



Co-funded by the
Erasmus+ Programme
of the European Union

CATALYST Capacity Building in the Field of Higher Education (CBHE) Management Plan

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1. Introduction and Background

CATALYST supports the development and implementation of a comprehensive pedagogical Core Curricula using an ECTS/Tuning Modular design for university vocational teaching for Vietnam and Laos.

Two non-EU Countries are involved:

- Vietnam (6 Partners)
- Laos (2 Partners)

Five EU Partners are involved:

- University Politehnica of Bucharest (UPB), Romania
- Technische Universität Dresden (TUD), Germany
- The Pyramid Group (TPG/Paul East), Ulm, Germany
- Edge Hill University (EHU), UK
- Limerick Institute of Technology, Ireland

The **wider** objective of the project is to

- Develop transparent, national and international, educational standards and comparable learning tools and teaching standards in accordance with Bologna criteria.
- Enhance the quality of teaching methodology and use of innovative teaching tools in the Partner Countries (PCs).
- Support the internationalisation of participating EU and PC institutions and support staff and student mobilities and exchanges.

Ultimately improve the quality and participation of graduates in the educational system and in employment.

The **specific** objectives of the project are to:

- Implement English for Specific Purposes training as a Quality Assurance (QA) mechanism to ensure effective Partner Country (PC) participation. To use this package for future training needs at PC institutions.
- Implement Pedagogical training for PC participants to ensure the PCs produce a proper Core Curricula developed to local needs curricula.

- Conduct Quality Assurance training for all participants at Start Off meeting to ensure full implementation of project goals and to ensure understanding of Quality Plan and Contingency Plan.
- Ensure setting up of CATALYST website after needs analysis in Month 2 of project for uploading of all academic and administrative documentation.
- Create clear understanding of management structures for smooth operation of academic and administrative activities.
- Develop program with clear focus on persons with disabilities.
- Ensure Sustainability through Official Accreditation Process for Core Curricula including Inter-university Module Recognition Agreements and - Action Group for creation of Strategic Plan for post-project dissemination and sustainability.
- Develop and implement a clear strategy to maximize Dissemination effects of two National Partner Country Project Status Conference Awareness Days.

We have a core **core target** group:

- university vocational training teaching staff (in- service and pre-service)

Apart from this we have the **wider stakeholder** group including:

- Wider university staff not only those involved in vocational teacher training
- Student and teacher bodies
- Vocational education associations
- Associated partners
- EACEA
- Country NEOs
- Ministries of Education
- German GIZ

The Core Curricula will lead to a wide change in the situation set because in breath, scale, quality & relevance it will be the first programme of its kind held in these countries to address the training and development needs of staff teaching in university vocational teacher training - a programme which is very much needed in these particular PC countries.

2.1 Management Overview

WP Management

University Politehnica of Bucharest (UPB/P1) with its previous Tempus and H2020 Lead Partner experience will undertake activities to ensure sound management of the project and will perform the duties of authorising officer and coordinator of the project.

It will set this tone from the start reviewing along with other partners the importance and positives of best management strategies and potential conflict areas and ways of avoiding these through the establishment of clear task responsibilities and clear communication channels to facilitate consensus and decision making.

They will, in consultation with the consortium designate which universities pilot the various modules. Thus, the Management package is a key UPB focus.

WP Dissemination and Exploitation & Sustainability

Limerick Institute of Technology (LIT/P5) has the main responsibility for dissemination and sustainability and will also steer and drive the project's dissemination activities ensuring the publication of the project steps throughout the programme.

WPs Preparation and Development

TUD/P2 leads the EU Steering Group as well as the Preparation Package which has a very strong focus on ESP and on Core Curricula development and piloting. Paul Francis East (PFE/P3) representing The Pyramid Group (TPG) will lead the Development Work package. Both the Preparation and Development WPs are very closely connected requiring very strong and coordinated cooperation between both EU partners.

WP Quality Plan

Edge Hill University (EHU/P4) leads the Quality Plan Package.

All EU partners will contribute to the Preparation of EU QA English for Specific Purposes Training and Pedagogical Training for PCs and all will be involved in actual training.

An **EU Steering Committee** of one member from each EU partner will co-ordinate with the **PC Steering Committees** also with one member from each PC university (the EU and

Programme Country have the same format and additionally **Project Publicity Officers** from each institution).

Near project end the Programme Country representatives have the additional key focus to form an **Action Group** to support curricula integration and post-project dissemination and sustainability through a CATALYST Strategic Plan.

