



## **Report on CATALYST 2<sup>nd</sup> NATIONAL AWARENESS DAY online CONFERENCE in HO CHI MINH CITY (Hosted by HCMUTE and HUTECH)**

On March 11<sup>th</sup> 2021, Ho Chi Minh City University of Technology and Education (HCMUTE) and Ho Chi Minh City University of Technology (HUTECH) organized the 2<sup>nd</sup> National Awareness Day (NAD) for the CATALYST Project (the 1<sup>st</sup> NAD was held in HUTECH on December 1<sup>st</sup> 2018).

In the Covid-19 pandemic situation, the Conference was conducted fully virtually using the Zoom video-conferencing platform. Despite the fact that the pandemic prevented the NAD from being held as an in-person event, it did not prevent the conference from being a great success.

The participants in the NAD included representatives from AHK (Germany Industry and Commerce Vietnam) in Ho Chi Minh City, Ms. Nguyen Hong Ngoc Lam, Project Manager of Hand in Hand (HIH) for International Talents Project, Ms. Nguyen Hang Nga, Project Manager of Pro-Recognition - Professional and Vocational qualification for Germany; Prof. Elisabeth Lazarou, the general project coordinator of the CATALYST project from University Polytechnic of Bucharest (UPB), Romania; Mr. Padraig Kirby - Research, Development and Innovation Project Officer, Limerick Institute of Technology (LIT), Ireland as well as representatives from all 6 CATALYST project partners from Vietnam and 2 partners from Laos; and students of interest who were informed by Vietnamese universities. The host, HCMUTE, was represented by the Vice President, Assoc. Prof. Dr. Le Hieu Giang.





The aim of the NAD was to disseminate about the ERASMUS+ funded CATALYST project to stakeholders including but not limited to faculty members and students from partner and non-partner universities, as well as local and international education-related organizations in Vietnam. During this 2<sup>nd</sup> NAD, it was confirmed that the project and its results are well recognized by both EU partners and the Partner Country universities in Laos and Vietnam. The main products of the CATALYST project, which were the 12 completed Curriculum modules for Communicative approaches in vocational education to support and improve educational yield and sustainability, have been successively introduced within the University structures of the project partners of Vietnam and Laos. It is evident that the results of the CATALYST project have been highly important for the development of vocational education in both Vietnam and Laos. The modules are expected to be widely introduced and effectively utilized by more and more universities to address the gaps in students' competence.

**Introduction to Module 1A**  
**Communicative Approach in the Classroom**

1. Module description
2. Weekly Aims & Teaching Methodologies
3. Module Materials
4. Module Record of Training Activity
5. Evaluation after Plot

Plot 1 - October 2018

Duong Oanh

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**Figure 3: Introduction to Modules 1A and 4 by Prof. Duong Thi Kim Oanh (HCMUTE).**

