

Adrián Zancajo

Edifici E · Campus UAB · Cerdanyola del Vallès 08193, Spain

✉ adrian.zancajo@gmail.com 🐦 [AdrianZancajo](https://twitter.com/AdrianZancajo) 📞 0000-0002-4431-8155 🌐 [azancajo.github.com](https://github.com/azancajo)

Education

- 2017: PhD in Sociology, Autonomous University of Barcelona.
- 2012: M.Sc. in Education Research, Autonomous University of Barcelona.
- 2009: B.A. in Economics, Autonomous University of Barcelona.

Academic positions

- September 2022 - present: 'Ramón y Cajal' Researcher, Department of Sociology, Autonomous University of Barcelona.
- September 2021 - June 2022: Lecturer in Education, Manchester Institute of Education, The University of Manchester.
- January 2019 - August 2021: British Academy Postdoctoral Fellow. School of Education, University of Glasgow.
- October 2017 - December 2018: MOVE-IN Louvain Postdoctoral Fellow. GIRSEF, Catholic University of Louvain.
- February 2013 - August 2017: Research Fellow (Education Policy and International Development). Department of Sociology, Autonomous University of Barcelona.

Publications

ARTICLES IN PEER REVIEW JOURNALS

- Fontdevila, C., Zancajo, A., & Verger, A. (2024). Catholic schools in the marketplace: Changing and enduring religious identities. *Peabody Journal of Education*, 99(4), 464–481.
- Aldinucci, A., Valiente, O., Hurrell, S., & Zancajo, A. (2023). Understanding aspirations: Why do secondary TVET students aim so high in Chile? *Journal of Vocational Education & Training*, 75(4), 788–809.
- Bonal, X., Verger, A., Zancajo, A., et al. (2023). Regional policy trajectories in the Spanish education system: Different uses of relative autonomy. *Education Policy Analysis Archives*, 31(68).
- Scandurra, R., Zancajo, A., & Bonal, X. (2022). Opting out of neighbourhood schools: The role of local education markets in student mobility. *Population, Space and Place*, 28(5), e2542.
- Zancajo, A., & Bonal, X. (2022). Education markets and school segregation: A mechanism-based explanation. *Compare: A Journal of Comparative and International Education*, 52(8), 1241–1258.
- Zancajo, A., Fontdevila, C., & Verger, A. (2022). Las alianzas público-privadas en educación: Debates, modelos y horizontes regulativos en los países de la OCDE. *Journal of Supranational Policies of Education*, 15, 6–32.
- Zancajo, A., Verger, A., & Bolea, P. (2022). Digitalization and beyond: The effects of COVID-19 on post-pandemic educational policy and delivery in Europe. *Policy and Society*, 41(1), 111–128.
- Zancajo, A., Verger, A., & Fontdevila, C. (2022). The instrumentation of public subsidies for private schools: Different regulatory models with concurrent equity implications. *European Educational Research Journal*, 21(1), 44–70.
- Bonal, X., Zancajo, A., & Scandurra, R. (2021). Student mobility and school segregation in an (un) controlled choice system: A counterfactual approach. *British Educational Research Journal*, 47(1), 42–64.
- Valiente, O., Sepúlveda, L., & Zancajo, A. (2021). Development paradigms in the institutional configuration of

