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## The UNEVOC National Centre Ireland (UNCI) a Case Study: Description, Reflections and Opportunities

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# The UNEVOC National Centre Ireland (UNCI) a case study: description, reflections and opportunities.

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## UNESCO-UNEVOC

International Experts Consultation Seminar Dublin

18-20 August 2008.

The UNEVOC National Centre Ireland (UNCI)  
A Case study:  
Description, Reflections and Opportunities.

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## **Welcome**

*The UNEVOC National Centre Ireland would like to welcome all the international participants to this seminar and thank them for preparing papers, documents, presentations and participating in this event. The Centre would also like to thank the Lord Mayor of Dublin, Guest Speakers and participants from Ireland for their contributions which have greatly added to the rich array of knowledge, expertise and culture witnessed during this event. Also I need to thank the sponsors of this event for their kind contributions; Research Support Unit DIT, UNESCO-UNEVOC International Centre, InWent International Capacity Building, Office of International Relations and Research Dublin City Council and the Teachers Union of Ireland. Finally, the staff of DIT needs to be giving a special mention and sincere thanks for all their assistance, support and encouragement, without their help this seminar would not have occurred.*

## **Acknowledgements**

The members of the Skills Research Initiative Advisory Group, Dr Anne Murphy, Dr Efison Munjanganja, Klaus Schaack, Dr Steve Jerrams, Dr Thomas Duff, Sandra Fisher, Dr Janet Carton, Rebecca McAvinchey, Mary Homan, Robert Murphy, Ray English, Helen Jones, Paul Kilkenny, Phyllis Prendergast.

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## **Introduction**

In this paper I adopt and merge elements from both Yin (2005) 'Case Study Method', and Guba and Lincoln (1989) 'Fourth Generation Evaluation' to provide the reader with some background information, insights and future directions of the recently established UNEVOC National Centre Ireland. This is presented in three separate sections; Section 1, Descriptions, provides details on the background of the Dublin Institute of Technology, locates the emergence of the UNESCO-UNEVOC agenda in DIT, and DIT's appointment as the UNEVOC National Centre Ireland. Section 2, Reflections, details the work of the National UNEVOC Centre Ireland during the period 2006-2008. I note some of the milestones and strategic directions taken during this development period. Section 3, Opportunities, sets out future possibilities that would enable the UNEVOC National Centre Ireland to move to a new level of operation and expand the range of work it can undertake and the contribution it can make towards UNESCO-UNEVOC goals.

This paper will not detail in any great length or depth with descriptions relating to technical vocational education and training (TVET) in Ireland. The rationale for this position is quite simple, Guest Speakers from the main Irish national organisations (The Institutes of Technology Ireland, FAS, The National Qualifications Authority of Ireland, the Teachers Union of Ireland, the Irish Business and Employers Confederation, the Expert Group on Future Skills Needs) will make presentations to this seminar portraying the rich depth of education and training policy and practice currently in operation Ireland. Rather I want to use this opportunity to share with participants the emerging story of the UNEVOC National Centre Ireland, this information maybe of interests to other established and newly forming UNEVOC Centres in both the North and South. In essence I am endeavouring to provide the reader with a contextual framework to support future dialogue on possible collaborations and capacity building initiatives.

## Section 1, Descriptions:

The approach used for the papers is that of a ‘single case study’ (Yin, 2005, pp 27-46), the data type utilised comprises of, documents, reports, policy and procedures, memos, artefacts, observations from my ‘lived experience’ (Denzin, Lincoln, 2003, p12), as an academic member of staff in DIT. This can also be associated with what Bishop (2005, pp 109-138) terms as ‘insider research’ as an indigenous member of a community (academic communities in DIT) the researcher gains embedded knowledge and understandings of the norms, mores and culture of the specific communities being explored, these may not be visible to the outsider. Therefore my starting point is to provide the reader with some background information on DIT and the emergence of the UNEVOC National Centre Ireland.

### **Brief background on the Dublin Institute of Technology.**

*The Institute is a comprehensive higher education institution, fulfilling a national and international role in providing full-time and part-time programmes across the whole spectrum of higher education, supported by research and scholarship in areas reflective of the Institute’s mission. It aims to achieve this in an innovative, responsive, caring and flexible learning environment with state-of-the-art facilities and the most advanced technology available. It is committed to providing access to higher education for students of different ages and backgrounds, and to achieving quality and excellence in all aspects of its work. This commitment extends to the provision of teaching, research, development and consultancy services for industry and society, with due regard to the technological, commercial, social and cultural needs of the community it serves.*

Dublin Institute of Technology Mission Statement (2008).

The Dublin Institute of Technology (DIT) is one of the largest higher education providers and awarding body in Ireland. It caters for the learning, teaching and research needs of over 20,000 students on an annually basis. This process is facilitated by the engagement of nearly 1500 academic staff and 500 administrative, technical support and service staff. DIT offers over 300 different types of programmes, ranging from apprenticeship, undergraduate and postgraduate programmes on both a fulltime and part time basis, through to MPhil and PhD research programmes. These programmes are developed and delivered by the academic disciplines<sup>1</sup> located in the six Faculties (Engineering, Built Environment, Business, Applied Arts, Tourism & Food and Science) and supported by two Directorates (Research & Enterprise and Academic Affairs) the Academic Council and numerous committees and sub committees<sup>2</sup>.

Professor Brian Norton, President of the Dublin Institute of Technology states in his welcome address<sup>3</sup>

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<sup>1</sup> Becker and Trowler (2001) ‘Academic Tribes and Territories’ thesis could be applied here to analyse the emerging of the six colleges and emergence of the six faculties into discipline specific domains.

<sup>2</sup> An Organisation Chart depicting the DIT structure is available at the following URL link, <http://www.dit.ie/media/documents/aboutdit/president/OrganisationCharts.pdf>.

<sup>3</sup> The full content of Prof. Norton’s welcome address is available at the following URL link <http://www.dit.ie/about/about-dit/>.

*“With a history stretching back over one hundred and twenty years, Dublin Institute of Technology has been recognized as a pioneer in technological higher education: the Institute's alumni have played important roles in technical and scientific innovation, economic and social development and culture and education both in Ireland and internationally. We nurture innovation and creativity across and between disciplines and have been committed to making education accessible to people from diverse backgrounds since our inception”.*

The seminal work by Duff et.al. (2000) ‘*The Story of the Dublin Institute of Technology*’, clearly outlines the evolution of the DIT from its technical vocational education roots, originating from the Irish Artisans’ Exhibition in 1885 right up to the 1992 DIT Act and the restructuring of the DIT into a modern higher education Institute in 2000. The first President of DIT Prof., Goldsmith, was formally appointed in 1993, followed on by the gradual appointment of the six Faculty Directors (1995-1996), this was followed by the appointments of a Director of Academic Affairs, Director of Research and Enterprise and in 2004 a Director of Human Resources. The main body which has executive responsibilities for the oversight of DIT is the Governing Body (comprising of nominated public representatives, the President of DIT, two elected academic staff representatives, an elected staff representative and a member of the DIT Students Union). The President has the executive function for the management of the Institute, followed by the Directors. In addition devolved management functions are passed to academic units lead by Heads of School, Heads of Department and so forth.