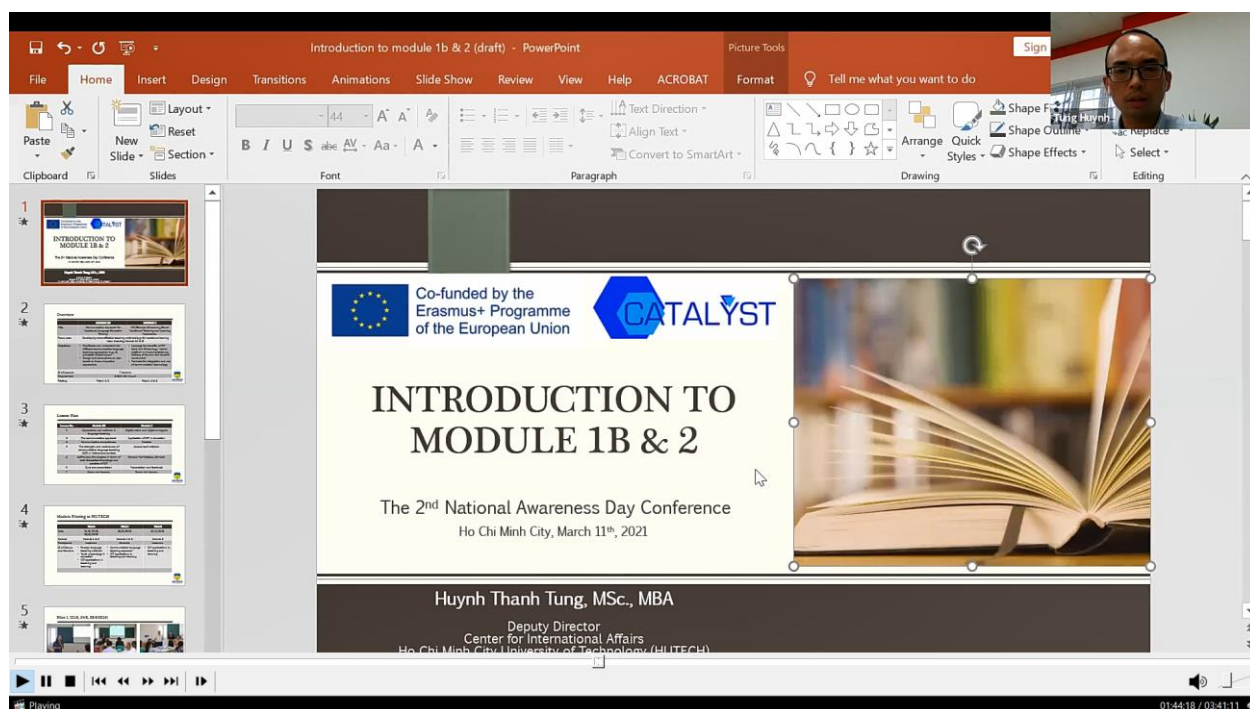


Figure 4: Introduction to Modules 1B and 2 by Dr. Huynh Thanh Tung (HUTECH).

