Management of knowledge in transnational VET: diversity of practice in three transnational models

Mohammad Ali Rahimi, Deakin University
&
Helen Smith, RMIT University
Introduction

- Knowledge, in multiple forms including skill, regulation, and technical know-how has become a most critical resource in the era of globalization.

- Offshore VET programs are conducted by a broad range of Australian public and private providers in different developing markets across more than 40 countries.

- The primary regulatory mechanism of the Australian VET system crosses jurisdictional borders to play a role in the transfer of knowledge from the Australian VET system into a foreign jurisdiction.
Key Questions

- What different mechanisms are employed to transfer Australian VET knowledge?
- What different actors operate?
- What are the scope and the main characteristics of each model?
Theoretical Framework

- **Globalisation**:
  - A space has been created by globalisation to enable the circulation of regulatory knowledge from one jurisdiction to different jurisdictions.
  - Globalisation has multidimensional impact on skill formation.

- **Conceptualising the process of globalization of regulatory frameworks (Braithwaite and Drahos, 2000)**: in terms of the relationship between three concepts: *principles, mechanisms and actors*.

- **A theoretical model for the transnational transfer of organisational practices (Kostova, 1999)**: identifying the factors operating at three levels of *country, organization, and individual*. 
Australian VET: Knowledge transfer through the Training Package technology in Australia

Function 1
Statement of skill demand (Information)

Function 2
Units of Competency

Function 3
Embedding knowledge in a workforce (Skill training)

Industry Bodies

Industry Councils and Government

Training Providers

Industry

Market Context
Model A: Government–government cooperation: Transfer of Australian VET knowledge through a reform project

Case: The Australia–China Chongqing Vocational Education and Training Project (ACCVETP)

- A five-year China-AusAID funded project in China involving Australian and Chinese institutions, piloting VET reform across 5 industries in Chongqing, with the aim of developing a VET model that can be replicated on a nation basis in China.

- Total budget: A$25 million

- Establishment of 5 Industry Coordination Committees (ICCs) in the automotive, business services, electronics, hospitality and tourism, and construction industries

- Started from 3 secondary VET schools and 2 tertiary VET colleges and expanded to a large number of schools
Model A: Government–government cooperation: Transfer of Australian VET knowledge through a reform project

*Case: The Australia–China Chongqing Vocational Education and Training Project (ACCVETP)*
Model B: Transfer of Australian VET knowledge via business partnership arrangements

Case: The Australian College of Kuwait (ACK)

- sponsored by an Arab consortium, which established an investment partnership with the Boeing Company in 2004

- managed by a consortium of local and Australian partners, including: The University of Tasmania, TAFE Tasmania, the Central TAFE in Western Australia, and Kangan Batman Institute of TAFE in Victoria

- A broad range of short course, diploma and degree programs in engineering and maritime programs in business, aviation, and English language are delivered at the ACK
Model B: Transfer of Australian VET knowledge via business partnership arrangements

*Case: The Australian College of Kuwait (ACK)*
Model C: The transfer of Australian VET knowledge via outward Foreign Direct Investment

Case: The Sepon mine project by OZ Minerals in Laos

- An outward Foreign Direct Investment project
- A number of nationally accredited and non-accredited training programs are delivered at the Sepon mine site
- 110 apprenticeship places were provided to Lao workers over a four year period
Model C: The transfer of Australian VET knowledge via outward Foreign Direct Investment

Case: The Sepon mine project by OZ Minerals in Laos
Training delivery and regulation in the Models B and C
## Level of interaction between Australian and local training players

<table>
<thead>
<tr>
<th>Model A: International educational reform project</th>
<th>Model B: Transnational college based training</th>
<th>Model C: Transnational company training</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Highly political</td>
<td>- Less political</td>
<td>- No political intervention in training practice</td>
</tr>
<tr>
<td>- Highly institutional</td>
<td>- Highly Institutional</td>
<td>- No local institutional involvement</td>
</tr>
<tr>
<td>- Individual engagement mediated by government policy, local institutional involvement and enrolment as a student.</td>
<td>- Individual engagement mediated by enrolment in training as a student.</td>
<td>- Individual engagement mediated by company as employer</td>
</tr>
<tr>
<td><em>(a vertical slice through the host system from policy making to local training practice)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Take Home Message

- Australian VET regulatory arrangements and practices are transferred in three models, each of which employ a different mechanism with which to affect the transnational transfer of VET knowledge.

- A context-aware framework must be used for management of transnational VET projects.
Thank you for your attention