The Academic Council was formally constituted in 1992 by the Governing Body. Membership of the Academic Council consisted of, four *ex officio* members, thirty four faculty representatives (thirteen of which are elected by staff), and three students representatives. The Academic Council considers the educational matters relevant to the institute such as; programme development, examinations, quality assurance, academic standards, policy issues and so forth. The Academic Council advises the Governing Body on such matters. The Academic Council operates a committee structure, with Sub-committees of the Academic Council, whose functions are to explore, monitor and report back to the Academic Council, examples of these sub-committees are; the Quality Assurance Committee, the Apprenticeship Committee, the Postgraduate Studies & Research Committee, the Library Committee, Learning & Teaching Strategy Committee and Recruitment & Admissions Committee<sup>4</sup>.

The DIT gained degree awarding powers in 1997 under Ministerial order; prior to this the Institute operated a partnership arrangement with the University of Dublin. With the adoption by the Irish Government of the 1999 Qualifications (Education and Training) Act, the DIT became an awarding body in its own right, with awarding powers on par with the other seven universities in Ireland. In 2004 the National Qualifications Authority of Ireland requested DIT to undertake a complete institute wide Quality Review. The European University Association was appointed to carry out this Quality Review, during this same time period the European University

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<sup>4</sup> The activities of these sub-committees of the Academic Council can be obtained from DIT Annual reports available at the following URL link <http://www.dit.ie/about/about-dit/reports/>.



Association were commissioned to carry out Quality Reviews of the other seven Irish Universities. The outcome from the European University Association's extensive quality review of DIT's policies, procedures, practices, activities and structures was very positive, indeed DIT was commended for its achievements<sup>5</sup>.

The modern DIT is at an exciting point in its development, while there are many new innovative practices, programmes and projects emerging, there are two main overarching themes that will greatly influence the future development of the Institute in the future. These are the current consultative strategic planning process which is exploring how best to restructure the Institute and the planning for the new DIT Campus in Grangegorman<sup>6</sup>. Staff, students, trade unions and other important stakeholders are emerged in these important consultative processes at present.

### **UNEVOC National Centre Ireland Background**

The DIT Skills Research Initiative (SRI) was first conceptualised in a paper produced in 2003 entitled '*World Skills Research Institute*' drafted by Prof. B. Norton President of DIT, Dr. D. Glynn Director of Research & Enterprise, Dr. F. McMahon Director of Academic Affairs, Mr K. Kelly, Lecturer, and Mr. W. Bergin, Lecturer. Follow on work was undertaken by the Director of Research and Enterprise and M. Murphy, Dean of Craft Education and Training. In late 2004 an Advisory Group was established to explore, refine and develop a strategic direction for the project. The membership of the Advisory Group was open to academic staff members working in skills related areas. The Advisory Group members renamed the project the Skills Research Initiative (SRI) and adopted a preliminary vision, mission and role for the project. In mid 2006 a Project Manager (A. Kenny) was appointed to the SRI. The primary function of the project manager was to, develop policy and strategy, identify funding opportunities, draft research and funding proposals, lay the foundation work for the establishment of a PhD cluster and assess the potential for collaborative research and scholarship with partners in the tertiary education and training sector.

In late 2006 the President of DIT requested the Project Manger of the SRI to prepare an application for the DIT to submit to UNESCO-UNEVOC for their consideration to allow DIT become the UNEVOC National Centre Ireland. This application received positive support from the Irish National Commission (located in the International Section of the Department of Education and Science) and in 2007 DIT was formally appointed as the UNEVOC National Centre Ireland (see Appendix 1). By becoming a UNEVOC National Centre the DIT had giving a commitment to make a contribution, within its resources, towards the advancement of UNESCO-UNEVOC work as set out in UNESCO-UNEVOC's Mission Statement<sup>7</sup> (2008);

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<sup>5</sup> The final European University Association Quality Review report is available at the following URL link [http://www.dit.ie/media/newsdocuments/2006/eua\\_final\\_report\\_dit.pdf](http://www.dit.ie/media/newsdocuments/2006/eua_final_report_dit.pdf) . Also a description of the Consultation process utilised by DIT for the Quality Review can be obtained from DIT Level 3 open access journal the following URL link, [http://level3.dit.ie/html/issue3/kenny/kenny\\_abstract.html](http://level3.dit.ie/html/issue3/kenny/kenny_abstract.html) .

<sup>6</sup> The details on the New Campus development at Grangegorman can be found at URL link, <http://www.dit.ie/about/grangegorman/>

<sup>7</sup> See the full content of UNESCO-UNEVOC Mission Statement at URL link, [http://www.unevoc.unesco.org/2.0.html?&no\\_cache=1&tx\\_drwiki\\_pi1\[keyword\]=Mission%20and%20Vision](http://www.unevoc.unesco.org/2.0.html?&no_cache=1&tx_drwiki_pi1[keyword]=Mission%20and%20Vision)

- Stimulating international and regional cooperation concerning human resource development
- Promoting UNESCO normative instruments and standards
- Promoting best and innovative practices in TVET
- Knowledge sharing
- Mobilizing expertise and resources
- Strengthening partnerships with other relevant agencies

The SRI was the functional unit designated with the responsibility to management, coordinate and develop the work of the UNEVOC National Centre Ireland. As a newly appointed UNEVOC National Centre, we considered the working areas set out in the UNESCO-UNEVOC Mission Statement and questioned how we could make a realistic contribution; we set two main priorities as follows;

- 1) To develop a deeper understanding about the work of UNESCO-UNEVOC,
- 2) To establish how best we could focus our activities in order to make a contribution towards the work of UNESCO-UNEVOC.

Firstly, we explored the UNESCO-UNEVOC extensive web based resource<sup>8</sup>, the UNESCO-UNEVOC Bulletin newsletter, the UNESCO-UNEVOC Information pack that we received, and subscribing to the UNEVOC e-Forum<sup>9</sup> which is an open access communications channel. We still had many questions about UNESCO-UNEVOC, so we invited Dr. Munjanganja the Head of the UNEVOC Network to visit DIT in August 2007 (see Appendix 2). A series of meetings was arranged for this visit, the schedule included meetings with colleagues from the SRI Advisory group, a representative from FAS (The National Training Authority) and Irish Aid (which is located in the Department of Foreign Affairs). This visit enabled us to get a richer understanding of the work of UNESCO-UNEVOC and it was the foundation for the development of a strong working relationship between the UNESCO-UNEVOC International Centre and the UNEVOC National Centre Ireland.

Secondly, taking cognisance of what we had learned so far about UNESCO-UNEVOC and analysing our resources and noting our limitations we decided initially that the most effective and efficient way to make a contribution was through the UNESCO-UNEVOC e-Forum. This is a general Email-Listing where questions and information relating to TVET can be posted. The e-Forum postings are administrated and monitored by staff in UNESCO-UNEVOC International Centre. Postings are distributed to the registered email list of e-forum accounts. The National Centre monitored the content of the E-forum and where we had an expertise or could make a positive contribution to the discussions or questions raised by inquirers we did. Some of the thematic areas that were responded to by the UNEVOC National Centre Ireland are displayed in log fashion in Appendix 5.

### **Head of UNEVOC Network visits DIT**

During Dr Munjanganja visit to the DIT the idea of holding a consultative seminar on TVET and capacity building in the Network was raised as a possible future activity.

