La reforma del sistema escolar de Chile* (pp. 73–146). Editorial Universitaria.

Danhier, J., & Friant, N. (2019). Assessing local socioeconomic desegregation: The effects of successive decrees regulating school choice in the Belgian French-speaking community. *European Educational Research Journal*, 18(2), 248–268.

Daramola, E.J., Allbright, T.N., Marsh, J.A., Jabbar, H., & Kennedy, K.E. (2023). Durability and debate: How state-level policy actors frame school choice. *Education Policy Analysis Archives*, 31.

DeJarnatt, S.L. (2008). School choice and the (ir)rational parent. *Georgetown Journal on Poverty Law & Policy*, 15, 1.

DiMartino, C., & Jessen, S. B. (2018). *Selling school: The marketing of public education*. Teachers College Press.

Dupriez, V., & Maroy, C. (2003). Regulation in school systems: A theoretical analysis of the structural framework of the school system in French-speaking Belgium. *Journal of Education Policy*, 18(4), 375–392.

Edlund, J., & Lindh, A. (2021). *Popular Support for Public Education in Global Perspective* (Background paper prepared for the Global Education Monitoring Report, ED/GEMR/MRT/2021/P1/05). UNESCO/GEMR. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000380062>.

Edwards, T., & Whitty, G. (1992). Parental choice and educational reform in Britain and the United States. *British Journal of Educational Studies*, 40(2), 101–117.

Elacqua, G., Iribarren, M.L., & Santos, H. (2018). *Private Schooling in Latin America: Trends and Public Policies* (IDB Working Paper Series No IDB-TN-01555). Education Division, Social Sector, Inter-American Development Bank. Retrieved from: <https://webimages.iadb.org/publications/english/document/Private-Schooling-in-Latin-America-Trends-and-Public-Policies.pdf>.

Elacqua, G., Méndez, C., & Navarro, M. (2022). *Colegios privados en tiempos de COVID-19 en América Latina y el Caribe* (IDB, Technical Note No. 02529). Inter-American Development Bank. Retrieved from: <https://publications.iadb.org/es/publications/spanish/viewer/Colegios-privados-en-tiempos-de-COVID-19-en-America-Latina-y-el-Caribe.pdf>.

Fiske, E.B., & Ladd, H.F. (2000). *When Schools Compete: A Cautionary Tale*. Brookings Institution Press.

Fleming, D.J. (2014). Learning from schools: School choice, political learning, and policy feedback. *Policy Studies Journal*, 42(1), 55–78.

Frederiksen, M. (2024). Cultural resistance to policy change: Welfare privatization, policy feedback, and the moral economy of welfare. *Social Problems*. Advance online publication: <https://doi.org/10.1093/socpro/spae001>.

Fredriksson, A. (2009). On the consequences of the marketization of public education in Sweden: For-profit charter schools and the emergence of the 'market-oriented teacher'. *European Educational Research Journal*, 8(2), 299–310.

Gauri, V. (1998). *School Choice in Chile: Two Decades of Educational Reform*. University of Pittsburgh Press.

Gewirtz, S., Ball, S. & Bowen, R. (1995). *Markets, Choice and Equity in Education*. Open University Press.

Gift, T., & Wibbels, E. (2014). Reading, writing, and the regrettable status of education research in comparative politics. *Annual Review of Political Science*, 17, 291–312.

Gingrich, J.R. (2011). *Making Markets in the Welfare State: The Politics of Varying Market Reforms*. Cambridge University Press.

Glatter, R., & Woods P.A. (1994). The impact of competition and choice on parents and schools. In W. Barlett, J. Le Grand, C. Propper & D. Wilson (Eds.), *Quasi-Markets in the Welfare State*. SAUS Publications.

Greaves, E., Wilson, D., & Nairn, A. (2023). Marketing and school choice: A systematic literature review. *Review of Educational Research*, 93(6), 825–861.

Grenet, J., Huillery, E., & Souidi, Y. (2023). *Mixité sociale au collège: premiers résultats des expérimentations menées en France* (Note du CSEN, No. 9). Conseil scientifique de l'éducation

nationale. Retrieved from: <https://www.reseau-canope.fr/conseil-scientifique-de-education-nationale-site-officiel/outils-pedagogiques/notes-du-csen.html>.

Gulosino, C., & Lubienksi, C. (2011). School's strategic responses to competition in segregated urban areas: Patterns in school locations in metropolitan Detroit. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, 19, 1–29.

Gulson, K.N., & Symes, C. (2007). Knowing one's place: Educational theory, policy, and the spatial turn. In: K.N. Gulson & C. Symes (Eds.), *Spatial Theories of Education. Policy and Geography Matters* (pp. 1–16). Routledge.

Gunter, H.M., & Forrester, G. (2009). School leadership and education policy-making in England. *Policy Studies*, 30(5), 495–511.

Gutiérrez, G., Lupton, R., Carrasco, A., & Rasse, A. (2023). Comparing degrees of 'publicness' and 'privateness' in school systems: the development and application of a public-private index. *Journal of Education Policy*, 38(3), 500–520.

Hackett, U. (2019). Attenuated governance: How policymakers insulate private school choice from legal challenge. *Policy Studies Journal*, 47(2), 237–273.

Härmä, J. (2011). Low-cost private schooling in India: Is it pro poor and equitable? *International Journal of Educational Development*, 31(4), 350–356.

Härmä, J. (2019). Ensuring quality education? Low-fee private schools and government regulation in three sub-Saharan African capitals. *International Journal of Educational Development*, 66, 139–146.

Härmä, J. (2021). *Low-Fee Private Schooling and Poverty in Developing Countries*. London: Bloomsbury Publishing.

