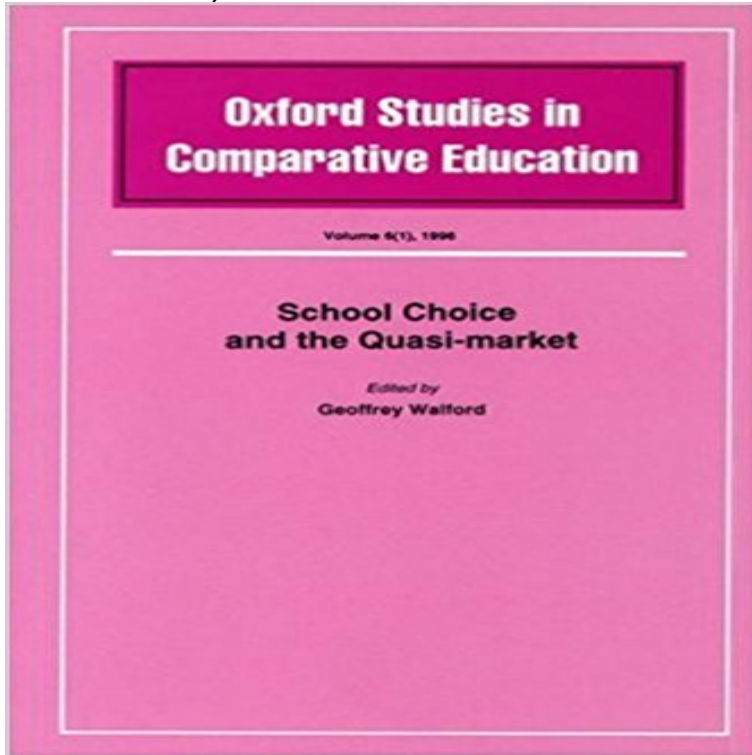


School Choice and the Quasi-market (Oxford Studies in Comparative Education)



Throughout much of the industrialised world in the 1980s and 1990s governments divested themselves of responsibility for providing services for their citizens and espoused the ideology of the market. In education the term quasi-market has been used to describe the situation where the market forces introduced into schooling differ in some fundamental respects from classical free markets. This book brings together specially written accounts of developments in the quasi-market in nine countries. The authors were asked to focus on their own particular country and to review policy developments in school choice over the previous five to ten years. In addition they were asked to assess the research evidence on the workings of the quasi-market of schools and, in particular, the effects of such changes on children of different genders and from differing social class and ethnic backgrounds. The result is a series of thought-provoking articles that add greatly to our understanding of the pressures that led to quasi-markets in education, and of how particular countries have responded to such changes and to the potentially inequitable effects of such moves. CONTENTS: Introduction; Geoffrey Walford. School Choice and the Quasi-market; Sjoerd Karsten & Christine Teelken. School Choice in the Netherlands; Gary Miron. School Choice and the Quasi-market in Swedish Education; Geoffrey Walford. School Choice and the Quasi-market in England and Wales; Agnes van Zanten. Market Trends in the French School System: overt policy, hidden strategies, actual changes; Manfred Weiss & Brigitte Steinert. Germany: competitive inequality in educational quasi-markets; Peter W. Cookson, Jr. School Choice in the United States: progressive individualism, educational deregulation, and the public good; Simon Marginson. Marketisation in Australian Schooling; Liz Gordon. School Choice and

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