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

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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?

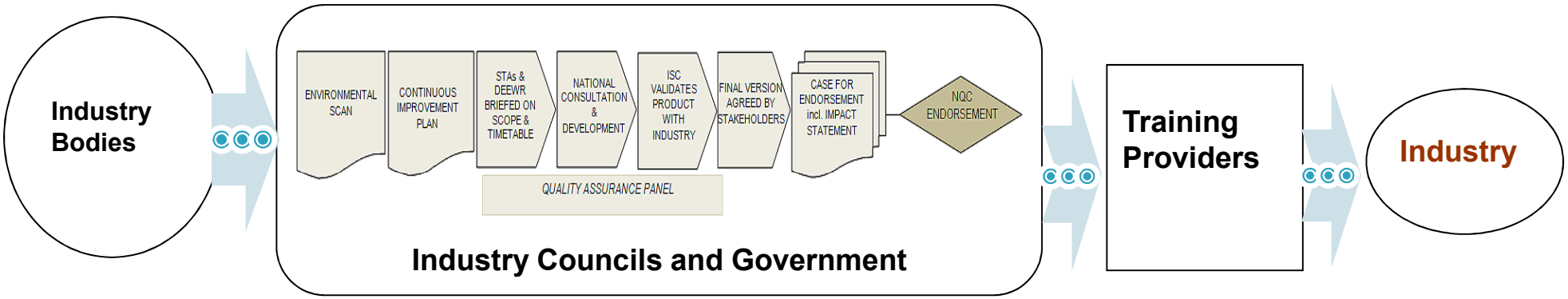
Theoretical Framework

- *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)

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

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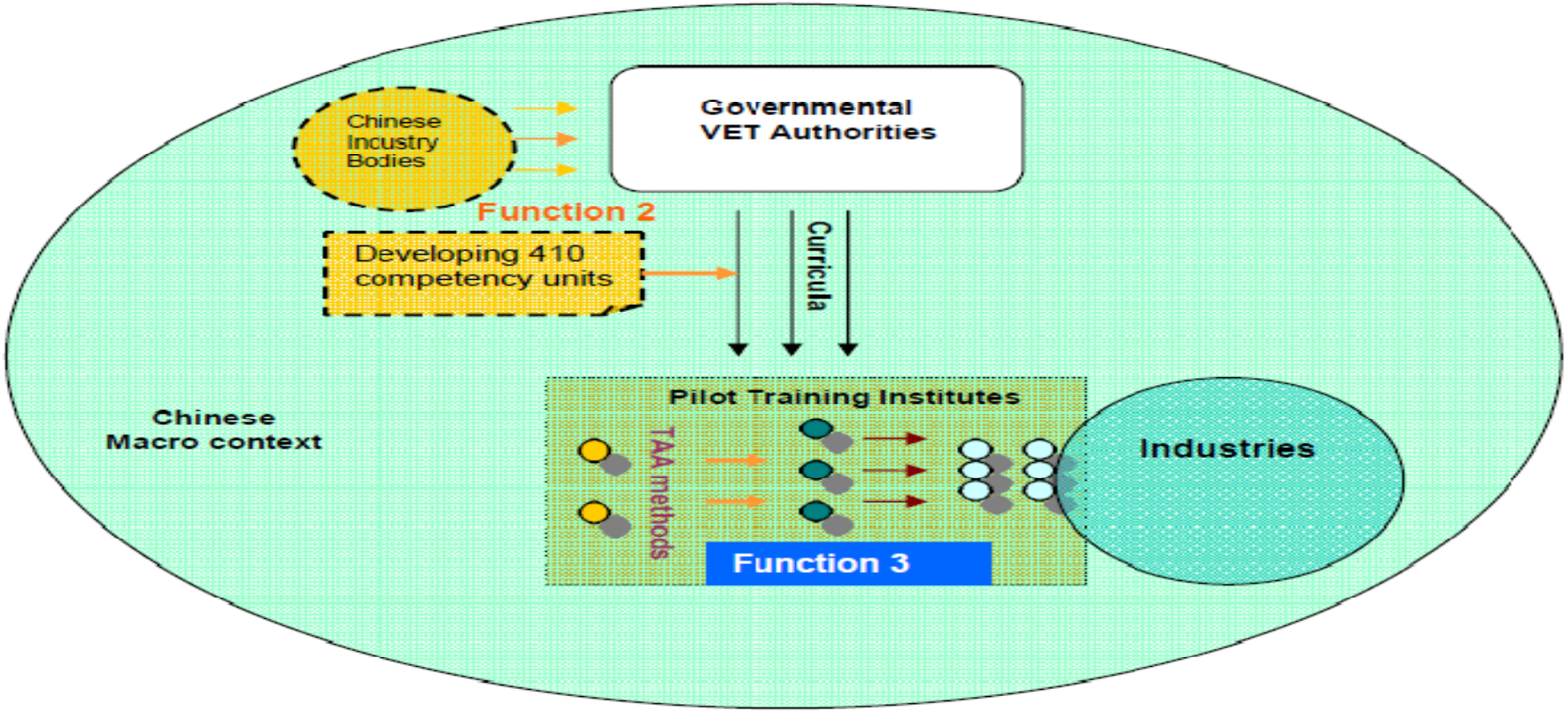