Hatcher, R., & Hirtt, N. (1999). The business agenda behind Labour's education policy. In M. Allen, C. Benn, C. Chitty, M. Cole, R. Hatcher, N. Hirtt & G. Rikowski (Eds.), *New Labour's Education Policy* (pp. 12–23). London: Tufnell.

Hernández, M., Carrasco, A., Bonilla, A., & Honey, N. (2023). School admissions and educational justice: Parents' moral dilemmas facing the new Chilean school admission system. *Education Policy Analysis Archives*, 31.

Hogan, A., & Thompson, G. (2017) Commercialisation in education: Defining key terms. In *Oxford Research Encyclopedia of Education*. Oxford University Press.

Holyoke, T.T. (2022). Path dependence and resistance to it in public policies: The case of charter school policies in the United States. *Politics & Policy*, 50(6), 1203–1220.

Honey, N., & Carrasco, A. (2023). A new admission system in Chile and its foreseen moderate impact on access for low-income students. *Educational Evaluation and Policy Analysis*, 45(1), 108–133.

Hoxby, C.M. (2000). Does competition among public schools benefit students and taxpayers? *American Economic Review*, 90(5), 1209–1238.

Hsieh, C.T., & Urquiola, M. (2006). The effects of generalized school choice on achievement and stratification: Evidence from Chile's school voucher program. *Journal of Public Economics*, 90(8), 1477–1503.

Huerta, L.A., Gonzalez, M.F., & d'Entremont, C. (2006). Cyber and home school charter schools: Adopting policy to new forms of public schooling. *Peabody Journal of Education*, 81(1), 103–139.

Ichou, M., & Van Zanten, A. (2019). France: The increasing recognition of migration and ethnicity as a source of educational inequalities. In P.A.J. Stevens & G. Dworking (Eds.), *The Palgrave Handbook of Race and Ethnic Inequalities in Education* (pp. 509–556). Palgrave Macmillan.

Jabbar, H. (2015). 'Every kid is money': Market-like competition and school leader strategies in New Orleans. *Educational Evaluation and Policy Analysis*, 37(4), 638–659.

Jabbar, H. (2016). Between structure and agency: Contextualizing school leaders' strategic responses to market pressures. *American Journal of Education*, 122(3), 399–431.

Jabbar, H., Castro, A., & Germain, E. (2019). To switch or not to switch? The influence of school choice and labor market segmentation on teachers' job searches. *Educational Evaluation and Policy Analysis*, 41(3), 375–399.

Jabbar, H., Daramola, E. J., Marsh, J. A., Enoch-Stevens, T., Alonso, J., & Allbright, T. N. (2022). Social construction is racial construction: Examining the target populations in school-choice policies. *American Journal of Education*, 128(3), 487–518.

Jakobi, A.P., Martens, K., & Wolf, K.D. (Eds.). (2009). *Education in Political Science: Discovering a Neglected Field*. Routledge.

Jennings, J.L. (2010). School choice or schools' choice? Managing in an era of accountability. *Sociology of Education*, 83(3), 227–247.

Jolly, J.L., & Matthews, M.S. (2018). The shifting landscape of the homeschooling continuum. *Educational Review*, 72(3), 269–280.

Koinzer, T., Nikolai, R., & Waldow, F. (2017). *Private Schools and School Choice in Compulsory Education*. Springer Fachmedien Wiesbaden.

Kristof, J. M. (2023). The Three Languages of School Choice: A Narrative Policy Framework Toward Better Conversations About Education Freedom. *Journal of School Choice*, 17(3), 352–372.

Kunzman, R. (2019). NEPC Review: *Homeschooling and Educational Freedom: Why School Choice is Good for Homeschoolers*. National Education Policy Center. Retrieved from <http://nepc.colorado.edu/thinktank/homeschooling>.

Lachance, A. (2020). Feedback effects and coalition politics in education reforms: A comparison of school voucher programs in Sweden and Wisconsin. *Journal of Comparative Policy Analysis: Research and Practice*, 22(5), 405–421.

Ladd, H.F. (2002). School vouchers: A critical view. *Journal of Economic Perspectives*, 16(4), 3–24.

Lauder, H., Watson, S., Waslander, S., & Strathdee, M. (1999). *Trading in Futures: Why Markets in Education Don't Work*. McGraw-Hill Education.

Le Grand, J., & Bartlett, W. (1993). *Quasi-Markets and Social Policy*. Macmillan Press.

Levacic, R. (2004). Competition and the performance of English secondary schools: Further evidence. *Education Economics*, 12(2), 177–193.

Lubienski, C. (2006a). School choice and privatization in education: An alternative analytical framework. *Journal for Critical Education Policy Studies*, 4(1), 1–26.

Lubienski, C. (2006b). School diversification in second-best education markets: International evidence and conflicting theories of change. *Educational Policy*, 20(2), 323–344.

Lubienski, C. (2006c). Incentives for school diversification: Competition and promotional patterns in local education markets. *Journal of School Choice*, 1(2), 1–31.

Lubienski, C. (2009). *Do Quasi-Markets Foster Innovation in Education? A Comparative Perspective* (OECD Education Working Papers, No. 25). OECD Publishing.

Lubienski, C., Guloso, C., & Weitzel, P. (2009). School choice and competitive incentives: Mapping the distribution of educational opportunities across local education markets. *American Journal of Education*, 115(4), 601–647.

MacGregor, C.A. (2012). *School's Out Forever: The Decline of Catholic Education in the United States*. Doctoral dissertation, Princeton University.

MacLean, L.M. (2017). Neoliberal democratisation, colonial legacies and the rise of the non-state provision of social welfare in West Africa. *Review of African Political Economy*, 44(153), 358–380.

Maloutas, T. (2007). Middle class education strategies and residential segregation in Athens. *Journal of Education Policy*, 22(1), 49–68.