HCMUTE (P6) and **HUTECH** (P7) lead the Vietnamese Steering Group and NUoL (P13) the Laotian one.

All PCs are involved in creating Core Curricula for their universities to teach vocational education teaching methodology to in-service student teacher trainees and they are also be involved in piloting three times.

All activities are based on team efforts and involve all relevant members of the consortium. Coordination among the CATALYST consortium partners is essential for achieving effectiveness of communication in the project and post-project dissemination with reporting to the Project Coordinator as the project-the decision making body of the Consortium.

The members of the CATALYST consortium have identified individual persons who bear responsibility for implementing dissemination-enhancing activities.

Please keep in mind that one of the difficulties of projects of this nature is the cultural differences and distance so the above measures have been developed to manage this.

2.2 CATALYST OVERVIEW OF DELIVERABLES

Below is what the management of the project has to deliver keeping in mind that the project started far later than expected.

Deliverable N°	Title	Delivery Date
Work Package 1 Preparation (TUD/P2)		
1.1	Start Off Meeting QA and control guidance	15-10-2016

	Report of processes and agreements <u>TUD+ all</u>	
1.2	Initiation Development of Catalyst website Development of Catalyst website with QA Guidelines for population to site starts immediately after Start Off meeting and Catalyst website Needs. <u>TPG+PCs</u>	30-11-2016
1.3	Preparation of EU QA English for Specific Purposes Training and Pedagogical Training Packages <u>TUD</u>	30-01-2017
1.4	Preparation of and negotiating PC Division of Core Curricula Tuning/ECTS <u>TUD + all</u>	15-06-2017
Work Package 2 Development (TPG/P3)		
2.1	EU Training of QA English for Specific Purposes Training and Pedagogical Training for PCs <u>TUD+ all</u>	15-02-2017
2.2	PC Home Multiplier Factor Training Inputs of ESP and general Pedagogical Training <u>PCs</u>	31-03-2017
2.3	First Piloting of Core Curricula <u>PCs</u>	31-02-2018
2.4	Second Piloting of Core Curricula <u>PCs</u>	19-10-2018
2.5	Third Piloting of Core Curricula <u>PCs</u>	30-02-2019
2.6	Home Multiplier Staff Training of Core Curricula <u>PCs</u> with Reporting to steering group meetings	14-10-2019

Work Package 3 Quality Plan (EHU/P4)		
3.1	QA Evaluation and Core Curricula Modules online provision. Module piloting assignment <u>EU+ PCs</u>	25-09-2017
3.2	EU & PC QA Evaluation of 1 st Piloting EU review based on questionnaire feedback Module+Seminar teaching load distribution for 2 nd piloting fixed <u>EHU+ all</u>	22-10-2017
3.3	1 st Round of QA monitoring visits by EU partners with Master-Classes Inputs TUD + EU partner observations QA Observation Reports and distribution to PCs <u>TUD + all</u>	26-11-2017
3.4	EU & PC QA Evaluation of 2 nd Piloting EU review by observing partners Module+Seminar teaching load distribution for 3 rd piloting fixed <u>EHU+ all</u>	30-02-2018
3.5	2 nd Round of QA monitoring visits and masterclass inputs by EU partners <u>TUD+ all</u>	26-10-2018
3.6	EU & PC QA Evaluation of 3 rd Piloting <u>EHU + all</u>	30-01-2019
Work Package 4 Dissemination and Exploitation (LIT/P5)		
4.1	Ongoing Population of Catalyst website <u>LIT+TUD + all</u>	01-10-2017
4.2	National PC Project Status Awareness Day Conference Year 1 <u>PCs</u>	01-10-2017

4.3	Ongoing Population of Catalyst website in Year 2 <u>TUD+ all</u>	01-10-2018
4.4	National PC Project Status Awareness Day Conference Year 2 <u>PCs</u>	01-10-2018
4.5	Ongoing Population of Catalyst website in Year 3 for Piloting 3 <u>TUD + all</u>	01-10-2019
4.6	Sustainability –Official Accreditation Process for Core Curricula including Inter-university Module Recognition Agreements <u>EU+ PCs</u>	30-07-2019
4.7	Final Project Conference In LAOS <u>All</u>	20-09-2019
Work Package 5 Management (UPB/P1)		
5.1	Regular Steering Group management meetings to review objectives, progress and ensure QA compliance <u>UPB+ all</u>	12-10-2019
5.2	Year 1 project Planning and Co-ordination with Annual Report <u>EU+ all</u>	30-09-2017
5.3	Interim Project Planning and Co-ordination QA Meeting at LIT <u>LIT+ UPB</u>	12-06-2018
5.4	Regular Steering Group management meetings to review objectives, progress and ensure QA compliance in Year 2 <u>EU + all</u>	30-09-2018
5.5	Year 2 project Planning and Co-ordination with Annual Report <u>EU+ all</u>	30-09-2018
5.6	Regular Steering Group management meetings to review	30-09-2019

