'Emotional skills and critical thinking skills are mutually essential. In fact it is only by cultivating a symbiosis between these that a pedagogy can be developed that offers a true transformational agency to people' (Children in Crossfire)
CONTENTS

1. Background to Think Tank ................................................................. 4
2. Think Tank Purpose ........................................................................ 4
3. Think Tank Findings ....................................................................... 5
4. Verbatim Data collated through a Graphic Harvest ............ 10
5. Action Steps ..................................................................................... 13
Appendix A ............................................................................................ 13

A Poem reflecting the Think Tank Process
Written by
Grainne O’Neill
(Think Tank Graphic Harvester)

Oh gather ye seeds and shoots
Take note of the leaves and roots
As we light the way
Through the thorny path
For the person the world most needs.

Take care ye rebellious flower
Qualities combine for collective power.
Let’s reshape the world
With wisdom, optimism, vision.
We’re the people the world most needs.

Our reflections on self
From East to West
Moving EGO to ECO .. CO .. CO .. CO-OP
A compassion with all humanity
Let’s cultivate the people
That the world most needs.
1. **Background to Think Tank**

In 2013, Children in Crossfire launched its *Educating the Heart* initiative as part of its Development Education (DE) programme. The organisation’s patron, His Holiness the 14th Dalai Lama of Tibet, visited Northern Ireland, and addressed a private audience of educators, students, policy makers, and researchers to explore the theme of compassion and Educating the Hearts of ourselves and our young people, specifically, within education.

Inspired by the Dalai Lama’s vision for an education system that instils unbiased love, respect and compassion into the hearts and minds of young people; Children in Crossfire sought to explore if *Educating the Heart* can be incorporated to the heart of its DE programme and across the school curriculum. Children in Crossfire’s DE programme is focused upon the training of teachers through its accredited ‘Teachers in Development and Learning (TIDAL) - Educating the Heart’ Programme.

The organisation asked itself if its ‘critical literacy’ approach to implementing its DE programme was fully adequate for supporting teachers to cultivate a sense of global citizenship amongst young people. Would a DE pedagogical approach which also seeks to nurture emotional literacy and well-being prepare young people more holistically for participating as compassionate global citizens in an increasingly interconnected world?

Based on these questions, Children in Crossfire hosted a series of consultation seminars with key stakeholders, including 200 educators and DE practitioners, and up to 50 young people. Educators and DE practitioners highlighted that “there is a need to develop a deeper level of emotional capacity alongside critical thinking so that young people develop more courage to take part in life in general, as well as working to build a more just global society”. The young people stated that “they have a lot of responsibility on their shoulders”, and it takes a “lot of energy and head-space to try to fix all the problems with our world”. Educators further stated that “young people are being failed miserably, as we as a society do not focus enough on their emotional skills for life and citizenship, and expect them to have positive values to act for peace and global justice without adequately skilling them at both an emotional and thinking level”.

Recognising a possible gap in Children in Crossfire’s DE pedagogical approach, the organisation sought to develop its DE methods to nurture compassion and emotional literacy alongside critical thinking and critical literacy. Further, it sought to combine curriculum elements such as well-being, personal development, critical thinking and Local and Global Citizenship.

A series of pilot studies and consultations, with students and educators, resulted in the organisation developing a new framework to guide how it implements DE through its TIDAL programme. *Under the heading Educating the Heart*, the framework sees the merging of critical and emotional literacy as a way to cultivate compassion. The framework is complemented by practical tools and methods to support teachers and schools to nurture students as compassionate and active local and global citizens.

2. **Think Tank Purpose**

Through hosting a Think Tank on the 22nd and 23rd June 2017, Children in Crossfire set out to have its overall *Educating the Heart* approach to delivering DE extensively reviewed. Relevant scholars, researchers, educators and policy makers were invited to attend the Think Tank.

The Think-Tank marked a point in Children in Crossfire’s on-going search for solutions to what it has identified as a deficiency in its approach to Development Education (DE), namely the lack of an emotional literacy aspect to complement the critical literacy aspect of its pedagogy. Participants brought a range of disciplines and experience to the dialogue, including Research, Classroom Practice, Curriculum and Policy Development and Academic practice;
some came from the specific field of Development Education and others from related and wider fields; several combined a range of specialisms (see appendix a for participant biographies).

The consultation was structured around four themes, and the Think-Tank Goals were aligned to these.

1. **Theory** To explore in depth the links between critical and emotional literacy and how these links can be merged.
2. **Curriculum and Policy** To deepen the links between Educating the Heart and the Primary and Post-Primary Curriculum (Northern Ireland and Republic of Ireland). To inform Policy.
3. **Pedagogy and Practice** To investigate ways in which the initiative can nurture core competencies for preparing young people as compassionate local and global citizens. To embody Educating the Heart within Continuous Professional Development (CPD) and Initial Teacher Education (ITE).
4. **Research** To explore possibilities for designing research instruments, conducting collaborative research studies and for publications.

Prior to the Think Tank, participants were briefed on ‘The Journey so Far’, specifically on Children in Crossfire’s two year Pilot Study involving Second-level Students. For this study, it drew on its previous experience of delivering DE, in particular through its TIDAL Programme, and on the resources of the Cognitively Based Compassion Training (CBCT) project based at Emory University U.S.A. The outcome pointed to the need and possibility to merge emotional literacy and critical literacy approaches, as mutually interconnected aptitudes for exploring DE issues. Further consultation and piloting helped to identify ways to integrate the two literacies, to ‘break the silo-thinking’ that separates them, and to transcend the binary framework of ‘soft skills’ and ‘hard skills’ that contributes to the separation.