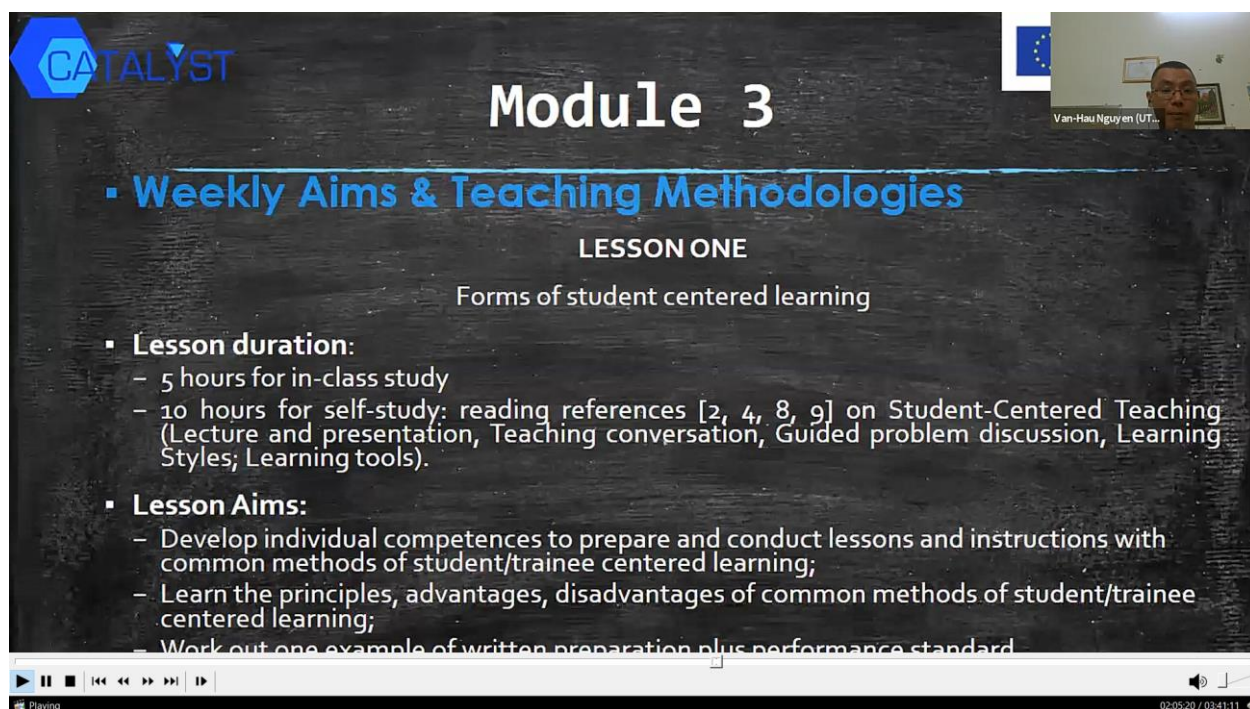


Figure 5: Introduction to Module 3 by Dr. Nguyen Van Hau (UTEHY).





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CATALYST

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Cam Le

# Introduction to MODULE 5

- Module objectives and learning outcomes
- Module content

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Figure 6: Introduction to Module 5 by Ms. Le Nu Cam Le (HUST).

CATALYST 1-Module DESCRIPTION-M06-H.Anh (new format)

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CATALYST

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## Module Description

**Module Title** : Language learning for vocational education purposes for internships and employment (CVs, letter of applications, interviews for domestic and international development in ASEAN block).

**ECTS** : 0.5 ECTS

**Module Aims and Overview:**  
This module aims to prepare participants for the work-based learning in the final

thavisone

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Figure 7: Introduction to Module 6 by Ms. Thavisone Mounlasane (NUOL).

