

Harry Shier

Curriculum vitae

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Personal website: www.harryshier.net
Nationality: Irish
Languages: English, Spanish (fluent)

Education

PhD in Children's Rights <i>Thesis:</i> Children's rights in school: The perception of children in Nicaragua	Queen's University Belfast	2012-2016
MA Philosophy, Politics and Economics	University of Oxford	2011
BA (Hons.) Philosophy, Politics and Economics	University of Oxford	1973-1976

Scholarships/fellowships

Macquarie University (NSW, Australia) Visiting Scholarship. April-May 2016. International adviser on collaborative project on improving public services through youth participation: Providing seminars, masterclasses and workshops on participatory research with children.

UK Economic and Social Research Council (ESRC) Non-Governmental Public Action Programme Practitioner Fellowship. September 2007-March 2008 Carried out comparative research on theory and practice of children and young people's participation in Nicaragua and the UK, based at the University of the West of England, Bristol.

Winston Churchill Travelling Fellowship. August-October 1995: Researched different approaches to anti-racist and multi-cultural work with children in the USA.

Over the years, professional training has included:

Postgraduate Diploma: Affectivity, Equality and Respect in work with Children and Young People	Universidad Nacional Autónoma de Nicaragua	2008
Computer applications for graphic design	Instituto Nicaragüense de Computación, Managua, Nicaragua	2003-04
Foundation course for international development workers	Agency for Personal Service Overseas (APSO), Dublin, Ireland	2001
Tutor Training Programme	West Midlands Group for Trainers, UK	1988-89
Counselling skills	City of Birmingham, UK	1987
Child Development	Open University, UK	1983
Certificate in Playwork	London Adventure Playground Association, UK	1977-78

Employment

2021-	<p>Researcher University College Dublin - COVISION Project: Children as Innovators - Harnessing the Creative Expertise of Children to Address Practical and Psycho-social Challenges of the COVID-19 Pandemic.</p>
2016-2020	<p>Learning and Development Officer Misean Cara, 563 South Circular Road, Kilmainham, Dublin 8 (www.miseancara.ie) Supporting capacity development, monitoring, evaluation, mentorship, research and learning for international development projects.</p>
2015-2016	<p>Research Manager Barnardos Ireland, Christchurch Square, Dublin 8 (www.barnardos.ie) Overseeing all Barnardos' research and evaluation activity.</p> <p>(2012-2015: Full-time doctoral student at Queen's University Belfast)</p>
2003 – 2012	<p>Education and Training Adviser CESESMA, San Ramón, Nicaragua (www.cesesma.org). Working in community education with children and young people in the rural coffee-growing region of northern Nicaragua, focusing on children's rights and participation. Responsibilities included: organisational development, facilitating planning, evaluation and staff development processes, research on participatory methods and practice, development of educational materials, communication and liaison with overseas partners, fund-raising, promotion of child and youth participation, non-violence and the right to play.</p>
2012	<p>Lecturer (part-time/sessional) Universidad Centroamericana (Central American University) Managua, Nicaragua (www.uca.edu.ni) Lecturing on Masters programme, <i>Social Policy, Rights and Children's Protagonism</i>.</p>
2001-2002	<p>Organisational Development Consultant (assigned to CESESMA). APSO, Dublin, Ireland (Now Irish Aid: www.irishaid.ie) Facilitation of CESESMA's first Impact Evaluation and Strategic Planning process using innovative participatory methodologies with children and adults.</p>
1989-2000	<p>Training Consultant / Coordinator Playtrain, Birmingham (UK) Founder, leader and coordinator of voluntary organisation providing training and development on children's rights, participation and playwork. Also coordinator of Article 31 Action Network and Children's Consultancy Scheme, a development programme enabling children to act as expert consultants to cultural and recreational organisations throughout the UK.</p>
Oct-Nov 1997	<p>Training Consultant Mines Advisory Group, autonomous Kurdistan, Northern Iraq . (http://www.maginternational.org/) (On temporary leave from Playtrain).</p>
1992-1993	<p>National Education and Training Development Officer National Children's Play and Recreation Unit, London (UK) (One year fixed-term post, on sabbatical from Playtrain).</p>
1981-1988	<p>Arts Training Officer National Playing Fields Association, London (UK).</p>
1979-1981	<p>Assistant Resources Officer Children's Play Resource Centre, Birmingham (UK).</p>
1976-1979	<p>Adventure Playground Worker Mint Street and Blendon Row Adventure Playgrounds, Southwark, London (UK)</p>

