

Cultural diplomacy in the Indian skills system

Dr Surjeet Dogra Dhanji, Australia India Institute

Key Points from Masterclass 6

- Although changing rapidly, the development of VET skills and higher education not at the same level. Mutually successful outcomes between the two countries will require a bit more flexibility and creativity to get more out of our collaborations.
- Cultural connects and relationships are important in building long term impact. Understanding cultural nuances and differences gives an added advantage as culture is a unique and extremely powerful enabler, so hope our countries will continue to build more bridges.
- Skilling is the need of the hour in India, so in trying to solve skilling, invest in building trust and cementing relationships with the Indian customers
- Analyse, focus and act, the three things I learnt from my mistakes in the VET eco-system in India
- Building brand awareness and credibility in new markets requires a lot of effort and persistence, so there is need to be consistent over a longer period of time in India.

Case studies of Australian VET providers in India

Darryl Mohr, Australia India Institute

Common themes

- **People to People** links (across government, industry, corporates, education sector)
- Invest the **time** (due diligence, build trust, MOU's may take months or years)
- **Geographic** variance and industry specialisation (many different markets by geography)
- Set clear **standards** and boundaries (quality, language proficiency, robust financial models)
- Build enduring **partnerships** (industry specific, project specific, government supported)
- Key **sectors** (Digital and future technologies; manufacturing; infrastructure and logistics; renewables; healthcare, executive education)

Key learnings

- **Spend time** getting the transnational education model right (test, pilot, adjust, iterate)
- Build **trusted partnerships** with strong industry partners (connected and collaborative)
- Maintain **good governance and communication** channels with transnational partners
- **Prepare transnational staff well** and continue to support post deployment
- Ensure there is **an acknowledgement (and path) to address doubts, concerns and cultural nuances** with partners

Scoping demand for niche Australian VET

Professor Vineeta Sirohi, NIEPA

Key Points from Masterclass 8

- The research looked at opportunities for Australian VET providers in skill development in emerging priority sectors and niche industries in five Indian states – Delhi, Gujarat, Kerala, Maharashtra, and Tamil Nadu
- States were selected using key indicators like state GDP, industrial growth, literacy rates
- States identified 12 priority sectors according to Indian Sectoral Classification Categories: Automotive, Banking & Financial Services, Capital Goods, Construction, Electronics, IT&ITES, Healthcare, Life Sciences, Logistic, Media & Entertainment, Retail, Tourism & Hospitality
- IT & ITES identified as priority sector by all 5 states; Electronics and Tourism & Hospitality by 3 states; Healthcare; Capital Goods, Logistics, and Retail by 2 states each; and Construction, Media & Entertainment, and Life Sciences by one state each
- The skill demands cut across many of the sectoral categories because they relate to technological advances in IT & ITES and Electronics – VET opportunities may be better assessed by looking at job roles identified by state-level SSCs and employers
- Potential niche opportunities for Australian VET providers to partner with Indian institutions (VET and higher ed) and industry in automotive electronics, healthcare, life sciences-pharmaceutical, AR/VR for media, hospitality & ecotourism.
- Key focus areas: training the trainers; curriculum alignment; accreditation, mutual recognition and portability of qualifications; work integrated learning.



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Exploring Transnational VET Models in India

Ujjwal Krishna, Australia India Institute

Key Points from Masterclass 8&9

- Review of global and India-specific literature on VET and transnational models
- Interviews conducted with India's National Skill Development Corporation (NSDC), NSDC International, UNDP, British Council, All India Council for Technical Education (AICTE), private VET providers, and academics
- Government of India's increasing focus on international VET since 2014-15
- Operating models cater to the **international mobility** segment and the **domestic** market

Understanding the transnational VET landscape

- Global and India-specific academic and policy literature on transnational models is skewed in favour of **higher education**, and **not VET**
- Given this, we need a broader interpretation of transnational VET
- Need to include the participation of **foreign capital** and **expertise** in domestic skills development initiatives

Government of India initiatives

- Transnational skill standards
- NSDC International
- Integration of VET with higher education

Transnational VET models in India

- International mobility focused (government/donor supported and market led)
- Domestic market focused (government/donor supported and private sector-led/philanthropic models)
- Local adaptation (curriculum and trainers)

Findings

- Comfort with pursuing both the mobility segment and the domestic market
- Working with the grain
- Price sensitivities