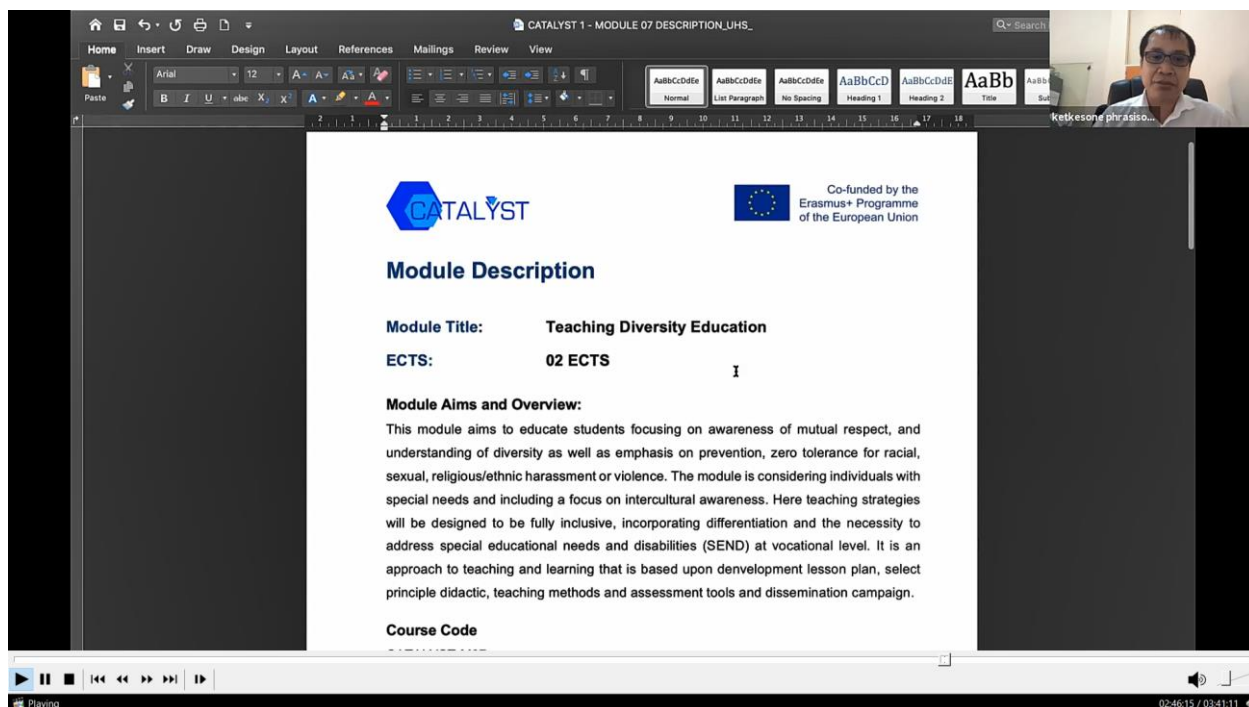


Figure 8: Introduction to Module 7 by Dr. Ketkesone Phrasisombath.

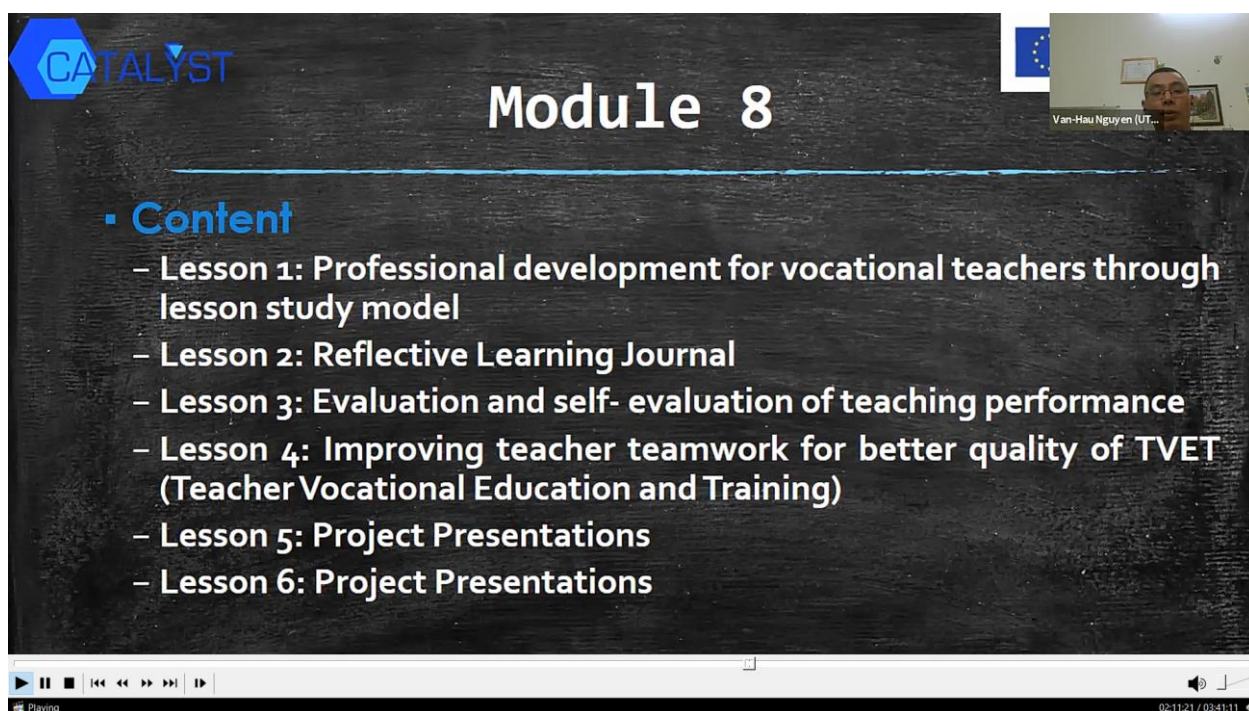


Figure 9: Introduction to Module 8 by Dr. Nguyen Van Hau (UTEHY).



# Module 9

Quality Assurance and Planning in vocational education  
(including observation, self- assessment techniques, using ECTS  
and EU Tuning Framework in modular creation)



Figure 10: Introduction to Module 9 by Dr. Nguyen Thi Lan Phuong (VUTED).