Mann, B.A. (2017). *Navigating the Web of Choice: School District Enrollments and Responses to Cyber Charter Schools*. Doctoral dissertation, Pennsylvania State University.

Margolis, J., Dench, D., & Hashim, S. (2023). Economic and racial integration through school choice in New York city. *Educational Evaluation and Policy Analysis*, 45(1), 182–190.

Maroy C. (2004). *Changes in regulation modes and social production of inequalities in education systems: A European comparison (Final report)*. Retrieved from <https://publications.europa.eu/en/publication-detail/-/publication/7c5718b8-d1f8-44cb-ab3f-2712b451f33b/language-en>

Marsh, J.A., Allbright, T.N., Brown, D.R., Bulkley, K.E., Strunk, K.O., & Harris, D.N. (2021). The process and politics of educational governance change in New Orleans, Los Angeles, and Denver. *American Educational Research Journal*, 58(1), 107–159.

Mettler, S. 2009. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. University of Chicago Press.

Mizala, A., & Romaguera, P. (2000). School performance and choice: The Chilean experience. *Journal of Human Resources*, 25, 392–417.

Morel, N., Touzet, C., & Zemmour, M. (2016). *Fiscal Welfare and Welfare State Reform: A Research Agenda* (Sciences Po LIEPP Working Paper No. 45). LIEPP. Retrieved from: <https://sciencespo.hal.science/hal-02187913v1/document>.

Morgan, K.J., & Campbell, A.L. (2011). *The Delegated Welfare State: Medicare, Markets, and the Governance of Social Policy*. Oxford University Press.

Mosher, J.S. (2015). Education state, welfare capitalism regimes, and politics. *Comparative European Politics*, 13, 240–262.

Musaddiq, T., Stange, K., Bacher-Hicks, A., & Goodman, J. (2022). The pandemic's effect on demand for public schools, homeschooling, and private schools. *Journal of Public Economics*, 212, 104710.

Musset, P. (2012). *School Choice and Equity: Current Policies in OECD Countries and a Literature Review* (OECD Education Working Papers, No. 66). OECD Publishing.

Nambisan, G. B., & Ball, S. (2010). Advocacy networks, choice, and private schooling of the poor in India. *Global Networks*, 10(3), 324–343.

National Alliance for Public Charter Schools (2023). *Believing in Public Education. A Demographic and State-level Analysis of Public Charter School and District Public School Enrollment Trends*. Retrieved from: <https://publiccharters.org/wp-content/uploads/2024/01/2023-Enrollment-Report.pdf>.

Neave, G. (1985). The non-state sector in education in Europe: A conceptual and historical analysis. *European Journal of Education*, 20, 321–337.

Olsen, T.V. (2015). The Danish free school tradition under pressure. *Comparative Education*, 51(1), 22–37.

Oppenheimer, A. (2010). *Basta de histórias! A obsessão Latino-Americana com o passado e as 12 chaves do futuro*. Objetiva.

Organisation for Economic Co-operation and Development (2019). *Balancing School Choice and Equity: An International Perspective Based on PISA*. OECD Publishing.

Organisation for Economic Co-operation and Development (2020). *PISA 2018 Results, Volume V: Effective Policies, Successful Schools*. OECD Publishing.

Patrinos, H.A., Barrera-Osorio, F., & Guáqueta, J. (2009). *The Role and Impact of Public-Private Partnerships in Education*. World Bank.

Pöder, K., & Lauri, T. (2022). The legitimacy of private schooling: Education preferences in nine European contexts. *Journal of School Choice*, 16(3), 388–415.

Raczyński, D., Salinas, D., de la Fuente, L., Hernández, M., & Lattz, M. (2010). *Hacia una estrategia de validación de la educación pública-municipal: imaginarios, valoraciones y demandas de las familias*. FONIDE.

Raveaud, M., & Van Zanten, A. (2007). Choosing the local school: Middle class parents' values and social and ethnic mix in London and Paris. *Journal of Education Policy*, 22(1), 107–124.

Read, B. (2022). *When Voice Leads to Exit: Democracy, Development, and Private Provision*. Doctoral thesis, Massachusetts Institute of Technology.

Rhinesmith, E. (2020). A review of the research on parent satisfaction in private school choice programs. In P.J. Wolf (Ed.), *School Choice: Separating Fact from Fiction* (pp. 99–117). Routledge.

Rizvi, F. (2016). *Privatization in Education: Trends and Consequences* (Education Research and Foresight Working Papers, No. 18). UNESCO.

Robertson, S.L., Mundy, K., Verger, A., & Menashy, F. (2012). *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World*. Edward Elgar Publishing.

Sahlberg, P. (2016). The global educational reform movement and its impact on schooling. In K. Mundy, A. Green, B. Lingard & A. Verger (Eds.), *The Handbook of Global Education Policy* (pp. 128–144). Wiley-Blackwell.

Santos, H., & Elacqua, G. (2016). *Socioeconomic School Segregation in Chile: Parental Choice and a Theoretical Counterfactual Analysis* (CEPAL Review, 119). Commission for Latin America and the Caribbean.

Scott, J., & Jabbar, H. (2014). The hub and the spokes: Foundations, intermediary organizations, incentivist reforms, and the politics of research evidence. *Educational Policy*, 28(2), 233–257.

Sierens, S., Mahieu, P., & Nouwen, W. (2011). The desegregation policy in Flemish primary education: Is distributing migrant students among schools an effective solution? In J. Bakker, E. Denessen, D. Peeters & G. Walraven (Eds.), *International Perspectives on Countering School Segregation* (pp. 151–171). Garant.

Sinfield, A. (2018). Fiscal welfare. In B. Greve (Ed.), *Routledge Handbook of the Welfare State* (pp. 23–33). Routledge.