The core aptitudes and areas of competency which Children in Crossfire seeks to cultivate in young people through its DE programme pertain to the Emotional, the Critical and the Motivational dimensions of living. The term “Emotical Literacy” has sought to combine these three dimensions. It is applied across the framework of “Myself” “Others and Me” and “The Wider World, Others and Me”. It is this framework that Children in Crossfire proposed to the Think-Tank participants for their consideration. It is hoped that the Think-Tank will mark the start of a process of on-going collaboration.

The following is an attempt to summarize the deliberations around the four themes.

**3. Think Tank Findings**

a. **Theory**

A degree of confusion around different perspectives on “theory” proved extremely fortuitous. For some the term was understood to be about broad philosophical questions in relation to the programme; for example – what exactly is the meaning of the word “compassion” as used in the programme. For others the focus was on the theory underpinning the framework, namely that compassion enables change/action.

It was acknowledged by all that unless we are able to provide a clear articulation of the theory at a philosophical level, there is potential for confusion. There are cultural and linguistic aspects which need to be addressed, given that the term “compassion” as used in the programme has aesthetic (Eastern) rather than traditional (Western) roots; it has drawn on the Buddhist concept of “compassion” specifically as articulated in the writings of His Holiness the Dalai Lama. Put bluntly the Western proposition that self-compassion is a pre-requisite for being compassionate towards others runs into difficulties with the Buddhist understanding of there being no such thing as a ‘self’ towards which one can be compassionate! But a framework designed to meet the needs of the Western mind-set and pedagogies must subscribe to the notion of self-compassion as the necessary starting point for compassionate outreach.
At the same time, the programme need not be bound by the constraints of thinking based on the Western concept of ‘ego’. With clarity in understanding and in language, the issue ought not to present insurmountable difficulties. It is generally agreed that the practice of self-care is conducive to the practice of sustainable compassion for others. More than that, for anyone involved in trying to alleviate human suffering, self-care is important for helping them deal with problems such as burn-out, a sense of hopelessness, feelings of rage and despair and empathic distress caused by the sight of widespread suffering and inequality. Such understanding of self-care eliminates any sense of myself as separate from everything else, which is utterly inimical to what the programme is about. It was usefully suggested for example that the programme might transcend connotations of self-centredness by speaking rather about “resilience” and “coping skills” as pre-requisites for action.

Away from this particular ‘translation’ issue, the deliberations identified:

- **Significant potential and benefits** – among them student well-being and mental health and also ‘a framework out of which teachers can work– and fulfil the dreams that brought them to teaching’.
- **Reasons for caution** – that it become ‘just another programme’ a tick-box exercise, a project rather than a process, or dismissed as ‘wishy-washy’.
- **Causes for concern** – that it would fail to achieve ‘whole-school buy-in’, that it would be constrained by teacher lack of confidence around delivering in the area of personal/social/emotional development.
- **New possibilities** – for the programme to be extended to youth clubs, and to work with parents and the wider community.

b. **Policy and Curriculum**

Participants engaged with the following questions and a specialist panel spoke to the group responses. The comments of the groups and of the panel are summarized below each question.

1. **How can we ensure that the framework is clearly linked to curriculum aims objectives, subjects and skills?**

**Comment**

- While there are multiple points of intersection between the curriculum (in terms of objectives, subjects and skills) and the aims objectives and purposes of a DE agency, there is need for absolute clarity among all parties from the beginning. Schools need to know what specific strands within the curriculum the external agency is able to contribute to; broad generalisations won’t do. The external agency needs to be clear with schools as to its requirements with respect to such issues as where it is to ‘locate’ its work within the curriculum, the level of whole school buy-in needed etc. etc. Otherwise the programme can become a mere add-on, seriously diluted and not sustainable.

- This is a values based education programme, and not just values-based but ‘values that challenge’. For all the intersections between school and agency purposes, what is being offered can be in conflict with the values of the homes and communities being served –and/or of the school! The agency and teachers involved must be prepared for challenges.

- Agencies can best help schools deliver the curriculum through collaboration among themselves and with other educational bodies so that what is offered to schools is coherent and comprehensive. The alternative is piecemeal support, at best overlapping and at worst contradicting and confusing.

- Teachers invariably lack confidence and are inadequately resourced in precisely those aspects of the curriculum pertaining to emotional literacy. Teachers need support for values-based education. Children in Crossfire is well placed to do so.

2. **What policies already in existence can help Children in Crossfire achieve what it is seeking to implement?**

(taking account of the fact that the organisation is engaging with different jurisdictions and therefore with different policies).
Comment

- There are policies aplenty, in all jurisdictions. Policies however can be one thing and the reality another. The actual implementation of aspects of the curriculum which have perhaps most resonance with Children in Crossfire’s Programme can sometimes be ‘patchy’. One such area was described as being currently in ‘a perilous state’.
- But the things that Children in Crossfire seeks to do have space aplenty within the curriculum - personal and social development, critical thinking, problem solving, working with others and so on. When you are talking about compassion you are talking about emotional development, which is now a distinct element within the curriculum in all jurisdictions.
- There are new opportunities opening up for competent external agency engagement in teacher Continuous Professional Development. But competence and the quality of the resources provided will be key.

