School Choice International

Exploring Public-Private Partnerships

edited by Rajashri Chakrabarti and Paul E. Peterson

The MIT Press Cambridge, Massachusetts London, England

© 2009 Massachusetts Institute of Technology

All rights reserved. No part of this book may be reproduced in any form by any electronic or mechanical means (including photocopying, recording, or information storage and retrieval) without permission in writing from the publisher.

For information about special quantity discounts, please email special_sales@mitpress .mit.edu.

This book was set in Palatino on 3B2 by Asco Typesetters, Hong Kong. Printed and bound in the United States of America.

Library of Congress Cataloging-in-Publication Data

School choice international : exploring public-private partnerships / edited by Rajashri Chakrabarti and Paul E. Peterson.

p. cm.

Includes bibliographical references and index.

ISBN 978-0-262-03376-3 (hardcover : alk. paper)

- 1. School choice—Cross-cultural studies. 2. Public schools—Cross-cultural studies.
- 3. Charter schools—Cross-cultural studies. 4. Education and state—Cross-cultural studies. I. Chakrabarti, Rajashri. II. Peterson, Paul E.

LB1027.9.S333 2009

379.1′11—dc22 2008007297

10 9 8 7 6 5 4 3 2 1

Preface

The importance of school choice in education cannot be overemphasized and public-private partnerships play an important role in providing such choice all over the world. While they have received considerable attention in the United States, research on such initiatives in other parts of the world has been very limited. This book brings together a set of essays that provide a comprehensive overview and analysis of international initiatives of this kind—on the one hand, it presents essays that conduct rigorous impact evaluations of these initiatives in other countries, and on the other hand, it presents essays that provide comprehensive descriptions of the initiatives and discuss their theoretical underpinnings.

The increased role of such initiatives in today's education policy arena, and the lack of adequate understanding of the effects of such initiatives, prompted Harvard's Program on Education Policy and Governance and the World Bank to come together to organize a conference on public-private partnerships in education. The event, held at Harvard University on October 5–6, 2005, attracted many of the foremost economists, political scientists, policy makers, and practitioners with an interest in education policy. Each paper presented at the conference was critically discussed by practitioners and researchers specializing in education policy. A selected set of papers presented at this conference was subsequently revised in the light of these comments and editorial suggestions; they form this volume.

We are indebted to many people who helped us in the preparation of this volume. In addition to the authors, we would like to thank the following conference participants, presenters, and discussants for their valuable comments, suggestions, and critical discussions of the papers: Joshua Angrist, Carl Bistany, Xiaonon Cao, Jorge Cela, Christopher Cerf, John Chubb, Paul Dovre, Susan Dynarski, Guy Elena, Ronald

viii Preface

Ferguson, Chester Finn, Ariel Fiszbein, Roland Fryer, Edward Glaeser, Charles Glenn, Stephen Goldsmith, Isabel Guerrero, Frederick Hess, William Howell, Caroline Hoxby, Brian Jacob, Pablo Jaramillo, Thomas Kane, Elizabeth King, Michael Latham, Bridget Terry Long, Frank Lysy, José Mora, Neil McIntosh, Richard Murnane, Ronald Perkinson, George Psacharopoulos, Richard Romano, Robert Taylor, Carlos Vélez, Martin West, and Richard Zeckhauser. We would also like to thank the minister of education of Colombia, Cecilia Maria Vélez White, for her insightful speech at the conference.

We gratefully acknowledge financial support for the conference from the Center for British Teachers (CfBT), International Finance Corporation, John M. Olin Foundation, Harvard's Program on Education Policy and Governance, Taubman Center for State and Local Government at the John F. Kennedy School of Government of Harvard University, the World Bank, and the World Bank Institute. We are thankful to Antonio Wendland, associate director of the Program on Education Policy and Governance, for his invaluable help in organizing the conference, and also to Mark Linnen of the Program on Education Policy and Governance, and Suzanne Roddis of International Finance Corporation for their able assistance.