- vocational education and training in chile (1964-2005). *Journal of Vocational Education & Training*, 73(2), 278–294.
- Bonal, X., & Zancajo, A. (2020). Elección de escuela, movilidad y segregación escolar del alumnado vulnerable en barcelona [school choice, mobility and school segregation of vulnerable students in barcelona]. *REICE: Revista Iberoamericana Sobre Calidad, Eficacia y Cambio En Educación*, 18(4), 197–218.
- Zancajo, A. (2020). Schools in the marketplace: Analysis of school supply responses in the chilean education market. *Educational Policy*, 34(1), 43–64.
- Bonal, X., Zancajo, A., & Scandurra, R. (2019). Residential segregation and school segregation of foreign students in barcelona. *Urban Studies*, 56(15), 3251–3273.
- Valiente, O., Zancajo, A., & Jacovkis, J. (2019). The coordination of skill supply and demand in the market model of skill formation: Testing the assumptions for the case of chile. *International Journal of Lifelong Education*, 39(1), 90–103.
- Zancajo, A. (2019). Education markets and schools' mechanisms of exclusion: The case of chile. *Education Policy Analysis Archives*, 27, 130.
- Zancajo, A., & Valiente, O. (2019). TVET policy reforms in chile 2006–2018: Between human capital and the right to education. *Journal of Vocational Education & Training*, 71(4), 579–599.
- Bonal, X., & Zancajo, A. (2018). Demand rationalities in contexts of poverty: Do the poor respond to market incentives in the same way? *International Journal of Educational Development*, 59, 20–27.
- Mediavilla, M., & Zancajo, A. (2018). Is there real freedom of school choice? An analysis from a study in chile. *International Journal of Educational Reform*, 27(1), 88–105.
- Zancajo, A. (2018). Educational providers in the marketplace: Schools' marketing responses in chile. *International Journal of Educational Research*, 88, 166–176.
- Bonal, X., Verger, A., & Zancajo, A. (2017). Making poor choices? Demand rationalities and school choice in a local chilean education market. *Journal of School Choice*, 11(2), 258–281.
- Verger, A., Fontdevila, C., & Zancajo, A. (2017). Multiple paths toward education privatisation in a globalising world: A cultural political economy approach. *Journal of Education Policy*, 32(6), 757–787.
- Bonal, X., Zancajo, A., et al. (2016). Educació, pobresa i desigualtats en un context de crisi. *Nota d'economia*, 103.
- Valiente, O., & Silla, A. Z. (2016). Formació professional i ocupabilitat a catalunya. *Revista Econòmica de Catalunya*, 74, 51–60.
- Valiente, O., & Zancajo, A. (2016). La formación profesional en españa: Efectos sobre la empleabilidad en tiempos de crisis. *Linhas Críticas*, 22(49), 532–551.
- Verger, A., Bonal, X., & Zancajo, A. (2016). Recontextualización de políticas y (cuasi) mercados educativos. Un análisis de las dinámicas de demanda y oferta escolar en chile. *Education Policy Analysis Archives*, 24, 27–27.
- Verger, A., Bonal, X., & Zancajo, A. (2016). What are the role and impact of public-private partnerships in education? A realist evaluation of the chilean education quasi-market. *Comparative Education Review*, 60(2), 223–248.
- Verger, A., Zancajo, A., & Fontdevila, C. (2016). La economía política de la privatización educativa: Políticas, tendencias y trayectorias desde una perspectiva. *Revista Colombiana de Educación*, 70, 47–78.
- Castejón, A., & Zancajo, A. (2015). Educational differentiation policies and the performance of disadvantaged students across OECD countries. *European Educational Research Journal*, 14(3-4), 222–239.
- Castejón, A., & Zancajo, A. (2015). Inclusión, desigualdades y diversidad en la educación obligatoria: Retos para el sistema educativo español y evidencias internacionales. *Organización y Gestión Educativa: Revista Del fórum Europeo de Administradores de La Educación*, 23, 20–24.
- Zancajo, A., Bonal, X., Verger, A., et al. (2014). Mercados educativos y segmentación de la oferta escolar: Efectos sobre las desigualdades educativas en chile. *Témpora: Revista de Historia y Sociología de La Educación*, 17, 11–30.
- Zancajo, A., Castejón, A., & Ferrer, F. (2012). Los resultados PISA-2009: Una mirada sobre las desigualdades educativas en europa. *Spanish Journal of Comparative Education/Revista Española de Educación Comparada*, 19,