3. How can Children in Crossfire make sure what is offered is “irresistible”?

Comment

- What students most need and deserve is an enjoyable and relevant learning experience.
- For schools the need is for results and benefits that are visible. Schools must be able to immediately recognise how the programme could really help them to achieve what they are needing/wanting to achieve. That means clearly articulating what you see these results and benefits to be. When doing so it is best not to pitch it at Children in Crossfire’s hopes and aims, such as promoting a deeper understanding of social justice but more perhaps at a deeper understanding and ability in the area of critical thinking and emotional intelligence etc. etc. (The existing documentation for Educating the Heart has had other crucial purposes than this business of ‘branding’ so this is work still to be done – setting out clearly for schools the benefits for the school itself of buying-in to the programme).
- What would greatly help down the line in any school (and secure the interest of others) is to be able to demonstrate tangible outcomes and results.
- Accreditation is important for teachers. Also there is need to secure the involvement of more than the support of a teacher who is already that way inclined! Teachers learn best from other teachers so the more ‘champions’ you can get, the better the chance of the programme gaining traction. With teachers as exemplars there is an open door.

C. Pedagogy and Practice

Think-Tank participants readily agreed that the effectiveness of the “Educating the Heart” programme will not be determined by the quality of its component exercises but by how these are used; an activity is only as good as the person facilitating it.

Beginning from there, they sought to name:

What needs to be nurtured in Teacher Development - so as to “transform a ‘doing’ into an ‘experience’”, so as to unleash the “magic”

Responses: (these range across teacher development training contexts and also the classroom context)

- Intuition, courage and skill.
- Ability to create a safe space for risk-taking. Creating a ‘space’ in which teachers and children can trust each other – and so journey together. Teacher as learner as well as teacher.
- Management of the fear around losing control.
- Training in co-facilitation (and dreaming in the possibilities for same arising).
- The skill to read the (multiple) dynamics of a group.
- The capacity to credit the students with knowing what they want and what is going on; to trust pupils.
- Self-reflectiveness – forever seeking the meaning of experiences.
- Confidence, empathy.
- I cannot teach compassion if I am not compassionate; how in the way I teach do I show respect?
- Able to relate to students on a human level – to the extent of willingness/courage to function outside rigid structures. Flexibility.
- Being prepared to let participants know something about yourself, to share your story.
- Planning so as to avoid chaos, disaster.
- Teachers came into the profession for reasons – love for children, to do their best for children etc. They didn’t come into it for “Educating the Heart” but they did come into it for “heart reasons”. So when working with teachers on “Educating the Heart”, seek to locate your work in the heart reasons for their choosing to become teachers. The heart is already there in the teachers you are working with; a heart for education.
- Being aware that students are not necessarily in the same ‘place’ as yourself, going in the same ‘direction’ as yourself. Student, family and community may see the world differently from you; know the context.
- Confidence to embrace conflict. There is potential for huge learning from conflictual dynamics properly managed.
- Maybe above all it is about recovering the creative and intuitive capacities of teachers that initial teacher training and other life experiences have devalued/decried/discounted.

**d. Research**

Participants engaged with the following questions and a specialist panel spoke to the group responses. The responses - of the groups and of the panel are summarized below.

1. What is research in the context of Educating the Heart?
2. Who will benefit from research?
3. Is it worth measuring the impact on children? If so how can it be least painful for them?
4. What is the most appropriate research approach?
5. What should be measured and why?

**Responses.**

- It’s good when everyone involved is pulling in the same direction. But even in the best arrangements, both teachers and researchers are constrained by the limitations of their respective disciplines and contexts. Points of possible contention need to be brought out into the open and dealt with from the start.
- There is always risk of research covering up rather than revealing things – distorting and hiding things – because the tools have their limitations and can sometimes bring a rather narrow lens to an issue. Any researcher would need to understand what “Educating the Heart” is about. A purely cognitive lens will completely miss the heart stuff. Given that the field in question is a relatively new one, might there be need to look further afield than Ireland for researchers who ‘tick that box’?
- Finding ways to bring social and emotional learning into an integrated programme for the classroom is relatively ‘new ground’. Research (social, scientific, medical) in the area of compassion specifically is quite new. There is increasing interest, globally, in this exploration; but there are not many good examples of projects of a significant scale and depth for research to examine. Policy makers and funders are looking for quality research. The Children in Crossfire programme is likely to attract attention.
- Children in Crossfire, being ‘in it for the long haul’ has something that can lend itself to “longitudinal tracking” – long term research. And there is much need for such research; it can take years for the real fruits of such programmes to become evident. It would be really valuable to track students through primary to secondary and beyond school - ideally across the jurisdictions – finding out if anything has changed for them a year and two and three years later. That kind of data is lacking and would be of tremendous value.
- Primary questions: Who is your intended audience? Who are you wanting to talk to – both short-term and long-term? Who, world-wide as well as locally, might be interested? A primary need for Children in Crossfire is research that can inform its own practice but it needs also to think about who else needs to know - and
what do they want to know. If you don’t get the methods right, and the rigour then you won’t influence policy. Policy people of course tend to think in numbers – and you have got to pay some lip-service at least to that fact – by giving the research a quantitative dimension, but not at the expense of qualitative. So there are questions about how you are going to bring these two levels together. Children in Crossfire, as the commissioning agency for any research needs to utilise the power that it has to ensure most benefit to itself.

- Good research can be of mutual benefit – in the direction of policy but also back into practice. That points to the usefulness of partnership. One advantage of universities-based research is that university research carries weight and prestige and gives credibility and can be expected to provide rigour. But there has to be some ‘blue water’ between any research partner and the practitioner agency. A “too cosy” partnership will raise questions as to its credibility. It must be ethical too.

- One ‘trick’ is to produce research that can be ‘translated’ for different audiences. The British Education Research Association (BERA) has been to the forefront in this area. The one research can be ‘translated’ into policy-influencing, academic papers and practitioner guidance. That’s a good way to go.