<sup>8</sup> Available at the following URL link <http://www.unevoc.unesco.org/snippet.php>

<sup>9</sup> You can subscribe to the UNEVOC e-Forum at <http://www.unevoc.unesco.org/eforum.php>

This idea evolved into the development of a project proposal which was submitted to Irish Aid under their 'Programme for Strategic Cooperation Between Higher education Institutes in Ireland', for a 'Networking Grant', a scheme administered by the Higher Education Authority. The title of the project proposal was:

*'A Networking Event to Stimulate the Development of a Capacity Building Process; Enabling collaborative research and scholarship activities focused on international TVET issues, while contributing to the mission objectives of both the United Nations UNESCO-UNEVOC International Centre and Irish Aids strategy for higher education in Ireland'.*

The executive summary on this submission stated:

'This is a collaborative research-scholarship networking grant submission proposed by the three main partners LYIT, DIT and UNESCO-UNEVOC International Centre, this proposal has received expressions of support from academic colleagues in CIT, LIT, AIT, WIT, TCD, LYIT, DIT. The intention is to organise next year (Sept-Oct) in LYIT:

- A one day UNESCO-UNEVOC international conference.
- 3 days of exploratory capacity building workshops for UNESCO-UNEVOC National Centres.
- Run a series of open seminars relating to UNESCO-UNEVOC in HEI's.
- Develop a higher education network to support the capability of the UNESCO-UNEVOC National Centre.

Disseminate the learned experience gathered from the community of practice during this process'.

This was the first joint proposal made by UNESCO-UNEVOC International and the UNEVOC National Centre Ireland. However the project was turned down by the Reviewers appointed to evaluate the numerous project proposals that were submitted under this competitive funding scheme. Not deterred by this decision, the Head of UNEVOC Network and the UNEVOC National Centre Ireland remained committed to developing this project. Alternative options were discussed, and the conceptual planning continued. During a visit to the UNESCO-UNEVOC International Centre Bonn by the Project Manager of the UNEVOC National Centre Ireland, two positive developments emerged as follows;

- 1) A joint submission that was made to the Research Support Unit, Directorate of Research and Enterprise DIT under their 'Conference and Colloquium Scheme' was approved for funding,
- 2) InWent International capacity Building (Germany) agreed to become a joint sponsor in this project.

With these key components in place, the conceptual idea to hold an International Experts Consultation Seminar began to consolidate into a live project, scheduled to occur in August 2008, hosted by DIT in Aungier Street. UNESCO-UNEVOC and InWent would invite guests from UNEVOC Centres in the North and South, participants from developing countries would get financial assistance to enable them to participate at this event. The UNEVOC Centre Ireland would take care of the local running costs, administration and coordination of the event.

## **UNEVOC National Centre Ireland receives award**

Another highlight of 2008 was that the UNEVOC National Centre Ireland was nominated by the Director of UNESCO-UNEVOC International Centre Bonn for an International award in recognition of the proactive approach the National Centre had undertaken since its inception. In the formal announcement letter sent to Professor Brian Norton, President of the DIT, Dr. Maclean said; *'It is with great pleasure and pride that I present this UNEVOC Centre Award to the DIT, in recognition of your Institute and its continued efforts in furthering UNESCO goals in technical and vocational education and training as part of the UNEVOC Network. We hope this Award will enhance the status and presence of the Network as a whole, and serve as an incentive to promote closer knowledge sharing and co-operation between Network Members'*.

Professor Norton welcomed this announcement and stated, *'It is a great privilege to accept this International Award on the behalf of the Institute, this Award clearly demonstrates that DIT's expertise and standards of excellence in technical vocational education and training are comparable with best international practice. Further it displays the Institute's commitment to operating at the highest international level, and making a positive contribution to knowledge sharing and collaboration with the 220 UNEVOC Centres located in over a 120 countries from both the developing and developed world. Finally I would like to credit the staff of the DIT for achieving this international acclaim in the first year of operation of the UNESCO-UNEVOC National Centre for Ireland'*.

(see Appendix 3 for further details).

## **Section 2, Reflections:**

Schon's (1991) seminal work, *'The reflective practitioner: How professionals think in action'*, combined in one volume a conceptual analysis of how practitioners utilised experience, knowledge and know-how in their every day working life. This work captured some of the key ideas that ethnographers, anthropologists and others in the field of social science were describing and debating in relation to fieldwork, learning from experience and knowledge interpretation. In this section I engage in critical reflective practice based on my own experiences and observations of participating in the UNEVOC National Centre Ireland. I will underpin this approach by utilising an evaluative framework adopted from Guba and Lincoln's (1986) concepts of 'Claim, Concerns and Issues'.

### **UNESCO-UNEVOC E-Forum**

The e-Forum is a valuable tool for sharing information and stimulating contact between different users. It is an open communication system any user can register to log in. While this is strength it can also be open to misuse, UNESCO-UNEVOC monitor the content of postings and the replies that are made in return. However as all postings can be viewed openly its unclear who is viewing the postings and what use they are making of the information posted. For example, if you supply your own contact details you can receive unsolicited email from different third party sources. In

some cases I did report suspect email to UNESCO-UNEVOC, which in fact turned out to be bogus inquiries. Participating on the e-Forum can be quite time consuming, depending on the volume of postings and when you respond to a theme say Quality Assurance, a chain of replies may ensue in the e-forum or directly between users outside of the e-Forum. So while Appendix 5 shows that the UNEVOC National Centre Ireland made a response to 20 themes, this does not give a precise count of the number of email engagements, which I would estimate to be at least five times as many. The e-Forum is an important communication tool, very useful for sharing information, and stimulating new network relationships; however as with any open electronic source caution is advised when sending out personal contact details to reduce the risk of third part accessing personal information.

### **International Experts Consultation seminar 2008**

This is the first major seminar that the UNEVOC National Centre Ireland has hosted. The planning, organising and co-ordinating of an international seminar was a major challenge to this new Centre. Several key elements proved crucial at the early stages of development of this event. Foremost was the support, advice and expertise made available for the UNESCO-UNEVOC International Centre, followed by the encouragement and offers of assistance from staff members in the Directorate of Research and Enterprise DIT and the SRI Advisory Group. An initial core planning team was formed, the members were Michael Murphy Dean of Craft Education and Training, Dr Anne Murphy Recognition of Prior Learning Office, Ray English Lecturer Faculty of Engineering and Aidan Kenny Project Manager SRI. During a Management forum meeting of the Directorate of Research and Enterprise, Robert Murphy from Professional Development Services agreed to give administrative support to this project. From our early meeting we developed an initial emerging strategy to be utilised, the two main strains were;

- 1) The devolvement of the seminar material and processes,
- 2) The formation of a support network in the DIT.

### **Working visit to UNESCO-UNEVOC International Bonn.**

In order to fast track the work of the seminar in terms of the development of material and processes a working visit to the UNESCO-UNEVOC International Centre Bonn was suggested. This idea received support from the senior manager in the Directorate of Research and Enterprise Dr Jerrams and the Head of UNEVOC Networks Dr Munjanganja. For the month of July the Co-ordinator of the UNEVOC National Centre Ireland worked in Bonn, attending meetings and developing the seminar material and processes in conjunction with Dr Munjanganja. This proved to be an efficient way to progress the development of the event and a valuable networking, cultural and social learning experience (see Appendix 4 for details). This visit in itself acted as a capacity building exercise increasing the both the 'social capital'<sup>10</sup> and 'knowledge capital'<sup>11</sup> of the UNEVOC National Centre Ireland. Experiencing, entering dialogue and observing the wide cultural diversity of the large amount of people who work in the UN Campus Bonn, in the different UN sections gave a new

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<sup>10</sup> Bourdieu (1983) and Coleman (1988) concepts, could be summarised as conceptual frameworks with which to explore how social interaction leads to social network formation and support systems.