BOOKS

- Zancajo, A., Fontdevila, C., Jabbar, H., & Verger, A. (Eds.). (2025). *Research handbook on education privatization and marketization*. Edward Elgar Publishing.
- Zancajo, A., & Bueno, C. (2024). *L'abandonament al batxillerat i als cicles formatius de grau mitjà*. Fundació Jaume Bofill.
- Zancajo, A., & Bueno, C. (2023). *L'abandonament a 4t d'ESO: Les desigualtats en la transició a l'educació postobligatòria [Dropping out in 4th grade of ESO: Inequalities in the transition to post-compulsory education]*.
- Zancajo, A., Verger, A., & Fontdevila, C. (2022). *La concertada a debat. Reformes contra les desigualtats educatives des d'una mirada internacional i comparada [State-subsidised private schools to debate: Reforms against educational inequalities from an international and comparative perspective]*. Fundació Jaume Bofill.
- Zancajo, A., Verger, A., & Fontdevila, C. (2022). *La educación concertada en España [State-subsidised private schools in Spain]*.
- Verger, A., Fontdevila, C., & Zancajo, A. (2016). *The privatization of education. A political economy approach to global education reform*. Teachers College Press.
- Bonal, X., Castejon, A., Zancajo, A., & Castel, J. L. (2015). *Equitat i resultats educatius a Catalunya. Una mirada a partir de PISA-2012 [Equity and educational outcomes in Catalonia. A perspective from PISA-2012]*. Fundació Jaume Bofill.
- Valiente, O., Scandurra, R., Zancajo, A., & Brown, C. (2015). *Un model de formació professional dual per a Catalunya? Reptes en el disseny i implementació de la reforma [A Model of Dual Vocational Training for Catalonia? Challenges in the Design and Implementation of the Reform]*. Fundació Jaume Bofill.
- Valiente, O., Zancajo, A., & Tarrío, A. (2014). *La formació professional i l'ocupació a Catalunya. Una ullada als indicadors des d'una perspectiva comparada [Vocational education and employment in Catalonia. A look at indicators from a comparative perspective]*. Fundació Jaume Bofill.
- Ferrer, F., Castel, J. L., Castejón, A., & Zancajo, A. (2011). *PISA-2009: Avaluació de les desigualtats educatives a Catalunya. [PISA-2009: Assessment of educational inequalities in Catalonia]*. Editorial Mediterrània.

BOOK CHAPTERS

- Zancajo, A., & Bonal, X. (2025). Education markets and socio-spatial inequalities: The role of geography. In P. Kraftl, S. Holloway, S. Kučerová, & C. Yi'En (Eds.), *Handbook of geographies of education*. Edward Elgar Publishing.
- Valiente, O., Zancajo, A., & Jacovkis, J. (2024). The coordination of skill supply and demand in the market model of skill formation: Testing the assumptions for the case of Chile. In X. Rambla & M. Milana (Eds.), *Lifelong education policies in Europe and Latin America* (pp. 90–103). Routledge.
- Verger, A., Fontdevila, C., & Zancajo, A. (2023). The privatisation of education: Drivers, social effects and regulatory challenges of private sector participation in schooling. In R. J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International encyclopedia of education. Fourth edition* (pp. 174–182). Elsevier.
- Zancajo, A., Fontdevila, C., & Verger, A. (2023). Markets in education and school segregation: Paths of problematization and reform. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Eds.), *Educational markets and segregation: Global trends and singular experiences from Belgium and Chile* (pp. 81–101). Springer.
- Zancajo, A., & Valiente, O. (2019). Evolución de las políticas de ETP en Chile: Entre el capital humano y el derecho a la educación. In L. Sepúlveda & M. J. Valdebenito (Eds.), *Educación técnico profesional ¿hacia dónde vamos?: Políticas, reformas y nuevos contextos de desarrollo*. Ediciones Universidad Alberto Hurtado.
- Bonal, X., & Zancajo, A. (2018). School segregation in the Spanish quasi-market education system: Local dynamics and policy absences. In X. Bonal & C. Bellei (Eds.), *Understanding school segregation: Patterns, causes and consequences of spatial inequalities in education* (pp. 201–220). Bloomsbury.
- Verger, A., Zancajo, A., & Fontdevila, C. (2018). Experimenting with educational development: International actors and the promotion of private schooling in vulnerable contexts. In G. Steiner-Khamsi & A. Draxler (Eds.), *The state, business and education: PPPs revisited* (pp. 16–38). Edward Elgar.

- Fontdevila, C., Verger, A., & Zancajo, A. (2017). Taking advantage of catastrophes: Education privatization reforms in contexts of emergency. In T. Koinzer, R. Nikolai, & F. Waldow (Eds.), *Private schools and school choice in compulsory education. Global change and national challenge* (pp. 223–244). Springer VS.
- Verger, A., Fontdevila, C., & Zancajo, A. (2017). Privatization by default in low-income countries: The emergence and expansion of low-fee private schools. In A. Verger, H. K. Altinyelken, & M. Novelli (Eds.), *Global education policy and international development. New agendas, issues and policies* (2nd ed., pp. 255–276). Bloomsbury Academic.
- Ferrer, F., Castejón, A., & Zancajo, A. (2013). Joventut i educació en temps de crisi [youth and education in times of crisis]. In P. Serracant (Ed.), *Enquesta de joventut de catalunya 2012*. Departament de Benestar i Família.