- Within UK universities the idea of research impact is coming to be seen as especially important. They are looking critically at their own research and asking what difference it is making; More and more they are acknowledging that research has to influence policy – and practice as well – and not just generate further discussion among academics. So this type of work will be valued by universities.

- Universities are increasingly looking for inter-disciplinary research opportunities - to take researchers out of their various silos! In your case as well as the educational aspects there are attitudinal aspects ie psychology. That’s something Universities are interested in.

- What about measuring impact on teachers as well as children? The work is only as effective as the person leading and facilitating.

- Worth enquiring about an NUI Galway based partnership that has recently got funding for “Empathy Education” involving the Children and Family Research Centre, the UNESCO Chair and others.

e. Concluding Session

Invitation to identify areas that need (further) exploration.

Responses:

1. Working cross-sectorally. Involving people from outside the DE sector for example. Also bringing together the formal and the non-formal sectors of education. Different existing networks were named. Perhaps the Sustainable Development Goals (SDGs) provide the best forum and focus for exchanging practice and advocating together.

2. Taking care around “vocabulary” – meaning of terms etc.

3. On trying to ensure that we can leave behind a ‘legacy’ in schools where we are working – so that the benefits for children continue beyond our external agency involvement.

4. Cross-over possibilities between North and South. Between Personal Development and Mutual Understanding (PDMU) and Social Personal and Health Education (SPHE) etc. And Citizenship.

5. The possibility for Educating the Heart to become a catalyst for the enhancement of a positive whole-school ethos. (Schools will always have more work that it can do on developing a positive ethos; Educating the Heart could help move it onwards).
4. Verbatim Data collated through a Graphic Harvest

A Graphic Harvest is a visual illustration offering a graphic recording of an event, consultancy or programme. Children in Crossfire utilised Graphic Harvesting as a tool to illustrate the overall Think Tank process.

<table>
<thead>
<tr>
<th>Who's Here?</th>
<th>Why are we here?</th>
</tr>
</thead>
</table>
| - Development Educators, Practitioners, Researchers, Curriculum Development, Policy, Affective Education. Other.  
- Areas of Interest: Critical thinking, well-being, valuing everyone, recognising diversity, management. | - (Within the heart) Curious, courageous, understanding, positioning, ‘transformaction’, compassionate, resilient, creative.  
- (Out from the heart). Building networks, collaboration, developing tools, expanding education, achieving clarity, getting to the classroom, innovation, bringing ethics to the curriculum. A compassionate world.  
- (Bubbles around the heart). Self awareness/self in context, Personal well-being moving out from self. Compassion is strength and courage, not softness or weakness in adversity. Transformation is at the heart. |

**Theory**
- Define compassion.  
- How to get School Management on board; reaching for existing curriculum links.

**Curriculum**
- Offering teachers a ‘package’ or a (learning) process.  
- Don’t dilute.  
- What’s the carrot? Benefits to students

**Pedagogy and Practice**
- What is the Magic to good teaching?  
- The ‘magician’ has courage and self-awareness, has capacity for dialogue,

**Research**
- Policy makers need numbers; we also need ‘voices’.  
- Stories are at the heart of the process.  
- We need to
- The empowerment of teachers.
- Links to home and wider community.
- Piloting the programme in non-formal (eg youth) settings.
- What would an ethical school look like (positive whole school ethos)?
- The realities - the perilous state of citizenship education. The risk of regulation by the system.

must be visible. Not another award/programme.

- Importance of whole-school approach.

operates from specific values, feels free and has the courage to let go and take risks and the confidence to follow through, is an activist, is process-focused, and is able to ‘read’ the group (dynamics). Has clarity of intention, so that students feel listened to, so that their hearts are not hardened. Is compassionate/respectful of different opinions.
- Time, safe space to reflect, trust in the process, support and maintenance for the gardener and the garden.
- The capacities needed are embodied in the teacher; they just need to be uncovered.
- “When you perturb a system you cannot control the outcome”.

involve/hear young people – need for creative approaches.

- The possibilities for teachers and students to co-create evaluation tools. Both students and teachers need to be valued.
- We need external partners (universities) for the rigor.
- Must be gold standard; must reach peer reviewed journals.
- But who do you really want to work with?
- Beware of hidden agendas. Ideally from outside Ireland and/or DE.
- An approach in which we are all pulling together but at the same time are bringing different lenses to the exploration.
- Possibilities for Children in Crossfire to engage in/contribute to important research including longitudinal long-term research.
Bringing it All Together

- **Theory.** The need to contextualise emotical literacy within contemplative studies, social and emotional learning, and secular ethics. To synthesize DE and the wider curriculum.

- **Curriculum and Policy.** Ethical literacy as a core competency; the framework cultivating compassionate global citizenship. Increase the (number of) stakeholders supporting the promotion of emotical literacy, across curriculum and policy.

- **Pedagogy and Practice.** Rationalise and define the core competencies inherent in emotical literacy and align these with education policies, secular ethics and the curriculum. Emotical literacy is translated into CPD with tools and methods for use in the classroom.

