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Catalyst Observation Summary Report on 2nd Piloting conducted by TU Dresden in Vietnam

March 17-30, 2019

This is a to-the-point summary report based on the Piloting 2 core curricula observations conducted by TU and Presentation Workshop on exam creation and assessment by Ute Schöttler, German Ministry of Education, Saxony, in several locations in Vietnam in the above time period. Attached is also the program itinerary used.

The visit involved three separate activities namely observations, QA training on testing & assessment and, thirdly a meeting with GIZ on integrating project modules into the GIZ oriented vocational colleges (12 colleges).

1. Observations

The actual observations can be accessed for a more detailed insight into the Piloting 2 conducted.



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We underlined in each observation to PCs importance of: Keeping signed participant records of each lesson plus do Tutor Evaluation forms (based also on student feedback) at end of module. Secondly the Module Record of Training Activity must be fully completed for each lesson in Module. Thirdly the issue of GDPR compliance and fourthly they need to invite all stakeholders to Pilotings. Fourthly the materials folders should contain materials that are appropriately titled and referenced.

The overall impression of Gerard Cullen, TU Dresden and Ms Ute Schöttler, German Ministry of Education, Saxony State Office for Education, Quality Assurance in Vocational Education, was that the CA has still not been fully established and that considerable work remains to be done to move away from the traditional teacher-centred approach. Additionally ECTS is still very new to PCs and while progress has been made more work remains to be done. It is imperative that the ECTS Guide is included in the materials list of Module 11 and studied in detail. We need to see more focus in lessons on adherence to module descriptions, training guides, materials folders and lesson plans. At each institution we stated that the above modules with the four component parts in their complete form need to be forwarded to Lan (the Vietnam Regional Coordinator) with final corrections suggested by EU partners.

Although lesson participants seemed motivated some sessions, as observed in Piloting 1, had elements of scripted reality.



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All these issues need to be successfully addressed in the planned meeting in Germany in 2019 and only then should a 3rd Piloting take place.

Finally the programme was very intensive given jet lag, climate, travel distances, etc. We would ask that in future there be a break day in each week and a two day departure allowance and return in order to be “fit” for the job. Both observers suffered illness due to the schedule but nevertheless achieved all observations and marketing trainings.

We would like to thank all Vietnam partners for hosting us warmly/for welcoming us. In addition we would like to sincerely thank the Pyramid Group for reviewing our observation form content which was much appreciated.

2. Presentation Workshop on Quality Assurance in Exam Creation and Assessment in Vocational Training in Germany

This was conducted by Ms Ute Schöttler, Saxon Ministry of Education

The program included the professional background and current tasks at Ministry of Education, a focus on the German Dual Vocational Training System (Overview on the German vocational education system, the dual apprenticeship system, organisation and contents of vocational training, information video published by Germany’s Federal Institute of Vocational Training (BBIB): “GO VET”, introduction to BBIB website and useful links & documentation in German & English). Then on Exam Creation and Assessment (Introduction to exams & assessment, Sample exam documents for illustration, exam tasks, certificates, the Europass certificate supplement). This included general tips for exam task creation, quality criteria of a “good” task: validity, reliability, objectivity and levels of performance (level of complexity and creativity a task leaves to the learner) different task categories: closed, half-open and open tasks. Additional English language vocational education exams were given by LIT.

A final element (given the importance of English as a Lingua Franca) focused on assessing job-related English language skills, internationally recognized tests, exams to certify job-related language skills the German KMK



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Language Certificate for Vocational Education and Training, description of job-specific competence levels based on the CEFR and tools for competence-focused assessment supported with sample exam tasks.

Individual Consultation Session – ~~this is where~~ individual colleagues can discussed and received advice on their own, their department's or their unit's exams.

Sustainability Discussions:

HCMC, HUTECH and HCMUTE

Ideal would be if GIZ would integrate modules into their special vocational schools in Vietnam (Ms Schöttler from Saxon Ministry of Education).

HUTECH & HCMUTE believe that modules can be integrated as a national vocational curriculum but it is a very big task indeed. They have an Asian University Network Quality Assurance system employed so this can take 4 to 5 years of piloting and feedback.

Accreditation by project partner universities on the other hand is restricted to project partners and can be done over 1/2 years. This all needs to be discussed together.

VINH, VUTED

Vuted suggested the following:

1. For authorities



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- **Working with other partners to advocate the project goals and activities since the specific CATALYST goals and activities might still be mistakenly confused for the ones underpinning existing vocational college materials.**
 - **Outstanding benefits, and proposing MOLISA policies of applying the project outcomes to the curriculum (with possible accompaniment resources).**
 - **Organising even a better Awareness Day next time and invite the authorities and other universities (and/or even faculties in every partner's institution) which have already included or have plans to include vocational skills in their curriculum**
- 2. For project sustainability**
- **Involving more outside partners in the final piloting phase of the project.**
 - **Carry out free courses of CATALYST Core Curriculum to wider institutional stakeholders or outside partners at the end of the project.**
 - **Plan to develop the main curriculum (level of DA, BA, MA) in VUTED (teacher training) based on CATALYST issues.**
 - **Ex: MA course 2020.**
 - **provide training courses and workshops on Core Curricula to other vocational colleges while MOLISA will observe the implementation and dissemination of the modules throughout Vietnam.**
 - **Showcasing and disseminating the project results via more workshops or media.**
 - **University partner agreement on modules (materials, teaching methodology...) with relevant PCs, institutions such as Hanoi Vocational College of Technology. In this way, the implementation of modules is applied to more beneficiaries in wider contexts.**



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- **Integrate the modules into the current curriculum (vocational teacher training program).**
- **Work with the school/university leaders to include the CATALYST modules as optional modules in the curriculum.**
- **Establishing a training centre where all available modules are updated and developed regularly.**

3. GIZ Meeting

The meeting was held on Friday at GIZ with Ms Pham Viet Ha, Sr Programme Officer (Programme Reform of TVET in Viet Nam).

She introduced the current activities of GIZ and we explained the ongoing situation with the Catalyst project activities (GIZ also attended the Project Status Awareness Conference Day in December 2018 in Hanoi hosted by HUST).

GIZ strongly indicated they are interested in our module curricula and once they are forwarded to them after Piloting 2 they would review same with a view to integrating them into their 12 partner vocational colleges (among these 12 are two GIZ state of the art vocational colleges).

This was a very positive meeting and new ideas on how to enhance vocational education in Vietnam were discussed with the GIZ stating that it would strongly consider being either a full or associate partner in future projects.

Observation Team (Ute Schöttler & Gerry Cullen).