Srivastava, P. (2008). School choice in India: Disadvantaged groups and low-fee private schools. In M. Forsey, S. Davies & G. Walford (Eds.), *The Globalisation of School Choice?* (pp. 185–208). Symposium Books.

Srivastava, P., & Baur, L. (2016). New Global Philanthropy and Philanthropic Governance in Education in a Post-2015 World. In K. Mundy, A. Green, R. Lingard, & A. Verger (Eds.), *The Handbook of Global Education Policy* (pp. 433–448). Wiley-Blackwell.

Steiner-Khamsi, G., & Draxler, A. (Eds.). (2018). *The State, Business and Education: Public-Private Partnerships Revisited*. Edward Elgar Publishing.

Sude, Y., & Wolf, P.J. (2021). *Whose Turn Now? The Enactment & Expansion of Private School Choice Programs across the US* (EdWorkingPaper No. 21–498). Annenberg Institute for School Reform at Brown University.

Taylor, C. (2009). Choice, competition, and segregation in a United Kingdom urban education market. *American Journal of Education*, 115(4), 549–568.

Tooley, J. (2013). *The Beautiful Tree: A Personal Journey into How the World's Poorest People Are Educating Themselves*. Cato Institute.

UNESCO (2021). *Global Education Monitoring Report, 2021/2: Non-State Actors in Education – Who Chooses? Who Loses?* UNESCO.

Vandenbergh, V. (1999). Combining market and bureaucratic control in education: An answer to market and bureaucratic failure? *Comparative Education*, 35(3), 271–282.

Verger, A. (2014). Why do policy-makers adopt global education policies? Toward a research framework on the varying role of ideas in education reform. *Current Issues in Comparative Education*, 16(2), 14–29.

Verger, A., & Curran, M. (2014). New public management as a global education policy: Its adoption and re-contextualization in a Southern European setting. *Critical Studies in Education*, 55(3), 253–271.

Verger, A., Fontdevila, C., & Zancajo, A. (2016). *The Privatization of Education: A Political Economy of Global Education Reform*. Teachers College Press.

Villalobos C., & Salazar F. (2014). *Proyectos educativos en el sistema escolar chileno: una aproximación a las libertades de enseñanza y elección* (Informes para la Política Educativa No 2). Centro de Políticas Comparadas en Educación.

Waitoller, F.R. (2020). *Excluded by Choice: Urban Students with Disabilities in the Education Marketplace*. Teachers College Press.

Waitoller, F.R., Nguyen, N., & Super, G. (2019). The irony of rigor: 'No-excuses' charter schools at the intersections of race and disability. *International Journal of Qualitative Studies in Education*, 32(3), 282–298.

Waslander, S., & Thrupp, M. (1995). Choice, competition and segregation: An empirical analysis of a New Zealand secondary school market, 1990–93. *Journal of Education Policy*, 10(1), 1–26.

Weiher, G.R., & Tedin, K.L. (2002). Does choice lead to racially distinctive schools? Charter schools and household preferences. *Journal of Policy Analysis and Management*, 21(1), 79–92.

Wejryd, J. (2023). Pacified citizens with a marketized school system: Causal evidence of boomeranging effects of user choice. *Governance*. Advance online publication. <https://doi.org/10.1111/gove.12793>.

Welner, K., & Howe, K. (2005). Steering toward separation: The policy and legal implications of 'counseling' special education students away from choice schools. In J. Scott (Ed.), *School Choice and Student Diversity: What the Evidence Says* (pp. 93–111). Teachers College Press.

Welner, K.G. (2013). *The Dirty Dozen: How Charter Schools Influence Student Enrollment*. Teachers College Press.

West, A., & Nikolai, R. (2017). The expansion of 'private' schools in England, Sweden and Eastern Germany: A comparative perspective on policy development, regulation, policy goals and ideas. *Journal of Comparative Policy Analysis: Research and Practice*, 19(5), 452–469.

Whitty, G., & Power, S. (2000). Marketization and privatization in mass education systems. *International Journal of Educational Development*, 20(2), 93–107.

Wietzke, F.B. (2014). Historical origins of uneven service supply in sub-Saharan Africa: The role of non-state providers. *Journal of Development Studies*, 50(12), 1614–1630.

Winchip, E., Stevenson, H., & Milner, A. (2019). Measuring privatization in education: Methodological challenges and possibilities. *Educational Review*, 71(1), 81–100.

Wodon, Q. (2020). COVID-19 crisis, impacts on catholic schools, and potential responses! part II: developing countries with focus on sub-Saharan Africa. *Journal of Catholic Education*, 23(1), 51-86.

Woessmann, L. (2005). *Public-Private Partnerships in Schooling: Cross-Country Evidence on Their Effectiveness in Providing Cognitive Skills* (Research Paper PEPG, 05-09). Program on Education Policy and Governance.

Woods, P.A., Bagley, C., & Glatter, R. (1998). *School Choice and Competition: Markets in the Public Interest?* Routledge.

Yoon, E.S., & Lubienski, C. (2017). How do marginalized families engage school choice in inequitable urban landscapes? A critical geographic approach. *Education Policy Analysis Archives*, 25, 42-42.

Yoon, E.S., Marmureanu, C., & Brown, R.S. (2020). School choice and the polarization of public schools in a global city: A Bourdieusian GIS approach. *Peabody Journal of Education*, 95(3), 229-247.

Zancajo, A. (2019). *Drivers and Hurdles to the Regulation of Education Markets: The Political Economy of Chilean Reform* (National Center for the Study of Privatization in Education Working Paper No. 239). Teachers College, Columbia University.

Zancajo, A., Verger, A., & Fontdevila, C. (2022). Educational privatization: Expanding spaces and new global regulatory trends. In F. Rizvi, B. Lingard & R. Rinne (Eds.), *Reimagining Globalization and Education* (pp. 105-119). Routledge.