<sup>11</sup> Also see Stewart (2000) Intellectual capital.

perspective on multiculturalism at work. The scale and range of activities that the United Nations Organisation is involved with is extremely impressive. One of the highlights to this working placement was being able to witness the new Secretary General of the United Nations Ban Ki-moon<sup>12</sup> first visit to the UN Campus Bonn (see picture Appendix 6). The need for the work that the United Nations undertakes was re-laid most vividly to me during informal gatherings at coffee or lunch when people from different cultures casually discussed their home countries and some of the economic, social and cultural dilemmas that existed<sup>13</sup>. This made me reflect upon my own taking-for-granted attitude towards living in an open democratic country; we are privileged in comparison to some. I would suggest we have an onus to utilise our privileged position in order to reduce inequalities and create opportunities that can contribute towards making a better world for all.

### **UNEVOC National Centre Ireland, an evaluation.**

The UNEVOC National Centre for Ireland is a very small unit in DIT, with limited resources and administrative services. Therefore in order to facilitate the planning and smooth running of the seminar in Dublin extra support was necessary. Relying on the good will of colleagues in DIT and negotiating with other service units in DIT was crucial to the development of an open support network were different tasks could be disturbed. This is on par to what Rodgers (2005) terms 'negotiating informal coalitions in organisations'. Key contributors to this open network were the Professional Development Services, Enterprise and Research Development Services, Research Support Unit, the SRI Advisory Group, Academic Affairs, the Directors Office Aungier and individual academic, administrative and support services staff in DIT. This internal (DIT) sharing of knowledge, expertise and experience within this informal support network solved numerous potential problems before they emerged. This type of process taps into an important form of 'organisational knowledge' (Barnett 2000) and know-how, which is based in practical real life work experience. This free sharing of knowledge and information is a characteristic of the 'organisational culture' (Handy 1999) that I have witness while working in DIT. From my experience the staff of the DIT display a positive value towards the educational mission of the DIT and are willing to make direct contributions towards ventures that seek to further the intrinsic educational values that are embedded in the organisational culture of the DIT. I would cautiously propose that this attitude has evolved from the Institute's unique applied technical vocational past, were education and training were developed and delivered with real life expectations considered. There was a perceived social value<sup>14</sup> and currency<sup>15</sup> relating to education and training, it was viewed as key

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<sup>12</sup> Two messages that I hold from Ban Ki-moon's address are; sustainable development is not an abstract concept but rather it is a necessity and, there is a need to develop a respect and understanding of human differences.

<sup>13</sup> This reminded of Giroux (1993) 'Border Crossing: Cultural Workers and the Politics of Education', culture bound minds were crossing borders and gaining new insights.

<sup>14</sup> The notion of perceived social value of education and training is probably better conceptualise in a 'social capital' framework as conceptualised by Coleman (1988) structure agency analysis, Bourdieu (1983) more radical 'cultural capital' explanation and Putman (2000) community analysis.

<sup>15</sup> While Becker's (1964) Human Capital proposition does draw similarities to the currency notion, the economic return gained from individual investing in education and training, it does not adequately deal with the perceived social value of education training, which in my opinion is culture bound, however the OECD report (2007) Human Capital does include some social and cultural analysis.

to gaining appropriate work and an enabler of employment advancement, whether this was in the manual, technical, professional, service or cultural sectors.

I summarise and categories reflections gained from the above experiences into the evaluative matrix in table 1 below. The categorisation is based on ideas gained from Guba and Lincoln's 4<sup>th</sup> Generation Evaluation, in their constructivist paradigm approach; they argue that during evaluations the views of stakeholders are paramount to the negotiated process of social inquiry. Stakeholder's views can be explored by probing into what Guba and Lincoln (1986, pp38-45) categorise as the, 'Claims, issues and concerns' of the 'evaluand', in table 1, I provide a short summary of the notion of 'claims, concerns and issues' and relate them to my present usage for these categories, and then in table 2, I apply my adoption of these terms.

<b>Guba and Lincoln, Claims, Concerns and Issues, description and adaptation.</b>		
Category	Description	Adaptation
Claims	<ul style="list-style-type: none"> <li>Are favourable assertions made by stakeholder, this is a positive position where agreement can be reached and the negotiated process of inquiry can be finalised</li> </ul>	<ul style="list-style-type: none"> <li>I relate this to 'strengths' of the National UNEVOC Centre Ireland</li> </ul>
Concerns	<ul style="list-style-type: none"> <li>Are unfavourable assertions made by stakeholders, this is a negative situation where negotiations are contested and there is strong disagreement expressed</li> </ul>	<ul style="list-style-type: none"> <li>I relate this to 'weaknesses' of the National UNEVOC Centre Ireland</li> </ul>
Issues	<ul style="list-style-type: none"> <li>Are disagreements between stakeholders, in this position disagreement is acknowledged, and there is reasonable room for manoeuvring</li> </ul>	<ul style="list-style-type: none"> <li>I relate this to 'developing' work, in the National UNEVOC Centre Ireland.</li> </ul>

*Table 1, Adaptation of Guba and Lincoln's (1986) Claim, Concerns and issues*

Developing this evaluative theme further in table 2, I adopt the position of a critical stakeholder and seek to unearth meanings from experience that may contribute towards further learning and problem solving. The intention is to share knowledge gained from experience and highlight areas that need further exploration. It should be viewed as a qualitative starting point for dialogue and negotiations, a temporary position, a site for reconstruction rather than a definitive position or blueprint which states how-to-do things.

<b>Evaluative matrix</b>			
	Claims (strengths)	Concerns (needs)	Issues (developing)
E-Forum	<ul style="list-style-type: none"> <li>Informal knowledge sharing, and networking are facilitated</li> </ul>	<ul style="list-style-type: none"> <li>Access to technology (the digital divide<sup>16</sup>) reduces participation</li> </ul>	<ul style="list-style-type: none"> <li>Third party use of personal information, need for guidelines</li> </ul>
International seminar	<ul style="list-style-type: none"> <li>Opportunities for social interaction and sharing knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Limited resources to fund additional international</li> <li>Participants</li> </ul>	<ul style="list-style-type: none"> <li>Identify resources and opportunities for long term capacity building initiatives</li> </ul>
UUNEVOC National Centre Ireland	<ul style="list-style-type: none"> <li>The enthusiasm and commitment of the staff of DIT</li> </ul>	<ul style="list-style-type: none"> <li>Additional resources to expand activities, capacity and capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Establishing a national position and research cluster</li> </ul>

*Table 2, Evaluative matrix.*

<sup>16</sup> The DIT has a programme in place which seeks to advance the usage of digital technologies in disadvantage communities in Dublin, the project is called the Digital community see URL link for details, <http://www.dit.ie/services/communitylinks/thedigitalcommunity/>

### **Section 3, Opportunities:**

Barnett (1999, p75) states, “*Supercomplexity is the condition, in which not merely our theories, institutions, etc. are contestable, but our metatheories, or ‘large ideas’ or frameworks for understanding the world*”. Within this scenario of the era of Supercomplexity the new certainty seems to be uncertainty, change is becoming a giving. In this emerging context the reality of work and the expectations of chosen a singular specific career path during one’s working life has become a permeable notion. With the increased mobility of both capital and production, the fast growing pace of new scientific discoveries, innovations in enterprise and modern human resource management practices, the organisation of work has become fluid. Within this new work context it is vital that citizens are provided with opportunities to gain new coping strategies. The key emerging terms in the world of work are; flexibility, adaptability, creativity, transferability, innovation and problem solving. Running throughout all of these terms is the notion of skills; ‘key skills’<sup>17</sup>, ‘generic skill’, ‘transferable skill’, ‘high skills’ or what is termed employability<sup>18</sup>.