- **Research.** The research already done (with TIDAL). Innovative research opportunities at both the national and the international level.
5. **Action Steps**

Following the Think Tank, a number of participants have formed working groups to complete the following:

- Publish academic papers to clearly set out the theoretical context relevant to merging emotional and critical literacy through an ethics in compassion
- Align the framework clearly against the primary and post primary curriculum both in Northern Ireland and the Republic of Ireland
- Align the TIDAL accredited course and practice activities more firmly within curriculum policies, and ensure the benefits to both students and teachers is clearly outlined
- Design practice based research intervention studies
- Advocate for DE in general to be more apparent within citizenship education

Participants also called for the following:

- Given the lack of meaningful migrant involvement in many DE programmes, and given the lack of southern voices in much policy, planning and research, DE should be made more accessible to minoritized groups living in Ireland. All participants and DE practitioners should therefore find ways of creating platforms for multiple perspectives to be included
- Through the Irish Development Education Association (IDEA), participants could lobby through Coalition 2030 for integrating DE more deeply into the curriculum under the banner of SDG4.7
- Through already established IDEA working groups, participants should consider how DE intervention research might be conducted in order to yield the necessary data to impact policy and practice
Appendix A

Educating the Heart Think Tank 2017
Participant Biographies

Matthew Banks
Matthew Banks is Head of International Programmes for Children in Crossfire. He has a Masters in International Development Practice, and 15 years’ experience of working overseas in developing countries. Prior to his current role, Matthew was Children in Crossfire’s Country Director in Tanzania for 6 years, developing a niche programme in Early Childhood Education and School Readiness.

Dorothy Black
My initial interest in personal development and cross community work started early in my teaching when I was given a form class of disaffected young people who had been forced to stay at school because of the raising of the school leaving age. We had the freedom to develop a curriculum suited to their needs with an emphasis on social skills, work experience and community service.

The Seven Schools Project grew out of the Schools Cross Community Contact and Education for Mutual Understanding (EMU) initiatives and brought together schools on the North Coast to work together to address the growing divisions within NI society and gave young people the opportunity to learn more of one another’s beliefs and cultures.

I worked as an Education Officer with the Education and Library Board to promote EMU and then was seconded to CCEA as part for the review tem of the NI Curriculum Learning for Life and Work area of learning.

My most recent employment has been in teacher education at Ulster University where I have been course director for a PGCE Home Economics course and Personal Development programme which leads to accredited teacher status in association with the PSHE Association UK.

Sineag Blane
Sineag Blane was born and brought up on the Isle of Barra in the Western Isles. After completing teacher training at St. Andrew’s college of Education in Glasgow, she returned to teach in her local primary school, as a mainstream teacher for 3 years before relocating to Stornoway on the Isle of Lewis and working in the largest primary in the Western isles for 6 years. In 2005 she completed the diploma in Inclusive Practice with Aberdeen University before moving to The Nicolson Institute secondary school as a behaviour support teacher. During her time in the Nicolson Institute she acquired additional qualifications in Drama has taught National Drama for the past 5 years. She is currently working within the Support for Learning Department of the school teaching and supporting pupils in enhanced provision with a range of Additional Support Needs. Within the last 2 years she has taken on the additional role of the Western Isles Local Association Secretary for the Educational Institute of Scotland teacher union.

Aidan Clifford
Aidan Clifford formerly director of the CDETB Curriculum Development Unit (CDU) has a strong interest in curriculum development as teacher development particularly when mediated through programmes that focus on social justice, democracy, human rights, sustainability, peace & reconciliation, equality, inclusion and intercultural themes. Aidan is the Irish representative on the Council of Europe Education for Democratic Citizenship and Human Rights Education and the representative on ETINED. Aidan is a member of the Irish Aid EAG, a board member of A Partnership with Africa (APA), the CDU representative on the WorldWise Global Schools Consortium, committee member of Citizenship Education Network (CEN), a member of IDEA and Basic Income Ireland and a founding member of Encountering the Arts Ireland (ETAI).
Mairead Davidson

I have recently been appointed as Lecturer in Education (Home Economics) at University of Ulster, taking up the position on 30th June. Previously I was a Head of Department in Home Economics. My background is in the area of nutrition.

Orla Devine

Orla Devine has worked at the Centre for Global Education (CGE) in Belfast since 2014 as Coordinator of the Global Learning Programme (GLP), an initiative of the UK Department for International Development. Through its CPD training, website and resources, the GLP aims to build the capacity of schools to embed Global Learning as a whole school approach.

Prior to assuming her current role, Orla worked for over eight years within the Humanitarian Education Team at the British Red Cross, coordinating CPD training for teachers.

Orla is a member of the Coalition of Aid and Development Agencies NI management committee. In 2013, she spent three months in the West Bank as a human rights monitor with the Ecumenical Accompaniment Programme for Palestine and Israel (EAPPI). Orla has a Masters in Development Studies from the University of Glasgow and has studied Masters modules in Development Education at the University of London.

Vicky Donnelly

I have been working in the area of global justice education for 20 years, working with a wide range of groups including youth and community groups, teachers, as well as working directly with young people in schools. The Galway One World Centre also designs and deliver courses on the themes of anti-racism perspectives, refuge and asylum and structural inequality, and participatory methodologies.

Michael Doorly

Michael Doorly trained as a post primary teacher and has worked in Canada, Trinidad and Papua New Guinea. He joined Concern in 1993 in their development education unit. He has served as the Chair of Fairtrade Ireland and is currently involved in a number of networks including WorldWise Global Schools, Developmenteducation.ie and Development Perspectives.

Seamus Farrell

Seamus has been a Board member with Children in Crossfire since 2010. He has over 40 years of direct involvement in overseas development. He has facilitated Induction Training for Development workers and lectured for the BA and MA Programmes of Kimmage Development Studies Centre, Dublin, and at the University of Ulster’s School of Education, on conflict, human rights, mediation and restorative approaches to the management of conflict. His current focus is on uncovering the ‘unheard voices’ of Northern Ireland’s (undealt with) legacy of conflict.