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sites.google.com/nuol.edu.la/xayyachack/my-classes/savanakhet/teaching-learning-method?authuser=0

Guest

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1. What have you provided before your classroom?
2. Explain the roles of teacher
  - teacher
  - course designer and materials provider
  - collaborator
  - researcher
  - evaluator"
3. Explain the roles of student

Some specific situations differ across fields. The focus of ESP learning in different research and scientific fields is not on the knowledge of a particular subject, but on core skills that can cover any discipline. All ESP students have some issues in common – for all of them it is of utmost importance to acquire particular skills, viz. describing functions and processes, explaining how devices or systems operate, specifying and describing properties of a particular system, discussing various issues, explaining methods and techniques, presenting results, diagnosing problems and providing solutions, etc. An ESP teacher's job in this case is multiple – they need to develop the best understanding possible of their learners' target context, create lessons that give students the opportunity to hear and use authentic language in the specialist context, and lead them to proficiency in the said skills (Palurović, Lena, & Ana, 2014).

- 4. Learner - Center Learning

As a learner-centered approach, its main purpose has been that of fulfilling the specific needs of target learners to satisfy either their professional or vocational demands (Ramirez, 2015). Content and skill specificity, material design, and the instructor as an expert were topics of debate during the 70s and 80s. ESP has existed as a separate branch of language teaching for around 40 years. At the beginning, it focused upon the specific lexicon of technical and scientific texts, but it soon changed its emphasis towards the rhetorical uses of

thavison

Playing 03:13:33 / 03:41:11

Figure 11: Introduction to Module 10 by Dr. Xayyachack Sounvoravong (NOUL).





# Module 11



CATALYST – Core Effective Strategies for Sustainability & Dissemination of Quality in Teaching and Learning

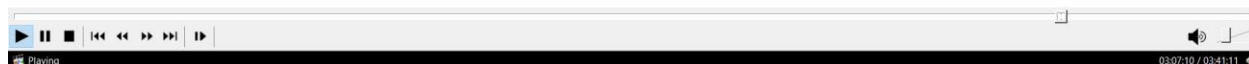


Figure 12: Introduction to Module 11 by Dr. Nguyen Thi Lan Phuong (VUTED).

## Module 12:



### ➤ **Module aims:**

- Equip participants with the skills of formal correspondence in a business professional context;
- Introduce and facilitate practice of basic professional communication skills in familiar work-related contexts (e.g. socializing, telephoning, dialogues, etc.);
- Provide grammar support for writing.

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Figure 13: Introduction to Module 12 by Ms. Le Nu Cam Le (HUST).

The AHK (German Industry and Commerce Vietnam) representatives joined the event to share important information from German Industry and Commerce Vietnam highlighting that once a graduate is well-skilled the wonderful opportunities available to them in the European market. The presentation from the AHK strongly encouraged the student audience at the NAD to find valuable





solutions to skill gaps provided by the CATALYST project and the 12-module curriculum which the project has developed to get themselves ready for employment.


SKILLED IMMIGRATION ACT

## Labour demand in Germany



Source: Make it in Germany

- 1st March 2020
- Easier for professionals with a vocational training qualification to work in Germany
- Able to come to Germany to look for a job
- Priority checks no longer required



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**Figure 14: Presentation of the AHK (German Industry and Commerce Vietnam).**



**(ANNEX 1)**

# THE 2<sup>nd</sup> NATIONAL AWARENESS DAY CONFERENCE

**ERASMUS+ CHBE PROJECT ON  
COMMUNICATIVE APPROACHES IN UNIVERSITY VOCATIONAL TEACHING METHODOLOGY  
FOCUSING ON IMPROVING EDUCATIONAL YIELD AND SUSTAINABILITY (CATALYST)**

**Time:** 14:00-17:30

**Date:** 11 March 2021

**Venue:** Virtual through Zoom link:  
<https://zoom.us/j/91874269988?pwd=MEdaOWFlcmxvZjhYSjNGM2ZSbkVzQT09>  
Meeting ID: 918 7426 9988  
Passcode: 123456