#### **Emerging Skills agenda**

The Leitch Report UK (2006, p3) notes, ‘There is a direct correlation between skills, productivity and employment’, further it argues for the development of ‘need-led skills’ policy agenda, the advancing of current skills levels of the workforce, through joint initiatives between employers, and education & training providers. The Commission on the Skills of the American Workforce Report (2007) makes a more radical recommendation suggesting that in order to develop the creative, innovative, technological and advanced mathematics, science and literacy skills needed to maintain competitiveness a full systematic restructuring of the whole education and training structure is required. While these two high-level reports are quite different and country-specific there is a common thread running through them and that is the importance they place on developing a modern skills agenda that can contribute to economic prosperity. This skills agenda is also prominent in the European Union’s Lisbon Declaration, which seeks to make Europe the most competitive economy by 2010, by developing benchmarks, targets and investment goals for education and training in Europe. In an Irish context the Expert Group on Future Skills Needs are carrying out high-level policy work in order to inform the Irish Government on skills needs. The Irish Government as set human capital development as a key priority in their current National development Plan 2007-2013, Chapter 9<sup>19</sup> of this plan is entitled Human Capital, it sets out key strategic objects for the full range of education and training provided for under the Irish education system from primary right through to higher education.

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<sup>17</sup> Also see, Kenny, English, Kilmartin (2007) Key Skills Framework: Enhancing Employability with a Lifelong Learning Paradigm, avail at, [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=960942](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=960942)

<sup>18</sup> The International Labour Organisation (ILO) has invested in this area and established a specific department to explore emerging themes called Skills and Employability Department see URL link <http://www.ilo.org/public/english/employment/skills/index.htm> . Graduate employability is now part of the European University Association (EUA) policy agenda see Trends V report (2007) at URL link, [http://www.eua.be/fileadmin/user\\_upload/files/Publications/EUA\\_Trends\\_V\\_for\\_web.pdf](http://www.eua.be/fileadmin/user_upload/files/Publications/EUA_Trends_V_for_web.pdf)

<sup>19</sup> The Irish National Development Plan 2007-2013, Chapter 9 Human Capital, can be accessed from URL link, [http://www.ndp.ie/documents/NDP2007-2013/NDP\\_Main\\_Ch09.pdf](http://www.ndp.ie/documents/NDP2007-2013/NDP_Main_Ch09.pdf)



This new emerging skills agenda provides opportunities and challenges for experts in the area of TVET to reappraise their current position, and question whether TVET provision matches the new needs of work. Topics of crucial importance to TVET and tertiary education<sup>20</sup> now are; quality enhancement, new approaches to teaching, learning and assessment, the relevance of programmes to the world of work, new delivery mechanisms, qualification framework and the currency of awards, the application of knowledge and practice (praxis) and sustainable development. The UNEVOC Network provides TVET experts with a unique international network to explore and share knowledge on these topics. Enabling comparative analysis of systems, and expert knowledge sharing and dialogue that can contribute ideas and practices which can assist decision makers to develop appropriate types of TVET provision necessary for the new needs of work.

### Developments and opportunities

The UNEVOC National Centre Ireland is still in the early stages of development, it needs to evaluate its current activities and enter into a strategic planning stage to map out both short term and long term strategy it needs to pursue. As a starting point to assist this planning process a visual aid is displayed in the activities matrix detailed in table 3. The operational areas are categorised across the top in terms of; the Institute (DIT), National (Ireland) and International (UNEVOC Centres). Categorised down the left hand column is the main priority areas that the National Centre is interested in; Networking, Capacity Building and Research & scholarship. The successful outcome of this planning process will rely on several key elements, (1) the continued support and commitment that DIT staff have displayed towards this project, (2) maintaining and enhance the working relationship with UNESCO-UNEVOC International Centre and (3) developing a strategic funding relationship with a public or private stakeholder in order to expand the activities and services of the UNEVOC National Centre and its future sustainability.

Matrix of the type of activities and services that the UNCI could engage in the short term,			
	Institute	National	International
Networking	<ul style="list-style-type: none"> <li>• Develop a series of faculty based information meetings.</li> <li>• Develop linkages with DITSU.</li> <li>• Develop a UNCI website.</li> <li>• Link in with other DIT committees and specialist groups</li> </ul>	<ul style="list-style-type: none"> <li>• Develop linkages with National Commission.</li> <li>• Identify and develop a strategic alliance with a funder to resource some of the activities of the Centre.</li> <li>• Develop closer working relationship with the IoTI, Universities and FAS.</li> <li>• Engage with other national stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the E-Forum.</li> <li>• Participate in international seminars.</li> <li>• Develop closer relations with other UNEVOC Centres.</li> <li>• Visit other UNEVOC Centres</li> </ul>

<sup>20</sup> See OECD (2008) Tertiary Education for the Knowledge Society, Synthesis Report, available at URL link, [http://www.oecd.org/document/9/0,3343,en\\_2649\\_39263238\\_35564105\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/9/0,3343,en_2649_39263238_35564105_1_1_1_1,00.html)

Capacity Building	<ul style="list-style-type: none"> <li>• Establish a UNCI interest group.</li> <li>• Develop an information pack and presentation material for seminars.</li> <li>• Record and report the Centres activities to local magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination of information to interested parties involved in tertiary education and training and other relevant organisations.</li> <li>• Produce briefing papers for distribution to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in international visits, exchanges and training sessions.</li> <li>• Host, visits and training sessions for international guests.</li> <li>• Develop and participate in international Peer Review activities.</li> <li>• Participate in Quality reviews.</li> <li>• Participate in Programme reviews.</li> </ul>
Research and scholarship	<ul style="list-style-type: none"> <li>• Develop an expert research cluster.</li> <li>• Recruit MPhil, PhD.</li> <li>• Identify funding opportunities.</li> <li>• Draft research project proposals.</li> <li>• Submit paper to DIT journals and seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Establish an informal scholarship cluster.</li> <li>• Participate in collaborative research projects.</li> <li>• Develop strategic alliances with IoT sector.</li> <li>• Submit papers to national, conferences and journals</li> </ul>	<ul style="list-style-type: none"> <li>• Share best practice.</li> <li>• Participate in collaborative research projects.</li> <li>• Consultancy work.</li> <li>• Staff and students exchanges.</li> <li>• Submit papers to international journals</li> </ul>

*Table 3, Activities matrix to assist strategic planning process.*

## Conclusion

The UNEVOC National Centre Ireland is committed to making a contribution to the advancement of the goals set out in the UNESCO-UNEVOC Mission Statement. We intend to be proactive in doing this and will develop a strategic plan to assist this process. We have already made a new joint project proposal with UNEVOC Networks entitled ‘Enhancing linkages, networking and knowledge sharing between capitals cities in the North and capital cities in the South, in order to stimulate sustainable development through quality technical vocational education and training (TVET) initiatives’ (see appendix 7 for abstract). This is an ideas paper submitted to DIT under a call that came from the European Capital cities Project. The UNEVOC National Centre Ireland is open to entering discussions and exploratory talks with other UNEVOC Centres in relation to developing concepts, project ideas and collaborative research and consultancy ventures. We are keen to learn from the expert experience inherent in the Network, and are very willing to share our expertise and knowledge with others in the Network.