	objectives, progress and ensure QA compliance in Year 3 <u>EU+ all</u>	
5.7	2 nd Interim Project Planning and Co-ordination QA Meeting at EHU, presentation of outcomes and outputs <u>EU+all</u>	03-04-2018
5.8	Management Preparation for Final Conference EU steering Group + PC steering+ Lead Partners <u>EU+all</u>	30-07-2019
5.9	Year 3 project Planning and Co-ordination with delivery of Final Project Co-ordination Reports <u>EU+all</u>	30-09-2019

EU Partners have the following tasks to ensure the above:

UPB/P1 will fully undertake all activities and obligations on a professional level to ensure strong project management and will perform the duties of Lead Partner of the project, as well as active involvement in the project activities and under the guidance of EU partners will help lead and steer the creation of the CORE Curriculum and its implementation.

UPB and EU partners (P2, P3, P4, P5) will supply required documents and information to the EACEA. UPB in the event of audits and will hold responsibility for the administration and financial management of the grant involving daily project management, coordination and monitoring and including financial guarantees, payment requests and timely payments to the co-beneficiaries. With its significant experience in previous EU projects involving large budgets and project work objectives UPB will lead and champion the project with an exceptionally strong ethical dimension at EU, PC, national and international levels.

EU partners will participate in the Start Off meeting and contribute to all the discussion and strategic planning and QA procedures and QA training at this meeting. They will prepare and train PC partners in the initial ESP and EMI training program.

They will contribute content to the CATALYST website throughout the project and give feedback. They will contribute to the development of the CATALYST Core Curricula modules (based on ESP and CATALYST training) and will observe the piloting of the agreed modules

(with other PCs) from this curricula and be involved in their evaluation and improvement with other EU and PC partners.

During the period life they will participate as agreed in the holding of two National PC Project Status Awareness Day Conferences.

They will support the PC Sustainability – Official Accreditation Process for CATALYST Core Curricula including Inter-university Module Recognition Agreements and support the creation of the Action Group for a CATALYST Strategic Plan and for co-operating with key non-project stakeholders.

Finally they will be involved in internal project meetings, domestic and international Steering Group meetings and the key interim and final conference meetings dealing with academic and administrative issues.

Non-EU Partners have the following tasks to ensure the above:

They will participate in the Start Off meeting and contribute to all the discussion and planning and QA procedures and QA training at this meeting.

Then they will participate in the initial ESP and general pedagogical training program and on return to their country engage in Home Multiplier Factor training of these two trainings (in Bucharest and Dresden) to support dissemination and sustainability and the success of the project.

They will contribute content to the CATALYST website throughout the project and give feedback using their Project Publicity Officers who will also create and maintain home institution website links for CATALYST.

They will contribute to the development of the CATALYST Core Curricula modules (based on ESP and Pedagogical training) and will pilot agreed modules (with other PCs) from this curricula three times and be involved in their evaluation and improvement with EU and PC partners.

They will additionally be engaged in the Home Multiplier Factor training of the final CATALYST Core Curriculum.

During the period life they will support the holding of two National PC Project Status Awareness Day Conferences with a Status Report to non-project Stakeholders and collect and review open-ended questionnaire feedback from participants.

They will actively engage in internal project meetings, domestic and international Steering Group meetings and the key interim and final conference meetings dealing with academic and administrative issues.

They will be involved in the Sustainability – Official Accreditation Process for the CATALYST Core Curricula including Inter-university Module Recognition Agreements and the creation of the Action Group for a CATALYST Strategic Plan and for co-operating with key non-project stakeholders.

They will have responsibility for providing support to the University Politehnica of Bucharest (UPB) project management team to ensure quality of both process and product.



CATALYST- LSP course training 1, 3rd -16th December 2017, UPB/Romania

2.3 The Project Publicity Officers and Tasks

In view of achieving effective dissemination we have created Project Publicity Officers at each PC university who work together in two national and trans-national teams.

