

The Triple Helix Model in Maritime Education: Strengthening Industry-Academe-Government Collaboration

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Abstract

This study investigated the applicability of the Triple Helix Model as a framework for enhancing collaboration among academe, maritime industry and government in the School of Graduate Studies of the Asian Institute of Maritime Studies (AIMS-SGS). The study was undertaken in response to growing calls for graduate maritime education to remain relevant to changing industry practices, technological advances, regulatory requirements and national maritime priorities. It explored the nature and dynamics of collaboration among industry, academe, and government, the perceived contributions of the three stakeholder groups, existing collaboration mechanisms and institutional arrangements, challenges and barriers encountered, and areas of convergence and divergence regarding the needs and priorities of graduate maritime education. The study used a qualitative research design thru interviews with selected stakeholders from academe, maritime industry, customs and logistics sectors and relevant government agencies. The data collected thru the interviews was analyzed thematically and interpreted according to the Triple Helix Model, Stakeholder Theory and Institutional Theory. Results suggested collaboration was present but somewhat limited in scope and frequency at AIMS-SGS. Existing activities were more evident in research capacity building, seminars, forums, conferences, international research activities, and academic networking. AIMS-SGS had also established collaborative research and academic linkages through activities with organizations such as the Global Academic and Research Organization, Inc. (GAROI), the International Organization of Educators and Researchers (IOER), ETCOR, and other research partners. However, only a few sustained and institutionalized collaborations with maritime industry, customs and logistics organizations, and government agencies were evident. The results also indicated that the academe provided academic knowledge, research, curriculum and graduate competency development, the industry provided professional expertise, practical knowledge, workplace requirements and experiential opportunities, and the government provided policies, regulations, standards, technical expertise and institutional support. The main obstacles were limited institutionalization, limited involvement of stakeholders, problems in communication and coordination, constraints in resources and time, different priorities of institutions and reliance on individual initiatives. Despite these challenges, the three stakeholder groups identified considerable areas of agreement, particularly around the need for relevant curricula, responsive research, advanced competencies, digital readiness, professional development and stronger collaboration. The study then proposed the AIMS-SGS Triple Helix Collaborative Framework based on these findings, which institutionalized governance and coordination, collaborative research, industry and government engagement, professional development, knowledge exchange and partnership monitoring and evaluation. The framework sought to transform existing, but limited, collaborations into systematic, sustainable and mutually beneficial partnerships that would improve the relevance, responsiveness and strategic contribution of AIMS-SGS to maritime graduate education.

Keywords: Triple Helix Model; Industry-Academe-Government Collaboration; Government-Academe Partnership; Collaborative Partnership; Institutionalized Collaboration.