Clare Griffin

Clare Griffin in a primary divisional (senior) inspector with the Department of Education and Skills, since 2007. She works to evaluate the quality of educational provision in primary school settings, and to provide advice to the teachers, school leaders, members of boards and patrons involved. Clare also carries out inspection work in Early Years (EY) settings; education-focussed inspections in these settings are a recent development having been introduced to the EY sector in 2015. Currently, the predominant focus of Clare’s work is with Business Unit 8 of the Inspectorate, namely the Literacy, Numeracy, Curriculum & Assessment Unit. Through this unit, cooperation within the Department and with other national bodies is facilitated. This work involves developing the curriculum, conducting assessments, advising on provision for learners with special educational needs, providing professional development opportunities for teachers, regulating the teaching profession and conducting educational research. Clare’s work in this area focusses predominantly on Wellbeing for pupils.
Dr Liz Gulliford

I have a long-standing interest in human strengths and work as a Research Fellow at the Jubilee Centre for Character and Virtues, University of Birmingham. I undertook my doctorate, a critical interdisciplinary evaluation of positive psychological approaches to strengths and virtues, at Queens’ College, Cambridge (2011).

The current focus of my interest is the conceptual and empirical relationships between the virtues of gratitude, generosity, forgiveness, humility and compassion. For my empirical research, I designed two five-week interventions to promote compassion and gratitude in UK secondary schools. Since joining the Jubilee Centre in 2012, my conceptual and empirical work has been published in a range of journals across academic disciplines.

I have given a number of invited presentations internationally to both academic and lay audiences. I am passionate about communicating research in an accessible and engaging way to a wide and popular audience.

Thérèse Hegarty

Thérèse Hegarty worked for 24 years in primary schools where she developed a support structure for children who displayed social and emotional difficulties. In 2000, feeling somewhat constrained by the limits of what was possible within the role of teacher, she undertook a Masters in Family Therapy and returned to the community where she had previously taught and set up a community based Family Therapy programme.

Unable to break from Education she returned to work in ITE. She has taught SPHE, Development and Intercultural Education, and developed new modules on the care of vulnerable children and the social construction of identity in schools. Thérèse is also the leading trainer in Narrative Therapy in ROI.

Dr Gerard McCann

Dr Gerard McCann is a Senior Lecturer in International Studies at St Mary’s University College, QUB. He is Head of International Programmes with specific responsibility for Erasmus+ and SEDIM. He is Chair of the Research Committee of the Global Learning Programme (NI) and is on the Steering Committee of the Development Studies Association, Ireland (DSAI). Dr McCann is also Chair of the Board of Trustees of Africa House (NI), a new African diaspora charity. He has been a guest lecturer to a number of European universities and is a visiting professor to the Jagellonian University in Krakow and the European University in Rome. He has written extensively on international relations, economic development and deved. Recent books include: From the Local to the Global (2015, co-edited with Stephen McCloskey), Ireland’s Economic History (2011) and Lustration (2016). He is on the editorial board of Policy and Practice.

Mary McCarthy

Mary McCarthy is the Director of WorldWise Global Schools (WWGS), Ireland’s national development education programme for post-primary schools. WWGS offers a range of services to support the integration of development education in post-primary settings, including: grant funding; the Global Passport Award; teacher training; national and regional events; tailored resources; and guidance provided by a dedicated staff team. To date, the WWGS programme has engaged 349 schools across the country, and advocates placing global citizenship at the heart of the Irish education system, rather than existing as a ‘nice to have’ extra.

Mary originally ‘discovered’ development education in 2004 whilst working as a secondary school teacher with VSO in Nyanza, Rwanda. Since returning to Ireland in 2007, she has worked as Education Officer with Léargas and as Project Manager with Suas, before taking up her current role in 2013. Mary serves on the National Council of the Irish Development Education Association (IDEA), and is a member of the advisory group for Ireland’s National Strategy on Education for Sustainable Development.

Dr Alan McCully

Alan McCully is a Senior Lecturer in Education (History and Citizenship) at Ulster University. During forty years as teacher, teacher educator and researcher spanning the period of conflict and post conflict transformation in Northern Ireland, as practitioner and researcher he has engaged with interventions in the fields of history and social studies seeking to contribute to better community relations in the province. Recently, he worked with the
Consortium for Education and Peacebuilding (Ulster, Sussex and Amsterdam) on a four country study (Myanmar, Pakistan, South Africa and Uganda) to strengthen educational policy and practice which promote sustainable peace.

**Donna McFeely**
Donna McFeely has worked with Children in Crossfire since 2012 as a Development Education project worker. During this time she has supported teachers and youth work practitioners to strengthen their practice and find tools and approaches that merge the head and the heart to cultivate a sense of compassion for our planet and all the people on it. Through various trainings and initiatives like Teachers in Development and Learning (TIDAL), The Global Learning Programme and Connecting Classrooms, Donna has worked with a large proportion of Schools in Northern Ireland.

Prior to assuming her current role, Donna worked for three years in Youth Action NI within the Gender Equality Unit, co-ordinating a range of programmes and events for young women. Donna is a community activist and the chairperson of Foyle Fairtrade. She finds joy in creative approaches to activism and spending time in nature with her daughter.

**Dr Alan McMurray**
Alan was previously a teacher and has worked as an Education Manager with CCEA since 2005. He is responsible for supporting and developing Learning for Life and Work and Citizenship and Thinking Skills and Personal Capabilities in the curriculum. He has written teacher guidance on teaching citizenship and controversial issues. Alan’s doctoral dissertation explored the role of NGOs in contributing to Local and Global Citizenship and building social capital. He was part of the DE Community Relations policy review group and contributed to Community Relations Equality and Diversity (CRED) policy development and guidance. Alan has written academic papers on citizenship education and given presentations on the International Thinking Skills Conference and the People’s Friendship University of Moscow. He is currently working on the Shared Education Programme and developing training and support for teachers including Citizenship.