Erasmus+ EU CBHE CATALYST (Communicative Approaches in University Vocational Teaching Methodology Focusing on Improving Educational Yield and Sustainability)

CONTACT-Project Publicity Officer (VIETNAM, LAOS UNIVERSITIES and UPB)					
University	Contact/Project Publicity Person	Position at University	Email	Skype	Telephone Number
P1- UPB (University Politehnica of Bucharest)	VINTEA Adela	Researcher in CATALYST Project	adela.vintea@gmail.com	Adela.vintea	+40 722.252.552
P6 – HCMUT (Ho Chi Minh City University of Technology and Education)	NGUYEN Vu Lan	Vice Dean of International Affairs Office	lannv@hcmute.edu.vn	Nguyenvulan81	+84 913.522.142
P7- HUTECH (Ho Chi Minh City University of Technology)	PHAM Thi Hai Quynh	Vice Director Institute of International Education	pth.guynh@hutech.edu.vn	Phamhai.guynh	+84 918.300.109
P8 - HUST (Hanoi University of Science and Technology)	PHAM Hoai Anh	Lecturer, Vice Head of Department of Professional English	phamhoaianhbk@gmail.com anh.phamhoai@hust.edu.vn	phoaianh	+84 168.446.07.64
P9- ULIS-VNU (University of Languages and International Studies, Vietnam National University)	PHUNG Thi Kim Dung	Vice Dean of Faculty of English Language Teacher Education	kimdungspata@gmail.com	Kimdzung77	+84 943.032.992
P10 – UTEHY (University of Technology Ad Education)	NGUYEN Van Hau	Head of Software Engineering Department	nvhau66@gmail.com	nvhau66	+84 943.651.135

P11- VUTED (Vinh University of Technology Education)	TRAN Thi Thuy	Administrativ Official Center for Training and Professional Development	Tranthithuy0911@gmail.com	Tuankiet2604	+84.983.313.424
P12- NUoL (National University of Laos)	Xayyachack SOUNVORAVONG	Deputy Head of Office of the Faculty of Engineering	xayyachack@nuol.edu.la	Xayyachack sounvoravong	+85 620.224.998.79
P13 – UHS (University of Health Sciences, Laos)	Ketkesone PHRASISOMBATH	Director Academic Affairs Division	ketkesonp@gmail.com ketkesone.phrasisombath@yahoo.com	Ketkesone. Phrasisombath	+85 620.226.514.192

Note: The Project Publicity Officer role will be responsible for putting up the project link on the home university website, collecting all reports, photos etc., plus setting up and sending info to the project Twitter and Facebook.

What will they do?

At the basic level the Project Publicity Officer role means being responsible for putting up and actively maintaining the project link on the home university website with full progress information on deliverables, dissemination and sustainability efforts, collecting all reports, photos, etc., plus setting up and sending info to the project Twitter and Facebook accounts. This should be done on a weekly or every two weeks basis.

In addition:

CATALYST consortium partners will mobilize their networks of partners at the local, regional and national level in view of raising general awareness of the project, attracting supporters and promoting project outputs.

CATALYST consortium partners already have established channels of media relations. They will strive to utilize these channels in the best possible way in view of achieving visibility of the project at the local, regional and national level.

CATALYST consortium partners will present the project and promote its results during other relevant events organized within their own institutions or by partner institutions.

These teams will utilize all possibilities presented by the publishing activity within their own institutions to promote the project and its results. Relevant internal publications, such as website

news, website project link and content, information bulletins (electronic or printed), brochures, student newspapers, etc. can be a suitable medium for promoting the project within the institution (including among students) and among local networks of partners and stakeholders.

CATALYST consortium partners will utilize all available opportunities to make the project visible to policymakers at the local, regional, and national level, including through targeted emailing of project outputs.

CATALYST consortium partners will avail of all suitable opportunities to publicise the CATALYST project on the national and international level by publishing papers, publishing press releases online and in print, presenting at conferences and seminars and availing of any opportunities for promoting the project by collaborating with other CBHE projects through Inter Project Coaching that may occur.

