

Notes on Contributors

MICHAEL W. APPLE is the John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison, USA. Among his recent books are *Official Knowledge* (2000), *Educating the 'Right' Way* (2001) and *The State and the Politics of Knowledge* (2003).

HARRY BRIGHOUSE is Professor of Philosophy at the University of Wisconsin, Madison, USA. He has also taught at the University of California, Davis, and the Institute of Education, University of London. He is author of *School Choice and Social Justice* (2000); *A Level Playing Field: reforming private schools* (2000) and numerous articles on political philosophy, philosophy of education and education policy.

DOMINIQUE FORAY is an economist. He is Research Director at the Centre National de la Recherche Scientifique (CNRS) and Professor at the Institut pour le Management de la Recherche et de l'Innovation (IMRI) of the University of Paris-Dauphine. He is presently Principal Administrator at the Centre for Education, Research and Innovation of OECD (Paris).

CATHIE HAMMOND is a Research Officer at the Centre for Research into the Wider Benefits of Learning, Institute of Education, University of London, UK. Recent publications include 'Learning to be Healthy' (2002), 'A Poorly Understood Condition: disability living allowance and CFS/ME' (2002), and, with John Preston, *The Wider Benefits of FE: practitioner views* (2002).

DAVID H. HARGREAVES is Fellow of Wolfson College, Cambridge, Adviser to the Secretary of State for Education and Skills on 14–19 issues, Chairman of the British Educational Communications and Technology Agency (BECTa) and Visiting Professor of Medical Education Research, University of Keele, UK.

ANN OAKLEY is Professor of Sociology and Social Policy and Director of the EPPI-Centre and the Social Science Research Unit at the Institute of Education, University of London, UK. She has written widely in the areas of gender, health and methodology and has a particular interest in the evaluation of social interventions.