----Thank you----

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# Appendix

## Appendix 1



### Update for Monday, 2nd April 2007

#### DIT Appointed UNEVOC National Centre for Technical Vocational Education and Training by UNESCO-UNEVOC

Dublin Institute of Technology is proud to announce that the Institute has been appointed as the UNEVOC National Centre for Ireland by the United Nation's UNESCO-UNEVOC International Centre in Bonn, Germany.

The UNESCO-UNEVOC International Centre assists UN Member States develop policies and practices for specialised Technical Vocational Education and Training (TVET) in order to promote sustainable socio-economic development for all. As UNEVOC National Centre for Ireland, DIT will engage in information generation and dissemination by engaging in research and scholarship collaborations and partnerships, and organising events and activities relating to TVET. The initial priority areas of interest will be pedagogy, quality and best practice in TVET. DIT intends to host a one day conference on TVET in collaboration with UNESCO-UNEVOC International Centre later this year.

Commenting on the award Professor Brian Norton, President of DIT said; *"DIT is in a unique position to make a positive contribution to the development work of UNESCO-UNEVOC. The Institute has over 100 years experience in the delivery and provision of Technical Vocational Education and Training (TVET) and a reputation for excellence in apprenticeship, skills and craft education. We look forward to sharing our knowledge and learning from the rich cultural and ethnic diversity of colleague UNEVOC National Centres"*.

Mr Rupert McClean, Director of the UNESCO-UNEVOC International Centre said: *"It is with immense pleasure that I announce that the Dublin Institute of Technology, Ireland, has become a UNEVOC Centre. By becoming a UNEVOC Centre it joins an international network in the area of technical and vocational education and training (TVET). The accession to the UNEVOC Network follows on the endorsement of the nomination by the Irish National Committee for UNESCO"*.

The United Nations Education, Scientific and Cultural Organisation (UNESCO) General Conference of 1999 agreed to establish an International Centre specialising in TVET, termed UNEVOC International Centre. The UNEVOC International Centre was charged with strengthening TVET in UNESCO Member States worldwide by: 1) Focusing on specific TVET areas such as; promoting best practice, develop systems, improving access and assuring quality. 2) Developing a UNEVOC network or of National Centres to; engage in knowledge sharing, collaborations and partnerships, advisory services and human resource development strategies.

Currently, there are 150 countries hosting UNEVOC National Centres. These National Centres and other specialised TVET institutes act as a network and engage in collaborative projects, research, consultancy, e-forums and information exchanges. Details and listing of activities and publications can be obtained from [www.unevoc.unesco.org](http://www.unevoc.unesco.org).

The Skills Research Initiative (SRI) whose primary role is to carry out research and scholarship relating to TVET has being appointed the official DIT point of contact for UNESCO-UNEVOC activities. Staff or students seeking to find out more about UNEVOC should contact Aidan Kenny, Project Manager, SRI, E: [aidan.kenny@dit.ie](mailto:aidan.kenny@dit.ie) T: 402 3312.

## Appendix 2



### Update for Monday, 10th September 2007 Head of UNEVOC Networks, UNESCO-UNEVOC International Centre visit to DIT

Dr. L. Efison Munjanganja the Head of the UNEVOC Networks at the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn, Germany made his first formal visit to DIT on the 7-9 August, 2007. UNESCO is the United Nations specialized agency in the fields of education, science and culture. The purpose of this visit was to discuss the Dublin Institute of Technology role as a new National UNEVOC Centre in Ireland, and to have introductory meetings relating to Technical Vocational Education and Training with academics in the Dublin Institute of Technology and other related interested organisations such as the TUI, Irish Aid and FAS.



Some of the people Dr Munjanganja met during his visit to DIT.

Dr Munjanganja said he wanted, “to converse about the UNEVOC Network, in particular how to improve the UNEVOC Network effectiveness: how to enhance linkages and sharing between UNEVOC Centres in advanced countries and those in developing countries: and the possibilities of holding an inter - UNEVOC Centre meeting later this year on enhancing linkages and assistance”. And importantly Dr Munjanganja wanted to explore, “the possibilities of partnerships in assisting developing countries in the improvement and innovation of technical and vocational education and training programmes”.

In preparation for this visit the Skills Research Initiative DIT last June circulated notification and invitations to interested parties to meet Dr Munjanganja. The Skills Research Initiative would like to thank the following for participating in the schedule of meetings with Dr Munjanganja, Ruth O’Doherty Irish Aid, Edel Butler who attended on behalf of Anna Kelly Director of the Curriculum and Quality Assurance Unit FAS, Dr Anne Murphy RPL Officer DIT, Paul MacSweeney Lecturer Faculty of Engineering and TUI Area Representative, Ray English Lecturer Faculty of Engineering and Chief Expert World Skills Competition. Also the Skills Research Initiative would like to thank colleagues and apprentices in Linenhall who were in active preparation and training for the forth coming 39th World Skills Competition for sharing their time, skills, knowledge and hospitality during our tour of the facilities.

The initial outcome of this first meeting between UNESCO - UNEVOC International Centre and DIT is the acceptance, subject to the availability of funding, of Dr Munjanganja’s proposal that DIT host an international UNESCO-UNEVOC event of national networks of UNEVOC Centres next year. And both UNESCO-UNEVOC International Centre and DIT would consider developing a joint proposal to be submitted to Irish Aid relating to international collaboration and capacity building between UNESCO-UNEVOC Centres from advanced and developing countries.



Dr Efison Munjanganja

For further information contact,  
Aidan Kenny, Project Manager,  
Skills Research Initiative,  
DIT Bolton Street Campus,  
81 Capel Street .  
D.1, Tel 4023735, Email [aidan.kenny@dit.ie](mailto:aidan.kenny@dit.ie)

## Appendix 3



Update for Monday, 10th March 2008

### DIT receives Award from the United Nations UNESCO-UNEVOC (General release, 11/3/08)

The DIT has received an international award from Dr. Rupert Maclean the Director of the United Nations, UNESCO-UNEVOC International Centre for Education, Bonn Germany, in acknowledgement of the proactive work carried out by the UNESCO-UNEVOC National Centre for Ireland which is run by DIT.

In the formal announcement letter sent to Professor Brian Norton, President of the DIT, Dr. Maclean said; *'It is with great pleasure and pride that I present this UNEVOC Centre Award to the DIT, in recognition of your Institute and its continued efforts in furthering UNESCO goals in technical and vocational education and training as part of the UNEVOC Network. We hope this Award will enhance the status and presence of the Network as a whole, and serve as an incentive to promote closer knowledge sharing and co-operation between Network Members'.*

Professor. Norton welcomed this announcement and stated, *'It is a great privilege to accept this International Award on the behalf of the Institute, this Award clearly demonstrates that DIT's expertise and standards of excellence in technical vocational education and training are comparable with best international practice. Further it displays the Institute's commitment to operating at the highest international level, and making a positive contribution to knowledge sharing and collaboration with the 220 UNEVOC Centres located in over a 120 countries from both the developing and developed world. Finally I would like to credit the staff of the DIT for achieving this international acclaim in the first year of operation of the UNESCO-UNEVOC National Centre for Ireland'.*

In brief, the background of this present achievement started in 2006, under the guidance of Professor Norton, Michael Murphy-Dean, Craft Education and Training, Dr Anne Murphy-Recognition of Prior Learning Officer and Aidan Kenny-Project Manager Skills Research Initiative and academic staff members of the Skills research Advisory Group.