Social Media accounts

- **Twitter**
- **Facebook**

Social Media accounts for the CATALYST project have been set up by and are being maintained by each university and also at national level:

Catalyst Program Countries Website, Institutional Facebook and Twitter, National Facebook and Twitter (Vietnam and Laos)

National Facebook Vietnam	https://www.facebook.com/catalysterasmus/	Publicity officer: Nguyen Vu Lan lannv@hcmute.edu.vn
National Twitter Vietnam	https://twitter.com/?lang=en	Publicity officer: Nguyen Vu Lan lannv@hcmute.edu.vn
National Facebook Laos	https://web.facebook.com/fen.nuol.5	Xayyachack Sounvoranvong xayyachack@nuol.edu.la
National Twitter Laos	FEN (FEN @NUOL) - Twitter	Xayyachack Sounvoranvong - xayyachack@nuol.edu.la

University	Website	Facebook	Twitter	Publicity officer
(P6) HCMUTE	http://en.hcmute.edu.vn/Article/Id/f1336467-bbab-43c1-b257-38127e092508/capacity-building-project-on-communicative-approaches-in-university-vocational-teaching-methodology-focusing-on-improving-educational-yield-and-sustainability-catalyst	https://www.facebook.com/catalysterasmus/	https://twitter.com/?lang=en	Nguyen Vu Lan- lannv@hcmute.edu.vn
HUTECH (P7)	https://www.hutech.edu.vn/english/index.php/news/hutech-news/14562712-hutech-became-a-member-of-catalyst-project-funded-by-erasmus	https://www.facebook.com/catalysterasmus	https://twitter.com/NGUYE_NL65537086	Nguyen Lan Huong nl.huong@hutech.edu.vn
HUST (P8)	https://sofl.hust.edu.vn/thong-bao/-/asset_publisher/Sk7I/content/8478680	https://www.facebook.com/dhbkhanoi/posts/1034040283400661?comment_id=1039068532897836&notif_id=1522938004345890&notif_t=comment_mention&ref=notif	The University does not use Twitter	Pham Hoai Anh anh.phamhoai@hust.edu.vn
ULIS-VNU (P9)	http://en.ulis.vnu.edu.vn/blog/archives/catalyst-project-toward-capacity-building-in-the-field-of-higher-education/#	https://www.facebook.com/groups/1758161984250544/?multi_permaLinks=1758192407580835&notif_id=1520954764416710&notif_t=feedback_reaction_generic&ref=notif	https://twitter.com/ULIS_VNU_HANOI	Phung Thi Kim Dung dungnncn@gmail.com
UTEHY (P10)	http://www.utehy.edu.vn/Newsletters/NewsDetail/8148	https://Facebook.com/DaihocSuPhamKyThuatHungYen/	https://twitter.com/UTE_HY	Nguyen Huu Hop huhop78@gmail.com

VUTED (P11)	http://vuted.edu.vn/916.htm Kick off meeting http://vuted.edu.vn/1019.htm training in Romania	https://www.facebook.com/catalysterasmus/	https://twitter.com/?lang=en	Tran Thi Thuy tranthuthuy0911@gmail.com
NUoL(P12)	http://nuol.edu.la/index.php/en/	https://www.facebook.com/tvetlaopdr	FEN (FEN @NUOL) - Twitter	Xayyachack Sounvoranvong xayyachack@nuol.edu.la
UHS (P13)	http://www.uhs.edu.la/Information%20on%20CATALYST%20Project%20for%20the%20Project%20Link.html	https://www.facebook.com/search/top?q=Uhs+Laos	The University does not use Twitter	Ketkesone Phrasisombath ketkesonp@gmail.com

The Social Media presence will complement the website of the project. It will be used by all partner institutions to share information related to the general topic of the project, to promote and inform about upcoming events and meetings as well as to present achieved results or activities within particular institutions. The content will be less formal, more interactive and broader in terms of issues than the website of the project. This approach would allow the consortium to maximize and facilitate day-to-day interaction among project team members, supporters, researchers, followers and other persons involved with or interested in the project, while also maintaining – through the CATALYST website – a streamlined, concise, focused and user-friendly presence on the web that would benefit the overall visibility of the project.

Live streaming and a YouTube channel will be used where possible to make the main events accessible to a wide group of stakeholders.

Electronic mailing lists will help maintain and facilitate contacts within and beyond the CATALYST consortium E-mail will be one of the primary means of engaging stakeholders, particularly the highly critical and relevant groups. An electronic mailing list for the CATALYST project has already been established, and it serves the purposes of internal project communication. This **consortium-level list will be complemented by institution-level emailing lists** of contacts relevant to the project, which project teams within each institution will develop, maintain, expand and use for the purposes of effective dissemination and implementation of the work programme.

FINALLY, the Project Publicity Officers will set up Action Groups in their home institution to support curricula integration and lifetime and post-project dissemination and sustainability.

2.4 The CATALYST Website (<https://catalyst-erasmus.com/>)

The CATALYST project website is one of the main dissemination channels. It is subcontracted and this procedure is decided by the EU Steering Committee.