Australian teacher:

Chinese teacher:

Chinese student:

Affected by/created upon Australian reg. knowledge

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

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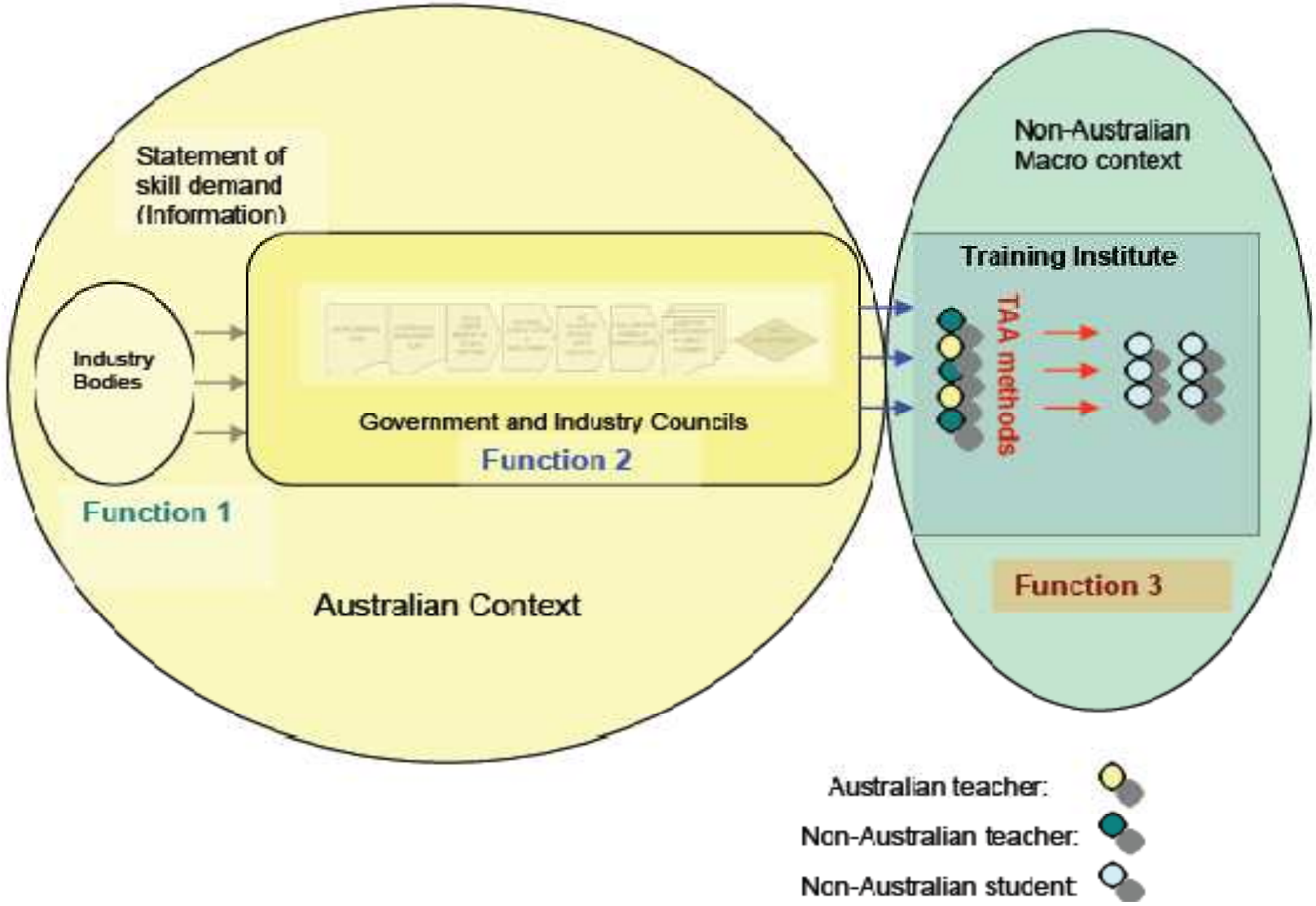