The DIT began the formal application process to become the UNESCO-UNEVOC National Centre for Ireland. The Director of the UNESCO-UNEVOC International Centre formally appointed DIT as the UNESCO-UNEVOC National Centre in April 2007. Since then the DIT Skills Research Initiative has coordinated the activities of the UNESCO-UNEVOC National Centre. This initially involved proactive participation in the UNEVOC Network E-Forum sharing knowledge, expertise and experience on items such as; Quality Assurance, accreditation, qualifications, curriculum development, skills development in relation to technical vocational education and training.

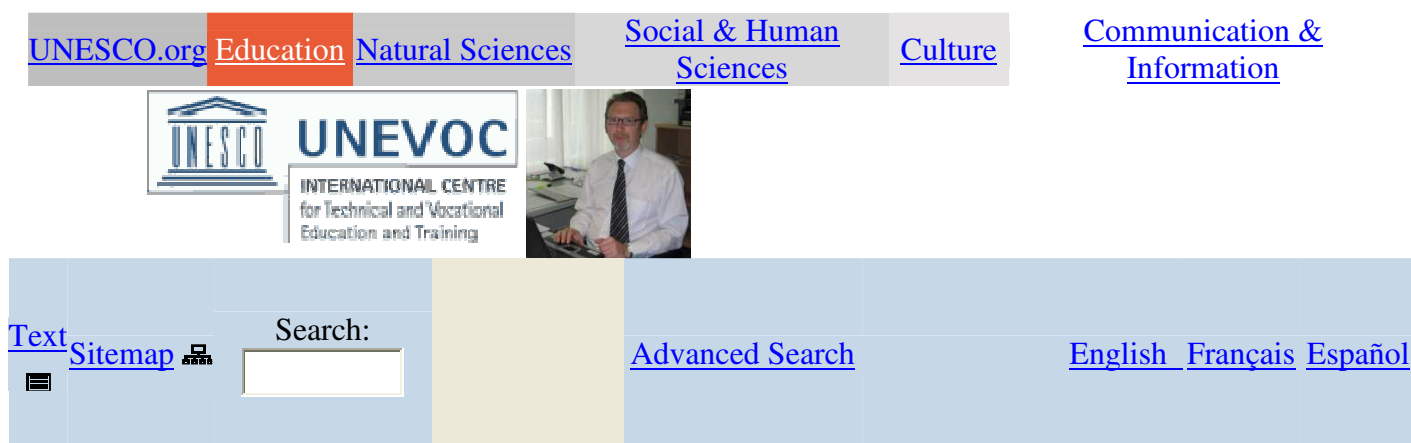
The UNESCO-UNEVOC National Centre developed a close working relationship with the Head of the UNESCO-UNEVOC International Centre Dr Munjanganja, who visited the DIT in August 2007. Since then we have worked on developing collaborative projects to explore the enhancement of the capacity of the UNEVOC Network. To this end DIT has been chosen as a partner and a venue to host an international UNEVOC Network 'Experts consultation and capacity building event' in August 2008. To facilitate the attendance of participants from UNEVOC Centres in developing countries, Dr Munjanganja has acquired some resources from the UNESCO and recently 'InWEnt' a Germany based not-for-profit organisation who specialise in International Capacity Building programmes has agreed to become a partner in this project and provide some sponsorship.

Any Irish organisation or individual who would like to contribute to this event directly or by sponsoring the travelling and subsistence costs of UNEVOC Centre participants from developing countries can do so by contacting Aidan Kenny.



Pictured from right to left, Former Taoiseach (Prime Minister) of Ireland Bertie Ahern TD, Aidan Kenny and Prof. Brian Norton President of DIT, holding UNESCO-UNEVOC International Award 2008.

## Appendix 4



### Aidan Kenny (Dublin Institute of Technology) visits UNESCO-UNEVOC

As part of the organisation process for the UNEVOC International Experts Consultation seminar to be hosted by the Dublin Institute of Technology (DIT) in August 2008. Dr Steve Jerrams of the Directorate of Research and Enterprise DIT agreed to allow Aidan Kenny Project Manager of the Skills Research Initiative and coordinator of the National UNEVOC Centre in Ireland to work in the UNESCO-UNEVOC International Centre Bonn Germany for the month of July 2008. Dr Jerrams stated that, *“this working visit demonstrates the Directorate of Research and Enterprise’s commitment to act strategically in order to increase international networking, stimulate knowledge sharing and research collaboration potential between DIT staff and researchers and colleagues and experts from the world of tertiary education and training. It also enhances the capacity and capability of the National UNEVOC Centre for Ireland which is located in DIT”*.

The primary purpose of this working visit is to assist with the development of processes and procedures for this event, provide advice on visa and travel arrangements and finalising material for the seminar. This work is being carried out in conjunction with Dr Munjanganja Head of UNEVOC Networks, Mr Schaack from InWent and the staff of the UNESCO-UNEVOC International Centre.

The International Experts Consultation seminar is sponsored by, UNESCO-UNEVOC, InWent International Capacity Building and DIT. Participants from UNEVOC Centres in 15 different countries have registered for this event and are in the process of developing papers that will be focal points for discussion and deliberations. Since this event was advertised on the UNESCO-UNEVOC website in March 2008 there has been considerable interest shown from colleagues in UNEVOC Centres from both the North and South. There are a limited number of self funding places left, the closing date for registration is the end of July. The focus of this event is to develop thinking and strategies to make the UNEVOC Network more effective and efficient. The event will give participants the opportunity to explore the strengths, needs and contributions that UNEVOC Centres in both the North and South can offer to each other. It is a collaborative event which seeks to build the capacity of the Network, stimulate networking among members and create a dynamic for future knowledge sharing activities and partnership project within the Network.

Prof. Brian Norton President of the DIT welcomed this international event and wishes the participants success in their important endeavours saying, *“Since DIT was nominated as the UNESCO-UNEVOC National in Ireland in late 2006 we have strategically sought to advance the mission of UNESCO-UNEVOC. DIT will continue to progress this work into the future in line with both institute and national strategy and policy. On behalf of the DIT I welcome our international guests and look forward to reviewing the proceedings from this international expert’s consultation event”*.

The UNESCO-UNEVOC, InWent and DIT organising committee welcome the active contribution that DIT has made in pursuit of the realisation of this international event. We would like to thank both the senior management, staff of DIT and the members of the DIT organising committee and administrative support services for their commitment to the promotion of UNESCO-UNEVOC’s mission and support shown towards realising the goals of the UNEVOC Network.