Selected publications

- Shier, H. (1984). *Adventure Playgrounds, an Introduction*. National Playing Fields Association.
<http://www.harryshier.net/docs/Shier-AdventurePlaygrounds.pdf>
- Shier, H. (1995) (Editor). *Article 31 Action Pack*. Playtrain.
http://www.harryshier.net/docs/Shier-A31_Action_Pack.pdf
- Shier, H. (1999). The right to play, a global issue: Living with landmines in Kurdistan/northern Iraq, in M. Guddemi, T. Jambor, and A. Skrupskelis (eds.): *Play in a Changing Society*. Southern Early Childhood Association.
http://www.harryshier.net/docs/Shier-Living_with_Landmines.pdf
- Shier, H. (2001) Pathways to Participation: Openings, Opportunities and Obligations. *Children and Society*, 15: 107-117.* http://www.ipkl.gu.se/digitalAssets/1429/1429848_shier2001.pdf
- Shier, H. (2008). The Right to Play in Nicaragua. *Playwords*, 37: 12-15.
http://harryshier.net/docs/Shier-Right_to_Play_in_Nicaragua.pdf
- Shier, H. (2009). Pathways to Participation Revisited: Learning from Nicaragua's Child Coffee Workers, in B. Percy-Smith and N. Thomas (eds). *A Handbook of Children's Participation: Perspectives from Theory and Practice* (pp. 215-227). Routledge.
http://www.harryshier.net/docs/Shier-Pathways_to_Participation_Revisited_Handbook.pdf
- Shier, H. (2010). *IPA Global Consultations on Children's Right to Play Report*. International Play Association. http://harryshier.net/docs/IPA_Global_Report_full.pdf
- Shier, H. (2010) Children as Public Actors: Navigating the Tensions. *Children & Society*. 24: 24-37.
http://www.harryshier.net/docs/Shier-Children_as_Public_Actors.pdf
- Shier, H. (2010) *Incidencia de niños, niñas y adolescentes como ciudadanos/as activos/as en Nicaragua*. CESESMA.
http://www.cesesma.org/documentos/CESESMA-Incidencia_de_NNA.pdf
- Shier, H. (2010) *Participación de niños, niñas y adolescentes en el mundo real*. Save the Children Nicaragua. http://www.harryshier.net/docs/shier-participacion_de_nna_en_el_mundo_real_1.pdf
- Shier, H., Matamoros, J. and Aguilar, D (2011). *¡Nuestra voz vale!* San Ramón, CESESMA.
http://www.harryshier.net/docs/CESESMA-Nuestra_voz_vale.pdf
- Shier, H. (2012). *What does 'equality' mean for children in relation to adults?* Background paper for the UN global thematic consultation on 'Addressing Inequalities Post 2015'.
https://www.harryshier.net/docs/Shier-What_Does_Equality_Mean_for_Children.pdf
- Shier, H. (2012) (editor). *Learn to live without violence*. University of Central Lancashire and CESESMA. http://harryshier.net/docs/CESESMA-Learn_to_live_without_violence.pdf
- Shier, H. (2012). *Niños, niñas y adolescentes contribuyendo para que se cumplan nuestros derechos en Nicaragua: Guía de facilitación*. CODENI.
http://www.harryshier.net/docs/CODENI-Version_Amigable_Guia.pdf
- Shier, H. (2013). Claiming the right to quality education in Nicaragua, in B. Blue-Swadener, L. Lundy, N. Blanchet-Cohen, and J. Habashi (eds), *Childrens Rights and Education*. (pp 188-202). Peter Lang. http://www.harryshier.net/docs/Shier_et_al-Claiming_the_right.pdf
- Shier, H. (2013). *Participación de niños, niñas y adolescentes en el mundo real: Caja de herramientas para capacitar a personas adultas*. Save the Children Nicaragua.
http://harryshier.net/docs/Participacion_caja_de_herramientas.pdf

* This is the world's most cited journal article of the topic of child participation, having achieved over 1,750 citations on Google Scholar as of April 2021 (<https://scholar.google.com/>).