Model C: The transfer of Australian VET knowledge via outward Foreign Direct Investment

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

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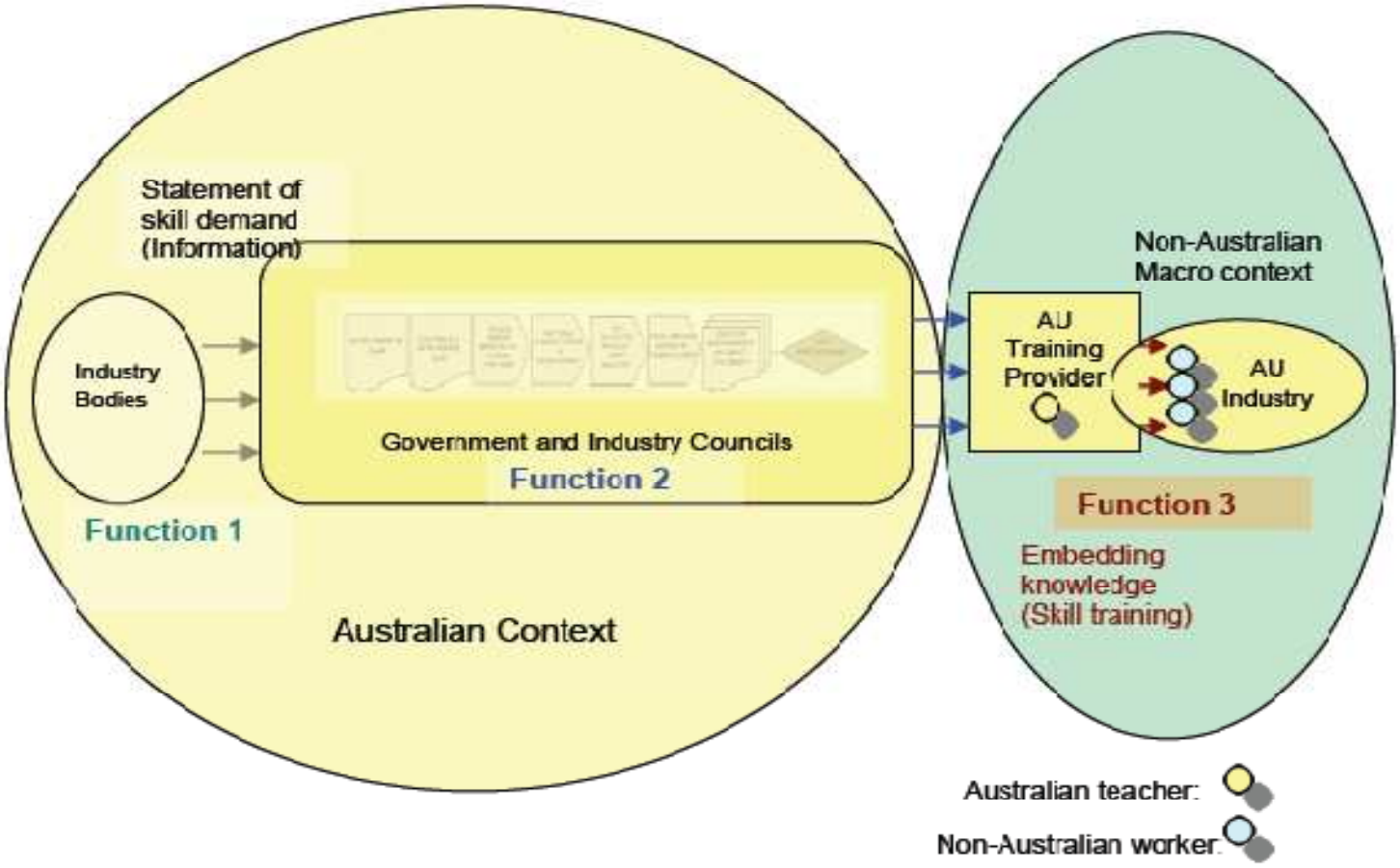
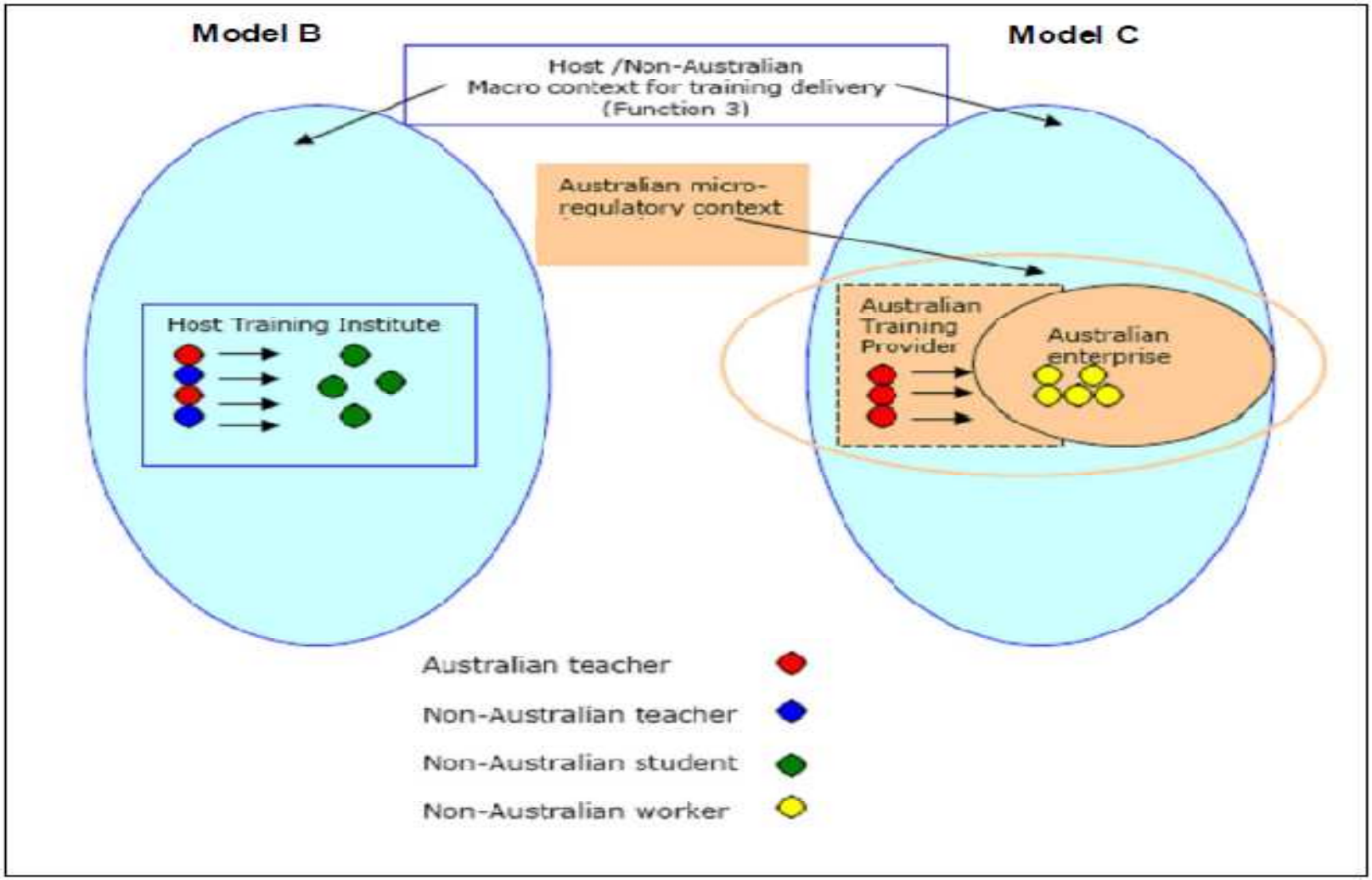


Training delivery and regulation in the Models B and C



Level of interaction between Australian and local training players

Model A: **International educational reform project**	**Model B:** **Transnational college based training**	**Model C:** **Transnational company training**
- Highly political - Highly institutional - Individual engagement mediated by government policy, local institutional involvement and enrolment as a student. *(a vertical slice through the host system from policy making to local training practice)*	- Less political - Highly Institutional - Individual engagement mediated by enrolment in training as a student.	- No political intervention in training practice - No local institutional involvement - Individual engagement mediated by company as employer

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