**Charo Lanna-Madden**
I am an experienced intentional change agent. I am a learning and development consultant with extensive knowledge and practice in designing experiential learning journeys, group facilitation, training, personal development and individual and group coaching. The focus of my work is in supporting leaders to lead change with authenticity and courage.

I care about enhancing the way people communicate and collaborate with each other. I believe that we can all enhance the way we make offers, decisions and follow our commitments. I believe that these skills are fundamental to help humanity to learn to live well together and at the same time take care of our own wellbeing. If we learn to live well together taking care of ourselves, the planet will be a better place for all and there will be more awareness to take care of the planet.

My style of training, facilitation and coaching is based in theoretical models and research but delivered in a way that the participants are fully engaged with their experience and their emotions. I use a balance between theory and practice; a balance between experiential learning and reflective practice. I have delivered training and facilitation in communication skills, team building, effective feedback, leadership, personal development and goal setting with individuals and teams. I have extensive expertise in themes such as peace building, conflict transformation, global education and intercultural dialogue. I have experience and expertise in deeply understanding clients requests, designing and delivering effective and affective facilitation and learning processes and developing resources and training manuals. To get in touch charolanao@gmail.com

**Jenny MacDonal**
Jenny Macdonald graduated from McMaster University, Ontario with an honours degree in Drama and Human Rights. She worked as Company Liaison Director for the Edinburgh Fringe Festival before returning to Canada to work as Educational Coordinator with the Tarragon theatre in Toronto. In 2000 she gained a Rotary scholarship to do
a Masters in Creative Writing in Trinity College Dublin. After graduating she worked as Arts Coordinator with the Trinity Access Programme, before going into freelance drama facilitation and education. After many collaborations Jenny teamed up with Orla Hanson, and became Co-Director of Desert Fish. Desert Fish Productions teamed up with Children in Crossfire to take part in the 8 Good Reasons Project, a Department for International Development (DFID) sponsored 3 year project that aimed to promote active citizenship by providing training for teachers and using Creative Arts as a tool for social change. Jenny has also facilitated, written, directed and created projects, workshops and scripts for a range of arts and educational organisations including, in Ireland, the Abbey Theatre, Glencree Centre for Peace & Reconciliation, Smashing Times Theatre Company, Corrymeela, and the National Youth Council and internationally, Akanksha (Mumbai), Defensores del Chaco (Buenoes Aires), The Masters School (Dobb’s Ferry, NY) and O Teatro (Coimbra, Portugal). She is an Associate Artist with Tallaght Community Arts and Project Phakama UK, an international youth arts exchange.

Elaine Mahon

Elaine Mahon has worked for IDEA (Irish Development Education Association) since 2013. She currently manages IDEA’s capacity development programme with IDEA members, particularly in the areas of organisational management and Development Education practice. Elaine joined IDEA as project manager of the EU-funded project ‘Challenging the Crisis’ before moving into her current role last year. Before working for IDEA she spent 4 years with the National Youth Council of Ireland, in both Development Education and Intercultural project roles, and two years in Sudan working for the European Commission.

Richard Moore

Richard Moore is the founder and Executive Director of Children in Crossfire. In 1972, at aged 10, whilst on his way home from school, Richard was blinded by a rubber bullet fired at point blank range into his face in Derry, Northern Ireland. Amazingly, from childhood to the present day, he has never allowed bitterness to stunt his development. “I have learned to see life in a different way”, is how he describes his remarkable acceptance of what, for most, would be a debilitating trauma.

In 1996, he felt the need to harness all that he had learned, and put it at the service of humanity, particularly children around the world who have been caught in the crossfire of poverty. The story of Children in Crossfire has its roots in what began as a tragedy and ended as a triumph of the human spirit to overcome adversity. Since 1996 Children in Crossfire has supported projects in Africa, Asia and South America. As well as delivering Development Education in Ireland, Children in Crossfire currently works in Tanzania and Ethiopia to enhance the dignity and improve the lives of children suffering from the injustice of poverty, with a particular focus on Early Childhood Development.

Throughout his life Richard has also had a keen interest in broadcasting, and he is a qualified amateur radio operator. In 2009, he set up a community radio station called Drive 105 based in Derry/Londonderry. Drive 105 has gained the support of the entire community and is going from strength to strength, broadcasting 24 hours per day, 7 days a week. Richard has also written ‘Can I Give Him My Eyes?’- the inspiring autobiography of a boy blinded in war who found freedom in forgiveness.

Dr Caroline Murphy

Caroline Murphy is Head of Strategic Direction and Development Education at the International Development Organisation, Children in Crossfire. Caroline completed her PhD research degree at the University of Ulster (2009), focusing on exploring pedagogy and drama-education methods for cultivating strength in students to take ‘authentic action’ for addressing sectarianism in Northern Ireland. With Children in Crossfire, Caroline is currently researching and developing an approach to Development Education which merges critical and emotional literacy through an ethics rooted in Compassion. Other researches have focused on; exploring the underpinning values and frames
driving International Non-Government Organisation (NGO) communications with the public, and exploring an African perspective in Development Education practice across Ireland.