Zehavi, A. (2011). Regulating non-government schools: Explaining success and failure. *Regulation & Governance*, 5(4), 446-464.

Zehavi, A.J. (2012). Veto players, path dependency, and reform of public aid policy toward private schools: Australia, New Zealand, and the United States. *Comparative Politics*, 44(3), 311-330.

Contributors

Pascal Pax Andebo, University of Maryland, USA

Pascal Pax Andebo is a Ugandan PhD student and Dean's Fellow (2022–2023) in the International Education Policy (IEP) program at the University of Maryland, College Park (2022–2027). He is a qualified teacher and educationist with over two decades' experience in both development and emergency contexts in Uganda, Somalia and South Sudan. He has also engaged in advocacy in good governance. His research interests are in education, especially education in conflict and emergencies, peace education, social justice, environmental education and governance in Eastern Africa.

Trevor W. Baisden, Teachers College, Columbia University, USA

Trevor Baisden is a PhD student in Education Policy at Teachers College, Columbia University, where he also helps lead the annual Washington, DC-based Federal Policy Institute. His research interests include the institutional and organizational dynamics of school change and policy implementation, federal K–12 policy, and issues in both private and public school choice, especially charter schools. Trevor began his career as a teacher, and later founded and led the history program at a New York City-based charter school network. He has since led consulting projects focused on school design and instructional improvement in over 50 charter and district systems across a dozen states and Washington, DC.

María Balarin, Grupo de Análisis para el Desarrollo, Peru

María Balarin is a Senior Researcher at the Grupo de Análisis para el Desarrollo (Group for the Analysis of Development; GRADE). Her research focuses on education policy and reform processes, as well as on state and society relations in developing countries. She has examined radical forms of policy discontinuity and educational privatization and their impact on school segregation, as well as lived and learned experiences of citizenship amongst vulnerable urban youth. Her most recent work explores the role of education for justice and sustainable development.

Xavier Bonal, Autonomous University of Barcelona, Spain

Xavier Bonal is Full Professor of Sociology at the Universitat Autònoma de Barcelona (UAB). He is Director of the research group Globalisation, Education and Social Policies (GEPS) at UAB and Coordinator of the GLOBED Project, the Erasmus Mundus Master in Education Policies for Global Development. Xavier has widely published in national and international journals and is the author of several books on the sociology of education, education policy and globalization, education and development. He has worked as a consultant for international

organizations such as the Organisation for Economic Co-operation and Development, United Nations Educational, Scientific and Cultural Organization, UNICEF, the European Commission and the Council of Europe.

Bernard Brown, University of Canberra, Australia

Bernard Brown is a Senior Lecturer in the Faculty of Education at the University of Canberra. His PhD focused on the ethical dimension of policies designed for digital technologies in schools. Bernard's teaching and research are in the areas of education policy, leadership and international comparative education, in Europe, China and Latin America. Specifically, his recent research work has focused on leadership in schools and the impacts and challenges for schools brought about by the COVID-19 pandemic.

Alejandro Carrasco, Pontificia Universidad Católica de Chile, Chile

Alejandro Carrasco is an Associate Professor in the Faculty of Education at the Pontificia Universidad Católica de Chile (PUC) and Principal Investigator IP at the Centre of Educational Justice, Chile. His work focuses on school choice and admission systems, and the impact of reforms based on accountability and market-driven regimes. He holds a degree in sociology and political science (PUC) and a PhD in Education from the University of Cambridge.

Andrene J. Castro, Virginia Commonwealth University, USA

Andrene J. Castro is an Assistant Professor in the Department of Educational Leadership and research faculty at the Institute for Inclusion, Inquiry & Innovation at Virginia Commonwealth University. Andrene's research explores the cultural politics of race in education, with an emphasis on teacher recruitment and retention policy and the impact of educational policies on school-community dynamics.

Joshua Childs, University of Texas at Austin, USA

Joshua Childs is an Assistant Professor in Educational Policy and Planning in the Department of Educational Leadership and Policy at the University of Texas at Austin. His research examines the role of inter-organizational networks and cross-sector collaborations to address complex educational issues. He also investigates collaborative approaches involving organizations that have the potential to improve academic achievement and opportunities for students in urban and rural schools.

Sarah A. Cordes, Temple University, USA

Sarah A. Cordes is an Associate Professor of Policy, Organizational, and Leadership Studies at Temple University, and her research and teaching interests are in the areas of education and urban policy, school finance and applied quantitative methods. Drawing on frameworks across the disciplines of education, public policy and economics, she uses large, administrative data-sets to explore complex issues around school choice, mobility, housing and geography. Her

work in these areas is united by an emphasis on understanding connections between where students live and where they go to school, and how these connections shape educational inequities, and identifying policies to address disparate outcomes. Dr Cordes's work has been funded by the Institute for Education Sciences, the Russell Sage and William T. Grant foundations, the Walton Family Foundation and the Pennsylvania Department of Education.

Merike Darmody, University College Dublin, Ireland

Merike Darmody is a Research Officer at the Economic and Social Research Institute (ESRI) and Adjunct Assistant Professor at Trinity College Dublin. Her research interests focus on educational inequality, intersectionality in education and school processes.

Emmerich Davies, Brown University, USA

Emmerich Davies is a Visiting Scholar at the Watson Institute for International and Public Affairs at Brown University. He works on the politics of education with a regional focus on South Asia and Latin America. His work has been published in *Comparative Political Studies* and *Governance*, and has won awards from the Comparative and International Education Society.

Catherine DiMartino, St John's University, USA

Catherine DiMartino is a Professor in the Department of Administrative and Instructional Leadership at St John's University. Her research focuses on the politics of school choice, the implications of marketization and privatization for school leaders, and the role of public–private partnerships in education. Catherine's work has appeared in several journals, including the *American Journal of Education* and *Educational Policy*. She recently published *Selling School: The Marketing of Public Education*.

