

About the contributors

John Andersen is Professor at Roskilde University, Denmark. He has worked for the European Commission in the Third European Anti-Poverty Programme 1991-94. His main research interests are welfare and urban policy, social inclusion and empowerment of disadvantaged groups. He recently published (with Birte Siim) the book *Politics of Inclusion and Empowerment – Gender, Class and Citizenship* (2004, Palgrave).

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Pascaline Descy is project manager at Cedefop, the European Centre for the development of vocational training. She is responsible for the production of reports on vocational training research in Europe, which synthesise current major research findings and their implications for policy and practice. Her other field of work at Cedefop is the development of comparable statistics on vocational education and training and lifelong

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Cathie Hammond is a Research Officer at the Centre for Research on the Wider Benefits of Learning at the Institute of Education, University of London, United Kingdom. Her interests include the links between education and health, particularly for disadvantaged groups. She uses mixed methods and is studying for a Ph.D. Recent publications include “The Wider Benefits of Adult Learning: An Illustration of the Advantages of Multi-method Research” in the *International Journal of Social Research Methodology*, and, with Leon Feinstein, “The Effects of Adult Learning on Self-efficacy” in the *London Review of Education*.

David I. Hay is the Director of Family Network at Canadian Policy Research Networks in Ottawa, Canada. Previously he was Manager of Reports and Analysis for the Canadian Population Health Initiative (CPHI) at the Canadian Institute for Health Information where he led the research, writing and production of CPHI’s national population health report, *Improving the Health of Canadians* 2004. David has many years of experience researching and writing in the areas of population health, well-being, and social development in the private, public and non-profit sectors. Particular areas of expertise include child and family policy, poverty and inequality, governance and accountability, and evaluation and measurement.

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Ricardo Sabates is an economist working since November 2002 as Senior Research Officer at the Centre for Research on the Wider Benefits of Learning at the Institute of Education, University of London, United Kingdom. Much of his research at the Centre has focused on the links between education and the uptake of preventative health care and on parents’ education and children’s outcomes. He has academic publications on issues of child nutrition and on education and social cohesion. He has also contributed to research reports for the Department of Education and Skills.

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Tom Schuller is Head of the Centre for Educational Research and Innovation (CERI), OECD, Paris. Formerly Dean of the Faculty of Continuing Education and Professor of Lifelong Learning at Birkbeck, University of London from 1999 to 2003, he was also co-director of the Centre for Research on the Wider Benefits of Learning. He worked previously at the Universities of Edinburgh, Glasgow and Warwick, at the Institute for Community Studies and for four years at the OECD in the 1970s. He is the author or editor of some 15 books, and his research history covers many areas of lifelong learning, but also fields such as employee participation, social capital and the social study of time. He has been an adviser to governments on numerous issues, especially on lifelong learning.

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