Dr Alex Norman
Alex Norman was educated at Radley College, and at Blackfriars Hall in the University of Oxford where he read for a BA in Philosophy and Theology (winning the Duns Scotus Prize for Mediaeval Philosophy). He also has an MSt in Oriental Studies from the University of Oxford. He is a long-time associate of HH the Dalai Lama, having worked closely with the Tibetan leader on his autobiography, Freedom In Exile (London 1990, Hodder and Stoughton); Ethics For The New Millennium (London 2000, Little Brown) and Beyond Religion: Ethics For a Whole World (Boston 2011, Houghton Mifflin Harcourt). In addition, he has served as a speech writer for HH the Dalai Lama and on the Tibetan leader’s Special Review Committee. Alexander Norman is the author of Holder Of The White Lotus, a history of the Dalai Lama institution. At present, he is working on a biography of HH the Dalai Lama, The Dalai Lama: A Portrait, to be published in 2016. He is President of the London-based charity, Help Tibet.

Gráinne O'Neill
Gráinne O'Neill has been working within development education for the last 11 years. Her current role is with Comhlamh, working with returned volunteers and development education following an overseas experience. She previously worked with Children in Crossfire, and continues to do so, most recently with the 'Educating the Heart' programme where her role has included piloting the programme in a school in Derry. She is also a mammy to Darragh and in her spare time she likes to play, create and explore with him.

Dr Brendan Ozawa-de Silva
Brendan Ozawa-de Silva is Associate Professor of Psychology in the Department of Positive Human Development and Social Change and Associate Director for the Center for Compassion, Integrity and Secular Ethics at Life University. He also serves as Associate Director for Buddhist Studies and Practice at Drepung Loseling Monastery, and as a certified instructor for Emory University’s Cognitively-Based Compassion Training program. His chief interest lies in bringing secular ethics—the cultivation of basic human values—into education and society. His research focuses on the psychological, social and ethical dimensions of prosocial emotions and their cultivation, with a focus on compassion and forgiveness.

Anne-Marie Poynor, Education Consultant, Northern Ireland
Anne-Marie Poynor has trained and supported teachers of LLW Citizenship, a statutory requirement of the NI Curriculum since 2002, and devised curriculum materials for Citizenship. She has devised and delivered extensive training programmes for schools on the implementation of the DE Community Relations, Equality & Diversity policy. She has written classroom materials for Years 8 & 9, ‘Promoting Reconciliation through a Shared Curriculum Experience’, with a particular focus on the controversial issue of sectarianism. She has worked regionally and cross-border on approaches to tackling controversial issues in the classroom. Strong links with the south has led to the production of guidance on the student voice, 'Enabling Student Voice in the Classroom' (see http://fivenations.net). She is joint Five Nations Network Country Lead for Northern Ireland. She is a teacher tutor for QUB and an Assessor and Trainer for UNICEF’s Rights Respecting Schools. As a freelance consultant she continues to work closely with organisations such as Children in Crossfire.

Vanessa Sheridan
Vanessa Sheridan currently works as an Education Officer in the Civil Society and Development Education Unit in Irish Aid, Department of Foreign Affairs and Trade. Her responsibilities to date include managing the consultation for and the development of the Irish Aid Development Education Strategy 2017-2023 as well as the coordination of the
2015 GENE Peer Review of Global Education in Ireland. She continues to work on the implementation of the Development Education Strategy. She successfully graduated with a B.Ed in Education and History from Mary Immaculate College Limerick and an M.Phil in Race Ethnicity and Conflict Studies from Trinity College Dublin. Her masters’ dissertation explored the impact of development education on Irish children’s attitudes towards ‘developing countries’ at senior primary level. She is a qualified mainstream primary school teacher with 8 years’ experience working across a wide range of classes.

Siobhán Sleeman
Siobhán Sleeman joined DICE (Development and Intercultural Education in Initial Teacher Education) as the Project Coordinator in January 2014, and is based in the Centre for Human Rights and Citizenship Education, Dublin City University. She has experience of leading and managing programmes with a focus on development education, volunteering for development and innovative education approaches. Siobhán is currently Vice-Chair of the Irish Development Education Association and has previously worked with Comhlámh, Irish Aid, the Irish Development Education Association and the Media in Education Trust, South Africa. Siobhán holds a Masters in Business Administration and an MSc in Development Studies.

Aoife Titley
Aoife Titley is a lecturer in development education and intercultural education in the Froebel Department of Primary and Early Childhood Education in Maynooth University. She is a former post-primary teacher and is also a doctoral candidate in DCU, specialising in teacher education. Aoife also has conducted research and consultancy for a wide range of government and non-governmental organisations including Amnesty International Ireland, Poetry Ireland, the Carlow County Development Partnership, IDEA and the HSE. Her research interests include development education policy and practice, widening participation in initial teacher education, anti-racism in initial teacher education and social justice activism in primary schools. Aoife can be contacted at aoife.titley@nuim.ie.

Michal Winskell
A retired lawyer, Michael continues to advise a number of diverse businesses at a strategic level. Out of a firm belief in the notion that lasting social change must start with the younger generations he also works with various organisations whose primary focus is in building confidence and promoting reflection and engagement amongst children and young people. Michael has been an active supporter of Children in Crossfire for a number of years and has been closely involved in the creation of its Educating the Heart initiative. Through the Secure Base Foundation, of which he is a trustee, he has also helped to facilitate the creation of Children in Crossfire’s new website.
Founded in 1996 by Richard Moore, Children in Crossfire is an International Development Organisation based in Northern Ireland. In 1972, Richard, who was then aged 10, was blinded by a rubber bullet fired by a British soldier. However, Richard states “although I lost my sight, I had opportunities to reach my potential through support from family, community and school. I believe that all children across the world should have that opportunity”. Thus inspired, Children in Crossfire aims to make a significant contribution to the fight against poverty and injustice. The organisation has developed a dual approach: - firstly, working in Tanzania and Ethiopia to improve healthcare, nutrition and education for young children; and, secondly working in Ireland to help young people gain the skills and values needed to become active citizens and peace-builders.