Ruichang Ding, Beijing Normal University, China

Ruichang Ding is an Associate Professor at the Institute of International and Comparative Education, Beijing Normal University. His research interests include international organizations and global education governance, comparative education policy and education privatization.

Vincent Dupriez, University of Louvain, Belgium

Vincent Dupriez is a Professor at the University of Louvain (UCLouvain) and a Senior Researcher at the Interdisciplinary Research Group in Socialisation, Education and Training (GIRSEF). His research interests focus on educational policies, educational inequalities and comparative education, with a strong interest in new forms of governance and their impact on teachers.

Jonas Edlund, Umeå University, Sweden

Jonas Edlund is Professor of Sociology at Umeå University. His main areas of interest are comparative political sociology and social stratification. He is currently working on a project on gender equality in a cross-national perspective. He is heading the Swedish part of the International Social Survey Program (ISSP).

Wesley Edwards, University of North Texas, USA

Wesley Edwards is an Assistant Professor of Educational Leadership at the University of North Texas. His research interests include teacher and school leader career trajectories, school organizational work environments, and the politics and policy of educational leadership.

Georges Felouzis, University of Geneva, Switzerland

Georges Felouzis is a Full Professor in Sociology of Education at the University of Geneva. His main research expertise is in the sociology of educational policies and the evaluation of educational systems. He teaches and publishes on efficiency and equity in educational systems, international comparisons in the field of education, the sociology of educational policies, educational inequalities, school segregation theory and quantitative methods in social sciences. He founded and directs the Geneva Group of Educational Policy Analysis (GGAPE). He has published numerous articles and books on schooling, school inequalities and educational policies.

Clara Fontdevila, University of Glasgow, UK

Clara Fontdevila is a British Academy Postdoctoral Fellow at the School of Education of the University of Glasgow. Her research focuses on the comparative analysis of education policy and politics, with a particular interest in the origins and contemporary restructuring of education markets, and the expansion and institutionalization of learning assessments.

Barbara Fouquet-Chauprade, University of Geneva, Switzerland

Barbara Fouquet-Chauprade is a sociologist of education. She is a Professor at the University of Geneva and works on educational policies. She focuses on school inequalities, the implementation and design of school policies, and issues of segregation and equity in education. She is currently heading a research project on public and private education in the canton of Geneva.

Abhinav Ghosh, Harvard University, USA

Abhinav is a doctoral candidate at the Harvard Graduate School of Education. He studies the ways in which ground-level stakeholders in low- and middle-income countries make sense of and implement education policies. Abhinav holds an MA in Education from Harvard University, an MS in Curriculum and Instruction from the University of Wisconsin-Madison

and a BE from the University of Delhi. Prior to graduate studies, he was a schoolteacher and curriculum consultant in India.

Jane Gingrich, University of Oxford, UK

Jane Gingrich is a Professor of Comparative Social Policy at the University of Oxford. Her work looks at the politics of education and welfare, as well as voting behavior.

Hava Rachel Gordon, University of Denver, USA

Hava Gordon is a Professor of Sociology at the University of Denver. She specializes in the social construction of inequalities such as gender, race, class and age; social movements; schooling and education reform politics in the context of neoliberalism; and qualitative research methods. She is the author of *We Fight to Win: Inequality and the Politics of Youth Activism* and *This Is Our School! Race and Community Resistance to School Reform*, which won the 2023 Outstanding Book Award from the American Educational Research Association. She also researches the work lives of professors and social change in the academy.

Zhuoyan Han, Beijing Normal University, China

Zhuoyan Han is a postgraduate student at the Institute of International and Comparative Education, Beijing Normal University. She is mainly engaged in international and comparative education research.

Tavila Haque, University of Toronto, Canada

Tavila Haque is a doctoral student in Educational Leadership and Policies at the Ontario Institute for Studies in Education at the University of Toronto. Her research area comprises education in emergencies, refugee education and international agencies, with a specific focus on the Rohingya refugees in Bangladesh. She holds a master's degree in Education and is specializing in Comparative International Development Education.

Joanna Härmä, independent researcher

Joanna Härmä is a writer and researcher who has conducted extensive research on low-fee private schooling targeting lower-income communities in India, Nigeria, Ghana, Cote d'Ivoire, Tanzania, Uganda, Zambia and Mozambique. This research was carried out while working on a range of donor- and foundation-funded projects, and she has also worked in other African and Asian countries on issues other than private schooling. While living and working in Nigeria, she designed and oversaw the only comprehensive census of private schools in Lagos, amongst other research into private schooling in the country, including Kwara State and the federal capital, Abuja. Her first book, *Low-Fee Private Schooling and Poverty in Developing Countries*, was published in 2021, and her second, *How The New Education Establishment Betrayed the World's Poorest Children: Broken Promises, Broken Schools*, is published by Bloomsbury Academic in 2025.

Luis A. Huerta, Teachers College, Columbia University, USA

Luis A. Huerta is a Professor of Education and Public Policy at Teachers College, Columbia University, and Chair of the Education Policy and Social Analysis Department. His research and scholarship focus on school choice reforms (including vouchers, tuition tax credits, education savings accounts, charter schools and homeschooling) and school finance policy. Prior to joining the Teachers College faculty in January of 2002, he served as a Research Associate and Coordinator for K–12 education policy research for Policy Analysis for California Education (PACE). He is Co-Editor (with Kevin Welner and Gary Orfield) of the recent volume *The School Voucher Illusion: Exposing the Pretense of Equity*.

Huriya Jabbar, University of Southern California, USA

Huriya Jabbar is an Associate Professor of Education Policy at the Rossier School of Education at the University of Southern California. Her research uses sociological and critical theories to examine how market-based ideas in PK–12 and higher education shape inequality, opportunity and democracy.