- Shier, H. Hernández M, Centeno M, Arróliga I and González M. (2014) How children and young people influence policy-makers: Lessons from Nicaragua, *Children & Society* 28(1), 1–14.
http://www.ipkl.gu.se/digitalAssets/1429/1429869_shier-et-al---how-cyp-influence-policy-makers.pdf
- Shier, H. (2014). *Children's rights and social justice: Case studies from Nicaragua as a resource for students and teachers*. CESESMA in association with Leeds Development Education Centre.
http://harryshier.net/docs/CESESMA-Childrens_rights_and_social_justice.pdf
- Shier, H. (2014). *A change of Rhythm, Nicaraguan Style, in Children and Young People's Participation*. Save the Children Nicaragua. http://www.harryshier.net/docs/Shier-Change_of_Rhythm.pdf
- Shier, H. (2015). Children as researchers in Nicaragua: Children's consultancy to transformative research. *Global Studies of Childhood*, 5 (2), 206-219.
http://www.harryshier.net/docs/Shier-Children_as_researchers_in_Nicaragua.pdf
- Shier, H. (2016). *Children's Rights in School: The perception of children in Nicaragua*. Queen's University Belfast, Belfast. http://www.harryshier.net/docs/Shier-Childrens_Rights_in_School.pdf
- Lundy, L., Orr, K. And Shier, H. (2017) Children's Education Rights: Global Perspectives, in M. Ruck, M. Peterson-Badali, and M. Freeman (eds.), *Handbook of Children's Rights*. Routledge.
http://www.harryshier.net/docs/Lundy_Orr_Shier-Childrens_Education_Rights.pdf
- Shier, H. (2017) On being a 'worker student': Understanding the intersected identities of children and adolescents in Nicaragua. *Children's Geographies* 15(1), 36–50.
http://www.harryshier.net/docs/Shier-Being_a_worker_student.pdf
- Shier, H. (2018). Towards a New Improved Pedagogy of "Children's Rights and Responsibilities". *International Journal of Children's Rights*, 26(4), 761–780.
- Shier, H. (2019). 'Empowerment' of Children and Adolescents: What is it, how does it occur, and what is the adult supporter's role? *Children's Research Digest*, 7(1),
https://childrensresearchnetwork.org/files/CRN_Article-4_Final_-Harry-Shier.pdf
- Shier, H. (2019). An analytical tool to help researchers develop partnerships with children and adolescents. In I. Berson, M. Berson, & C. Gray (Eds.), *Participatory Methodologies to Elevate Children's Voice and Agency* (pp. 295–315). Information Age Publishing.
- Shier, H. (2019). Student voice and children's rights: Participation, empowerment and "protagonismo". In M. A. Peters (Ed.), *Encyclopedia of Teacher Education*. Springer Nature.
https://rd.springer.com/referenceworkentry/10.1007%2F978-981-13-1179-6_27-1
- Corney, T., Williamson, H., Holdsworth, R., Broadbent, R., Ellis, K., Shier, H., & Cooper, T. (2020). *Approaches to Youth Participation in Youth and Community Work Practice: A Critical Dialogue*. Youth Workers Association.
- Shier, H. (2021). *Toolkit for Children and Young People's Participation in Advocacy*. SOS Children's Villages International. https://www.harryshier.net/docs/SOS-2021-Advocacy_Toolkit.pdf

See also interviews at:

- Pearson, S. (2016). *Rethinking Children and Inclusive Education: Opportunities and Complexities*. Bloomsbury Publishing. http://www.harryshier.net/docs/Pearson-Interview_with_Harry_Shier.pdf
- Wheeler, Andrea (2010) Children's Participation in Educational Projects and Sustainable Design: An Interview with Harry Shier, *International Journal of Children's Rights*, Vol. 18/3: 457-474.
http://www.harryshier.net/docs/Wheeler_Interview_with_Harry_Shier.pdf

All of the above and more can be accessed via the author's personal website: www.harryshier.net. Only selected publications are listed here. A complete list of publications in both English and Spanish is available at: http://www.harryshier.net/docs/Harry_Shier-publications.pdf