**Organizers:** HCMUTE and HUTECH

**Language:** English

## AGENDA

Time	Contents	Persons in charge
13:45 – 14:00	Login (through the provided Zoom link)	All participants
14:00 – 14:10	Opening and Introduction	Dr. Nguyen Vu Lan
14:10 – 14:15	Welcome remarks from HCMUTE Vice President Assoc. Prof. Dr. Le Hieu Giang	Ho Chi Minh City University of Technology and Education (HCMUTE) Assoc. Prof. Dr. Le Hieu Giang Vice President, Ho Chi Minh City University of Technology and Education (HCMUTE)
14:15 – 14:25	CATALYST Project Overview	Dr. Nguyen Vu Lan Ho Chi Minh City University of Technology and Education (HCMUTE)
14:25 – 14:30	Video “The Journey of the CATALYST project”	All participants
14:30 – 14:50	+ Introduction to Module 1A: Communicative Approach in the Classroom. + Introduction to Module 4: Monitoring and evaluation of examination creation and assessment	Dr. Duong Thi Kim Oanh Ho Chi Minh City University of Technology and Education (HCMUTE)
14:50 – 15:10	+ Introduction to Module 1B: Communicative Approach for Vocational Language Education Training	Dr. Huynh Thanh Tung



+ Introduction to Module 2: ICT/Blended/E-Ho Chi Minh City University of Technology Learning based vocational teaching and learning (HUTECH) approaches

15:10 – 15:30	+ Introduction to Module 3: Innovation methodology in vocational teaching and learning + Introduction to Module 8: Professional Development and Reflection	Dr. Nguyen Van Hau Hung Yen University of Technology and Education (UTEHY)
15:30 – 15:50	+ Introduction to Module 5: Recognition and validation of language skills in line with CEFR. + Introduction to Module 12: Basic vocational writing skills in English	Dr. Le Nu Cam Le Hanoi University of Science and Technology (HUST), Vietnam
15:50 – 16:00	+ Introduction to Module 6: Language learning for vocational education purposes for internships and employment	Ms. Thavisone Mounlasane National University of Laos, Laos
16:00 – 16:10	+ Introduction to Module 7: Teaching for diversity in vocational education for individuals with special needs and including a focus on intercultural awareness.	Dr. Ketkesone Phrasisombath University of Health Sciences (UHS), Laos
16:10 – 16:30	+ Introduction to Module 9: Quality Assurance and Planning in vocational education (including observation, self- assessment techniques, using ECTS and EU Tuning Framework in modular creation) + Introduction to Module 11: Catalyst Core Curricula Strategic Planning for Sustainability and Dissemination	M.A. Nguyen Thi Lan Phuong Vinh University of Technology Education (VUTED), Vietnam
16:30 – 16:40	+ Introduction to Module 10: ESP Pathway Program – English for Specific Purposes Training in Vocational Education	Dr. Xayyachack Sounvoravong National University of Laos (NUoL), Laos

16:40 – 17:00	Opportunities for well-prepared graduates in European and German markets	Ms. Nguyen Hong Ngoc Lam, Project manager of HIH- Hand in Hand for International Talents Project Ms. Nguyen Hang Nga, Project manager of ProRecognition - Professional and Vocational qualification for Germany.
17:00 – 17:20	Q&A Discussion Plenary “How to utilize the CATALYST Curriculum Modules for other project opportunities and enhancing training quality improvement strategies in member universities.”	Dr. Nguyen Van Hau – UTEHY Dr. Le Nu Cam Le – HUST Ms Nguyen Thuy Phuong Lan – ULIS Dr. Bui Van Hong – HCMUTE Dr. Huynh Thanh Tung – HUTECH (to be updated)





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17:20 – 17:25	Closing remarks	Dr. Nguyen Vu Lan Ho Chi Minh City University of Technology and Education (HCMUTE)
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**Total number of Participants: 212 (including guests, lecturer, managers and students)**

Ho Chi Minh City, 20 March 2021