Jina Kim, Indiana University Bloomington, USA

Jina Kim is a postdoctoral fellow at Johns Hopkins University. Her research focuses on educational equity, policy and legislative impacts on educational and social equity, and the geo-spatial analysis of educational access. Her dissertation comprises three studies analyzing varying educational opportunities across geography on issues like national-level analysis of educational opportunities, college access, and special education law using innovative geo-spatial theories and methods. Jina obtained her Ph.D. in Education Policy Studies at Indiana University Bloomington. Prior to pursuing her doctoral studies, she worked as a research assistant at the National Assembly Research Service in South Korea. She holds an MA in Education from Seoul National University, writing her thesis on North Korean defector students' education. She also holds a BA in Political Science from McGill University in Canada.

Steven J. Koutsavlis, Teachers College, Columbia University, USA

Steven J. Koutsavlis is a PhD candidate in Education Policy at Teachers College, Columbia University, and a Research Associate at Columbia's National Center for the Study of Privatization in Education. Steven is a National Board Certified Teacher and Math for America Master Teacher Fellow, having taught secondary mathematics for nearly twenty years in district schools. He is keenly interested in community affairs and policy issues, having served as a field director for a state political campaign and helping to launch the NYC Academy for Discovery as a new school founding member. He was born and raised in New York City and is a graduate of Dartmouth College and Stuyvesant High School.

Anne Lachance, Université de Moncton, Canada

Anne Lachance is an Assistant Professor at the École des hautes études publiques of the Université de Moncton. She holds a PhD in Political Studies from Queen's University, Canada. Her research interests focus on social and educational policies in North America and Europe. She is especially interested in issues of education privatization, both in compulsory education and in early childhood education and care.

Sonia Languille, independent researcher

Sonia Languille is a senior independent expert with more than 20 years of professional experience in the field of education and international development, as a practitioner and a researcher. Her primary expertise lies in various aspects of education financing (domestic resources as well as international aid). Sonia holds a PhD in Development Studies from the School of Oriental and African Studies (University of London), and her research interests center around the political economy of education finance in lower-income countries.

Triin Lauri, Tallinn University, Estonia

Triin Lauri is an Associate Professor of Public Policy at Tallinn University's School of Governance, Law, and Society. She holds a PhD in Government and Politics, and has been a Postdoctoral Fellow at the University of Konstanz and a Departmental Lecturer in Comparative Social Policy at the Department of Social Policy and Intervention at the University of Oxford. Her research mainly focuses on comparative social policy, with a particular interest in social investment policies, educational inequality and politics of education.

Arvid Lindh, Stockholm University, Sweden

Arvid Lindh is an Associate Professor and researcher at the Swedish Institute for Social Research at Stockholm University. His current research comprises education, social class, the politics of inequality, the welfare state and climate policy. His work has appeared in journals such as the *Annual Review of Sociology*, *European Sociological Review* and *Socio-Economic Review*.

Christopher Lubienski, Indiana University, USA

Christopher Lubienski is a Professor of Education Policy and Director of the Center for Evaluation and Education Policy at Indiana University. He is also a Fellow with the American Educational Research Association, a Fellow at the National Education Policy Center at the University of Colorado, Guest Professor and Senior Research Fellow at the Center for Global Studies of Educational Leadership and Collaboration at East China Normal University in Shanghai, and Adjunct Professor at Murdoch University in Western Australia, where he also served as Sir Walter Murdoch Visiting Professor. His research focuses on education policy, reform and the political economy of education, with a particular concern for issues of equity, access and evidence use in policymaking.

Joel Malin, Miami University, USA

Joel Malin is an Associate Professor of Educational Leadership at Miami University. His scholarship focuses on knowledge mobilization, research–practice–policy connections and the politics of education. With Chris Brown, he has recently authored two edited volumes, *The Role of Knowledge Brokers in Education* and *The Emerald Handbook of Evidence-Informed Practice in Education*. He is currently engaged in two research projects, funded by the National Science Foundation and the Wallace Foundation, examining evidence use and knowledge mobilization in education.

Francine Menashy, University of Toronto, Canada

Francine Menashy is an Associate Professor in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, University of Toronto. Her research explores global education policy and aid to education in development and humanitarian contexts.

T. Philip Nichols, Baylor University, USA

T. Philip Nichols is an Associate Professor of English Education in the Department of Curriculum and Instruction at Baylor University. He studies the digitalization of public education, with particular focus on how emerging technologies condition the ways we learn, teach and talk about literacy. He is the author of *Building the Innovation School: Infrastructures for Equity in Today's Classrooms* and Co-Editor, with Antero Garcia, of *Literacies in the Platform Society: Histories, Pedagogies, Possibilities*.

Rita Nikolai, University of Augsburg, Germany

Rita Nikolai is Professor for Comparative Education at the University of Augsburg/Germany. Her research focuses largely on school politics, private schools and the role of actors in school politics. Her recent publications include *Politics of School Choice in Germany* (together with Line Saur) and *The Contestation of Policies for Schools During the Covid-19 Crisis* (together with Bernard Brown).

Joonatan Nõgisto, Tallinn University, Estonia

Joonatan Nõgisto is a PhD candidate and Junior Research Fellow in the School of Governance, Law and Society at Tallinn University. His main research interests include the philosophy of social science, social metaphysics, epistemic authority and wicked problems. His PhD thesis focuses on the methodology of constitutive explanation in political science.

Kaire Põder, Estonian Business School, Estonia

Kaire Põder is an education economist who works on various topics related to educational equity and inequality. Her methodological toolbox covers various tools regarding quasi-experimental

evaluation methods, which allow her to contribute to evidence-informed policies and practices in education. She has been a member of the expert group Investing in Quality Education in the European Commission (EC) and leads the Labor Market and Economics research group at the Estonian Business School. She has been a principal investigator of EC and local research projects regarding higher education financing and policy, school and school network efficiency, and school choice.