Policy reports and working papers

- Fontdevila, C., Verger, A., & Zancajo, A. (2024). *NEPC Review: Spark & Sustain How All the World's School Systems Can Improve Learning at Scale*. McKinsey & Company.
- Bonal, X., Ferrer, G., & Zancajo, A. (2023). *Desigualdades socioespaciales en la educación en euskadi*. Instituto Vasco de Investigación y Evaluación Educativa.
- Zancajo, A. (2021). *The impact of the covid-19 pandemic on education. Rapid review of the literature*.
- Zancajo, A., Fontdevila, C., Verger, A., & Bonal, X. (2021). *Regulating public-private partnerships, governing non-state schools: An equity perspective*.
- Bonal, X., & Zancajo, A. (2019). *Equivalència territorial en la planificació educativa a barcelona: Diagnòstic i propostes*. Consorci d'Educació de Barcelona.
- Zancajo, A. (2019). *Drivers and resistances to regulation of education markets: The political economy of the chilean reform*. National Center for the Study of Privatization in Education, Teachers College, Columbia University.
- Verger, A., Bonal, X., & Zancajo, A. (2015). *Indicators for a broad and bold post-2015 agenda: A comprehensive approach to educational development*. Open Society Foundations.

Research projects and contracts

COMPETITIVE CALLS

Effects of Gentrification on Education Inequalities. Funding body and call: Spanish Agency of Research. Principal Investigator: Xavier Bonal and Adrián Zancajo (Autonomous University of Barcelona). Starting date and duration: 01/09/2023, 3 years. Amount: 60,375€. Ref.: PID2022-137183NB-I00.

School desegregation policies in the city of Barcelona: impact and mechanisms. Funding body and call: Municipality of Barcelona (Grants for young and emerging research projects 2022). Principal Investigator: Adrián Zancajo (Autonomous University of Barcelona). Starting date and duration: 22/12/2022, 1.5 years. Amount: 58,453€. Ref.: 22So9373-001.

Is it Possible to Decommodify Education? Evidence and Lessons from the Chilean Education Market Reform. Funding source: British Academy. Principal investigator: Dr Adrian Zancajo. Starting date and duration: 01/01/2019, 3.5 years. Amount: £305,310. Ref.: PF2\180006

Governing the educational and labour market trajectories of secondary TVET graduates in Chile. Funding body and call: RCUK (Newton Fund). Principal Investigator: Oscar Valiente (University of Glasgow). Starting date and duration: 01/02/2016, 3 years. Amount: £206,698. Participation: Co-Principal Investigator. Ref.: ES/No19229/1.

Public-Private Partnerships in Educational Governance: An analysis of its dissemination, implementation and impact in a globalizing world. Funding body and call: European Commission (FP7-PEOPLE-

2011-CIG). Principal Investigator: Antoni Verger (Autonomous University of Barcelona). Starting date and duration: 01/02/2013, 4 years. Amount: 100.000€. Participation: Research fellow. Ref: GA-2012-322350

The new quasi-market reforms in education in Latin America. An analysis of policy processes and policy impacts on inequalities and poverty. Funding body and call: Spanish Ministry of Science (Proyectos de investigación no orientada). Principal Investigator: Xavier Bonal and Antoni Verger (Autonomous University of Barcelona). Starting date and duration: 01/01/2012, 3 years. Amount: 50,000€. Participation: Researcher. Ref.: CSO2011-22697.

RESEARCH CONTRACTS

Regulating Public-Private Partnerships, governing non-state schools: An equity perspective. Principal Investigator: Adrián Zancajo (University of Glasgow). Funding: UNESCO. Starting date and duration: 15/05/2020, 6 months. Amount: 10,000 US \$.

The model of private subsidised education under debate. An international and comparative perspective. Principal Investigator: Antoni Verger (Autonomous University of Barcelona) and Adrián Zancajo (University of Glasgow). Funding: Fundació Jaume Bofill. Starting date and duration: 01/12/2019, 10 months. Amount: 20,297€.

Equivalence criteria in Barcelona's educational planning: Diagnosis and proposals. Principal Investigator: Xavier Bonal (Autonomous University of Barcelona) and Adrian Zancajo (Catholic University of Louvain). Funding: Barcelona Education Consortium. Starting date and duration: 01/05/2017, 1 year. Amount: 26,000€.