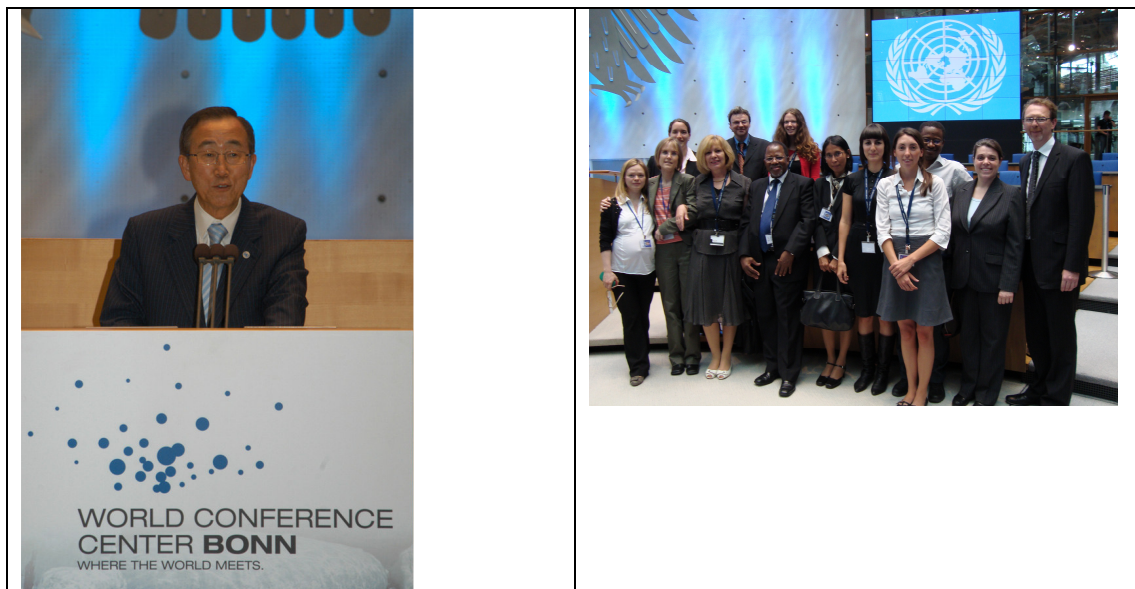
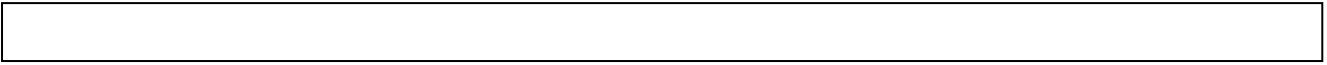


## Appendix 5

<b>July</b>		
2008-07-22	<a href="#">Re: Accreditation of Vocational Education Training Institutions</a>	aidan kenn...
<b>June</b>		
2008-06-18	<a href="#">Re: TVET in Afghanistan</a>	Aidan Kenn...
2008-06-16	<a href="#">Re: Thesis Vocational College Teacher pls help</a>	Aidan Kenn...
2008-06-04	<a href="#">New book on APEL and new issue of DIT Level 3</a>	Aidan Kenn...
<b>April</b>		
2008-04-16	<a href="#">Re: Curriculum and Training Materials for Post-Primary TVET</a>	Aidan Kenn...
<b>November</b>		
2007-11-12	<a href="#">ESCalata / UK Conference Notice</a>	Aidan Kenn...
2007-11-07	<a href="#">Conference on Commercial Free Education in Trinity College Ireland 17 11 07</a>	Aidan Kenn...
2007-11-07	<a href="#">Re: MASTER OF EDUCATION</a>	Aidan Kenn...
2007-11-05	<a href="#">Re: International Skill Competitions</a>	Aidan Kenn...
<b>October</b>		
2007-10-17	<a href="#">Re: Information Inquiry - Accreditation Systems</a>	Aidan Kenn...
2007-10-17	<a href="#">Re: They want to close our technical schools</a>	Aidan Kenn...
<b>September</b>		
2007-09-29	<a href="#">RE: Raising the Status of TVET in Fiji.</a>	Josefa Nat...
2007-09-27	<a href="#">Re: Raising the Status of TVET in Fiji.</a>	Aidan Kenn...
2007-09-17	<a href="#">Re: Assessment Methods</a>	Aidan Kenn...
<b>May</b>		
2007-05-23	<a href="#">Re: Two conferences on Education for Sustainable Development</a>	Aidan Kenn...
2007-05-21	<a href="#">Re: Apprenticeship Benchmarks</a>	Aidan Kenn...
2007-05-02	<a href="#">announcement</a>	Aidan Kenn...
2007-05-02	<a href="#">Re: Curriculum material for TAMCC</a>	Aidan Kenn...
<b>February</b>		
2007-02-19	<a href="#">Re: ACTA</a>	Aidan Kenn...
2007-02-19	<a href="#">Re: TVET accreditation practice</a>	Aidan Kenn...
2007-02-19	<a href="#">Teacher training Zambia and Ireland</a>	Aidan Kenn...



## Appendix 6



Ban Ki-moon, Secretary General of the United Nations, visit to UN Campus Bonn, July 2008, and below left some of the staff of UNESCO-UNEVOC International Centre.

## Appendix 7

### Ideas paper abstract submitted for consideration to DIT under the call from the European Capital Cities Project

*10/7/2008: Idea proposed by,  
Dr Efison Munjanganja, Head of UNEVOC Networks, International Centre, Bonn.  
Aidan Kenny, Project Manager, Skills Research Initiative, DIT, Dublin.  
Ref. Legacy Project No. 3 Promoting balanced development across the world.*

#### **Enhancing linkages, networking and knowledge sharing between capitals cities in the North and capital cities in the South, in order to stimulate sustainable development through quality technical vocational education and training (TVET) initiatives.**

The UNESCO-UNEVOC International Centre Bonn has developed a Network structure comprising of 220 centres which are located in over 120 countries thought-out the world. The primary function of this Network is to stimulate knowledge sharing, best practice dissemination, enhance the quality of technical vocational education and training and strengthen the mutual engagement and learning between the developed North and the developing South.

This proposed project seeks to advance the present working relationship between UNESCO-UNEVOC International Centre and the DIT UNEVOC Centre by developing a specific networking partnership framework between capital cities in the North and the South in particular Lusaka in Zambia, Lilongwe in Malawi This proposal will add value to the existing UNESCO-UNEVOC Network structure, by incorporating the expertise of specialised stakeholders from participating capital cities with the technical education and training providers in order to develop working solutions that can assist in the alleviation of poverty through the provision of quality education and training. This project will seek to contribute to the realisation of the United Nations 'Millennium Development Goals' number one priority 'Poverty Reduction'. Mainly by increasing the capacity, capabilities and competencies of young people in participating capital cities to gain useful skills which can enhance entrepreneurship in both the formal and informal economies. Capital cities in the South such as Lilongwe and Lusaka are seriously disadvantaged in terms of creating sustainable development opportunities due to lack of capacity and absence of quality education and training. Numerous OECD education and development reports have detailed the positive correlation between the provision of high quality education and training with economic growth and social cohesion. In this time of global change and social and political flux it is imperative that developing countries gain the support and understanding from developed countries in order to create an environment for sustainable development and both economic and social prosperity.

This project intends to;

- Develop strategic linkages with expert stakeholder from capital cities in the North and South
- Establish a working team of stakeholders from the capital cities to develop a plan of action to promote balanced development,
- Nominate a research team to carry out a comparative education and training needs analysis of both the formal and informal economies in the capital cities,
- Develop a strategic intervention programme to promote quality education and training initiative that contribute to creating an environment for balance sustainable development

This project will be grounded in the philosophy of mutual social and cultural respect and equal cooperation between the partner capital cities in both the North and South. By developing quality TVET initiatives for the young people of the capital cities we sow the seeds for sustainable development and equality of opportunity in terms of social well being, human capital and civic identity.