Ghulam Omar Qargha, Brookings Institution, USA

Ghulam Omar Qargha is a Fellow at the Center for Universal Education at the Brookings Institution. His expertise includes policy analysis, program design, teacher education, curriculum development and educational delivery, especially in fragile and conflict-affected contexts. Qargha's current research focuses on exploring the role of culture, local education ecosystems and prevalent learning theories on pedagogical choices through collaborative research.

María Fernanda Rodríguez G., University of Cambridge, UK/Grupo de Análisis para el Desarrollo, Peru

María Fernanda Rodríguez G. is a doctoral researcher at the Faculty of Education at the University of Cambridge and an Adjunct Researcher at the Grupo de Análisis para el Desarrollo (Group for the Analysis of Development; GRADE) in Peru. Her work centers on the links between educational policies, power and political, cultural and social structures, with a focus on educational privatization and reform.

Maria Ron Balsara, Center for Economic and Social Rights, USA

Dr Maria Ron Balsara is the Executive Director at the Center for Economic and Social Rights (CESR). She is a feminist leader with a proven commitment to collaborative research and advocacy, as demonstrated through her work with national, regional and international coalitions in Africa, Asia and Latin America. Maria finished her PhD in Education and Human Development from Bielefeld University in 2014, on a Marie Curie Fellowship. She also holds an MSc in Human Rights from the London School of Economics and an LLM in Human Rights from Universidad Carlos III in Madrid. She has done research at the Institute of Education (UCL) as a visiting Research Associate and at UC Berkeley through a research exchange program.

Emma Rowe, Deakin University, Australia

Emma Rowe is a Senior Researcher in the School of Education at Deakin University. She was a Fulbright Postdoctoral Scholar (2020) and leads a nationally funded project about venture philanthropy in public education (funded by the Australian Research Council 2021–2024). Emma's research is interested in policy and politics in education. She is a Lead Editor of the *Journal of Education Policy*.

Jeremy Singer, Wayne State University, USA

Jeremy Singer, PhD, is a Research Assistant Professor at Wayne State University. His research focuses broadly on the intersections of educational policy and racial and socioeconomic inequality.

Emer Smyth, University College Dublin, Ireland

Emer Smyth is a Research Professor at the Economic and Social Research Institute (ESRI) and Adjunct Professor at Trinity College Dublin. Her research interests center on educational inequality, child well-being, gender and school-to-work transitions.

Alexandra Thrall, Baylor University, USA

Alexandra Thrall is a doctoral student in Baylor University's Department of Curriculum & Instruction. Her research investigates the sociotechnical arrangements that could undermine or support justice-oriented teaching and learning, particularly in humanities classrooms. Alexandra has an MEd in Curriculum & Instruction from the University of Texas at Austin and has served as a 4th–12th grade teacher and academic administrator in Texas and California.

Hanora Tracy, Tulane University, USA

Hanora Tracy is a doctoral candidate in Sociology and part of the City, Culture, and Community program at Tulane University. Her current research interests are accessibility and inequality in education as they relate to race, language and ability; English as a Second Language, bilingual and multilingual special education students; and teacher retention rates as they relate to student success.

Antoni Verger, Autonomous University of Barcelona, Spain

Antoni Verger is a Professor of Sociology at the Autonomous University of Barcelona and a Research Fellow at the Catalan Institution for Research and Advanced Studies (ICREA). His research examines the relationship between governance institutions and education policy through comparative policy analysis and sociological perspectives. Over the years, his work has specialized in the study of education privatization, public–private partnerships and school governance reforms.

Marie Verhoeven, University of Louvain, Belgium

Marie Verhoeven is a Professor of Sociology at UCLouvain, where she teaches Sociology of Culture, Sociological Theory, and Qualitative Methods. She was (Co)Director of the Interdisciplinary Research Group in Socialisation, Education and Training (GIRSEF; <https://uclouvain.be/en/research/girsef>) from 2018–2022. Her research explores the social and normative transformations of “late modernity” and their impact on educational systems and on socialization/identity building amongst adolescents. She has published several papers on

schooling in multicultural contexts, school segregation and inequalities, and educational policies. She has recently co-edited *L'école face à la complexité*, and *Educational Markets and Segregation: Global Trends and Singular Experiences from Belgium and Chile*.

Stéphane Vigneault, École ensemble, Canada

After studying political science (University of Ottawa, Sciences Po Strasbourg, Stockholms universitet), Stéphane Vigneault worked in Québec and abroad in the field of public policy and communications. After completing a diploma in Management of Cultural Organizations at HEC Montréal, he worked as a consultant in the arts. He is one of the co-founders of École ensemble and is its Coordinator.

Federico R. Waitoller, University of Illinois at Chicago, USA

Federico R. Waitoller is a Professor in the Department of Special Education at the University of Illinois at Chicago. His research focuses on education with two primary lines of inquiry: the educational access, experiences and outcomes for urban students with disabilities in relation to market-driven education policies (i.e., policies that incorporate market principles for the delivery of public education) and the development of professional learning and pedagogies for inclusive education.

Adrián Zancajo, Autonomous University of Barcelona, Spain

Adrián Zancajo is a Ramón y Cajal Researcher at the Department of Sociology of the Autonomous University of Barcelona. His research primarily examines the privatization and marketization of education. Currently, his main research focuses on desegregation policies within market-oriented education systems, as well as other reforms related to education market policy instruments.

Xinyi Zeng, Beijing Normal University, China

Xinyi Zeng is a postgraduate student at the Institute of International and Comparative Education, Beijing Normal University. She is mainly engaged in international and comparative education research.

