

**Research and Perspectives on Development Practice, series of occasional papers,  
Department of International Development, Maynooth University**

Notes on Members of **Editorial Review Group**

**Rose Dolan**

Dr Rose Dolan is a lecturer in the Department of Education at Maynooth University, Ireland. She currently lectures on critically reflective practice, teacher education policy and practices, and is the Programme Leader for the Doctorate in Education (Ed. D.). She is also the Teacher Education strand leader for the M. Ed. and the Ed. D. She supervises masters and doctoral level students in this area. Her PhD research focused on the professional development of teacher educators in an Irish university: her research continues to examine the development of teachers as they move from first-order practice to second-order practice, the resultant changes in identity and the impact of such changes, and the kinds of knowledge that are specific to the teacher educators who work in second-order settings.

**Cliona Hannon**

Dr Cliona Hannon is responsible for strategic priorities relating to access and diversity in Trinity College, the University of Dublin, as Director of Trinity Access. Cliona has a twenty-five-year track record in developing, adapting and scaling evidence-based educational innovations focused on diversifying access to higher education. In the late 1990s, Cliona set up an innovative, year-long Foundation Course for young adults from working class backgrounds in Trinity College Dublin. In 2019, 33% of Trinity's first year cohort is made up of students from underrepresented groups. Cliona is currently co-director of the multi award-winning Trinity Access 21 project, an action-inquiry project which focuses on developing student agency, identity and knowledge to make informed post-secondary decisions.

Since 2016, Cliona has also been a Visiting Fellow in Lady Margaret Hall (LMH), Oxford University to adapt the Trinity Access Foundation Course to that context. LMH currently has its third student cohort on a year-long Foundation Year. Oxford University has recently announced it will scale this model and a bridging course by 2023 to reach 250 additional working-class students, including refugees and young people in the care of the state. In 2018, Cambridge University launched a £500 million campaign to resource similar Foundation Course model based on the Trinity College and LMH Oxford University experience.

## **Michael Kenny**

Michael Kenny is lecturer in the Department of Adult & Community Education at Maynooth University where he has extensive engagement with formal, non-formal and informal education delivering outreach community-based education. His work includes developing, delivering and directing of the initial teacher education programme for further education (FE) teachers and applied research work through Erasmus+ European programmes such as MICRO (Enhancing Competitiveness of Microenterprises in Rural Areas, <http://www.microsmetraining.eu/>) and CREATE (Competitive Regions Employability of Adults through Education, <http://www.projectcreate.eu/index.php>) as principal investigator. Outside academic work Michael is a board member of Concern Worldwide in Ireland and the UK (<https://www.concern.net/>), chairs the programme management and evaluation (PM&E) Committee of Concern, and is an Irish Rural Link (<http://www.irishrurallink.ie/>) board member

## **Mags Liddy**

Dr Mags Liddy is senior tutor for the MA in International Development at Maynooth University. Recently she was awarded the Nano Nagle Newman Fellowship in Education at UCD. This research project aims to assess the needs of female teachers in Presentation schools in India and Pakistan with regard to capacity building for leadership in education. She co-edited *Education that Matters: Teachers, critical pedagogy and development education* (Peter Lang 2013), and in 2018 published *The impact of development education and education for sustainable development interventions* and *'The million-dollar question' – exploring teachers and ETB staff understanding of characteristic spirit in publicly managed schools in Ireland*.

## **Chandana Mathur**

Dr Chandana Mathur was educated at the University of Delhi and the New School for Social Research, New York, and now teaches at the Anthropology Department at Maynooth University. She is a former Chair of the World Council of Anthropological Associations (2016-18), and the recipient of a Distinguished Service Award from the International Union for Anthropological and Ethnological Sciences and a Presidential Award from the American Anthropological Association. Her research in South Asia and the United States draws on the perspectives of anthropological political economy and ecological anthropology.

### **Sabin Mukkath**

Sabin Mukkath PhD is currently working as a researcher in the health sector in Toronto, Canada. His doctoral thesis was on contemporary forms of slavery in Tamilnadu, India. He has worked in India managing a NGO involved in human rights and social justice issues, releasing bonded labourers and forming cooperatives and economic development initiatives. In Canada, he worked with the Social Planning and Research Council of Hamilton and helped to develop the Hamilton Immigrant Workforce Integration Network (HIWIN). In his role as a researcher, he has worked with several organizations from different sectors on issues of homelessness, and immigrant and refugee employment and settlement issues. Besides his research on the social determinants of health, he is also involved in the planning and evaluation of programmes.

### **Seamus O'Leary**

Seamus O'Leary is the Learning and Development Manager with Misean Cara, (Mission Support from Ireland: [www.miseancara.ie](http://www.miseancara.ie)), a role that focusses on capacity development, learning systems, research, monitoring and evaluation. He has been involved with development work since 1992, having lived and worked in Romania, Albania and Pakistan. He has a Masters in Rural Development, and has a particular interest in long-term accompaniment-based approaches in which all parties are open to being transformed.

### **Toni Pyke**

Dr Toni Pyke is a graduate of the School of International Development at the University of East Anglia, UK. She has more than three decades of diverse work experience in community development and development education across three continents, focusing on minority women's rights and women's empowerment. Her PhD research focused on men's identity/ies as they relate to transitional masculinities in South Africa. She is a regular contributor in the educational resource *80:20 Development in an Unequal World*, and on-line for the website [developmenteducation.ie](http://developmenteducation.ie). Her more recent work focuses on men and masculinities in transition.

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