The political economy of education privatization. A systematic review. Principal Investigator: Antoni Verger (Autonomous University of Barcelona). Funding: Education International. Starting date and duration: 10/01/2015, 1 year. Amount: 23,000€.

Formulating Potential Indicators for a Broad and Bold Global Education Agenda for Post-2015. Principal Investigator: Antoni Verger, Xavier Bonal and Adrián Zancajo (Autonomous University of Barcelona). Funding: Open Society Foundations (OSF). Starting date and duration: 21/05/2015, 9 months. Amount: 10,000 US \$.

PISA 2012 in Catalonia. Principal investigator: Professor Xavier Bonal. Funding institution: Fundació Jaume Bofill. Starting date and duration: 18/01/2014, 1 year. Amount: £19,381

Educational Inequalities and public-private partnerships in Colombian Education. Principal investigators: Professor Antoni Verger and Professor Xavier Bonal. Funding institution: Open Society Foundations (OSF). Starting date and duration: 21/05/2015, 9 months. Amount: £15,936

Catalan Youth Survey 2012- Education. Principal investigators: Adrian Zancajo and Alba Castejón. Funding institution: Observatori Català de la Joventut. Starting date and duration: 12/09/2012, 6 months. Amount: £2,584

TVET and Employment in Catalonia. Principal investigator: Dr Oscar Valiente. Funding institution: Fundació Jaume Bofill. Starting date and duration: 10/03/2012, 9 months. Amount: £21,535

The measure of educational development. Principal investigators: Professor Xavier Bonal and Professor Antoni Verger. Funding institution: International Institute for Educational Planning – UNESCO. Starting date and duration: 05/09/2011, 5 months. Amount: £7,752

PISA – 2009 in Catalonia. Principal investigator: Professor Ferran Ferrer. Funding institution: Fundació Jaume Bofill. Starting date and duration: 12/01/2012, 9 months. Amount: £17,228

Research stages

March-June 2016: **Robert Owen Centre for Educational Change**, University of Glasgow.

March-June 2015: **Centre for Advanced Research in Education**, University of Chile.

Awards and other merits

AWARDS

2023 Best Paper. Journal of Vocational Education & Training.

2019 Best Paper. Journal of Vocational Education & Training.

2018 Best Doctoral Dissertation. Comparative and International Education Society's Globalization and Education SIG.

2016 Best Book on Globalization and Education. Comparative and International Education Society's Globalization and Education SIG.

2015 Ibero-American Young Researchers' Grant. Banco Santander.

INVITED PRESENTATIONS

Development paradigms and TVET policies in Chile. Suitable development at human scale: What do we expect from vocational education? Seminar organised by the Chilean Ministry of Education. 31st of August 2022. Santiago, Chile

Regulating education PPPs: an equity perspective. Second global meeting of the Education Finance Network organised by the United States Agency for International Development (USAID). 9th of June 2022. Online.

Is it possible to balance education markets and equity? An international approach to the regulation of pro-market policies in education. The Ideas Lab, University of Cambridge. 18th of November 2021. Online.

Vocational education policies in Chile (2006-2018). Views of presidential candidacies on the future of the vocational education in Chile. Seminar organised by Aequalis. November 2, 2021.

Paths towards privatisation: a political economy approach. Education and training policies for social inclusion and sustainable development in Chile and Latin America. Seminar organised by Chile Global Seminars UK. 26th of September 2018. Glasgow, United Kingdom.

OTHER RELEVANT ACADEMIC EXPERIENCE

Member of the evaluation committee of 2023 'Juan de la Cierva' postdoctoral fellowships call (Spanish Agency of Research).

External evaluator of the 2019 Youth Futures Programme (British Academy) and 2024 Fondecyt call (Chilean National Research and Development Agency).

Editor of *Papers. Revista de Sociologia* since 2022.

Reviewer for the academic journals: *British Educational Research Journal*, *Education Policy Analysis Archives*, *European Educational Research Journal*, *Globalisation, Societies and Education*, *Journal of Education Policy*, *Comparative Education Review*, *International Journal of Education and Development*, *Critical Studies in Education*, *Journal of Adult & Continuing Education*, *Review of Education*, *Educação & Sociedade*, *Education Inquiry*,

Review of Educational Research, Revista Internacional de Sociología (RIS), The International Journal of Human Rights