It is a key source of information available to different categories of stakeholders, the first point of contact, and a mechanism for ongoing communication with external audiences. It will also enable effective consultation with motivated and proactive stakeholders.

All PC institutions and EU ones will have responsibility for its maintenance, particularly the creation of new content for the website and its continuous updating and refreshing with new content and ideas.

This is an important and ongoing communication hub and a tool for preparation, development, quality, management, sustainability and dissemination and exploitation of project outcomes.

The Catalyst website will crucially contain information on:

Content of the created trainings and Core Curricula Modules, information on training, methodological and didactic materials to support teachers and evaluation results of the project for each partner.

This activity entails preparation, development, dissemination and exploitation. It will be a key activity especially in reviewing the Core Curriculum Module materials for evaluation by PC and EU countries before the main Piloting. The evaluated materials are available onsite as exploitation potential for the actual training.

Key website tabs supporting our strategy include dissemination, gallery and events.

2.5 Project Status Awareness Day Conferences

These will be held in the respective PC Countries and managed by the Project Publicity Officers at each Vietnamese and Laotian institution.

All stakeholders and mass media are invited to a one day national conference on the status of the project. This is an important activity where the project, players and Catalyst website and Core Curricula are introduced.

All PC staff will undergo specific Marketing training during the first Piloting Observation phase by EU partners located in the PC universities.

A Project Status Awareness Day Conference Plan will be produced by LIT.

This activity entails preparation, development, dissemination and exploitation.

More traditional marketing and awareness tools will be used to good effect and we plan to involve not just academic staff but students also through the design and creation of various banners and posters highlighting key issues in the awareness with poster exhibitions to be a feature.

Other multimedia tools will also be employed – such as movies and documentary films highlighting key issues in vocational education such as disability awareness and social inclusion.

All local and national media including newspapers. Radio and TV stations will be informed about the events and invited to attend.

A key partner will be the German GIZ actively represented in both countries.

Special events such as festive evenings may be held in the vicinity of the home institutions inviting students, professors, teachers, NGOs, Ministries and administration of the universities as well as universities from outside the Consortium to disseminate information on CATALYST project and its importance in society. Brochures, flyers, invitations about the project and the value to society generally will be distributed to all stakeholders.

Again, a key factor for the success of the Project Status Awareness Day Conference Days will be that disabled people will be centrally involved in both the organisation and running of it. It should be one of the key awareness raising aspect of the event with the holding of “Roundtable Discussions” which will involve not only key figures in Vietnamese and Laotian society and education in general but also strong involvement of persons with disabilities. It is envisaged that these Roundtable Discussions will prove a highly successful vehicle in helping to improve awareness of critical issues in the development of accessible, quality in vocational education. Overall each university should deliver an address about the importance of the Catalyst project as vital support for learning and for ensuring access to society and education and for lifelong learning thus promoting inclusion in society at large.

In addition the EACEA organized a Dissemination Cluster Meeting in Vietnam (2017) to promote the project. The CATALYST consortium partner will participate alos in further Cluster Meetings organized by EACEA.

2.6 CATALYST Downloadable Modules manageds by Core Curricula Creation Teams

These modules are developed according to ECTS Guidelines thus promoting effective dissemination and sustainability by the very nature of using ECTS and its additional internationalizing character. It was further agreed that all modules would be piloted separately in both countries keeping in mind country peculiarities and supporting end project sustainability.

Each module has 4 documentary parts:

- 1. CATALYST 1 - ECTS MODULE DESCRIPTION FOCUSING ON LEARNING OUTCOMES**
- 2. CATALYST 2 - WEEKLY AIMS & TEACHING INSTRUCTIONS FOR TRAINERS**
- 3. CATALYST 3 - MODULE MATERIALS FOLDER**
- 4. CATALYST 4 - MODULE TEACHING RECORD**

Overview of Final Modules for Piloting 1, Piloting 2 and Piloting 3 of Core Curriculum as reflected in LSP 1 Training in Bucharest in December 2017 and LSP 2 in Dresden March 2018:

Nr.	Short Description	Responsible EU-Partner
1	<p>Communicative Approach versus Traditional Approach in the classroom and use of oral skills for presenting, lecturing, public speaking.</p> <p>Approach on Multiplication Factor Trainer for effective multiplier at home and in domestic institutions.</p> <p>NOTE: this module – DIVIDED INTO Module 1A for Communicative Approach for General Vocational Education and Module 1B for Communicative Approach for Vocational Language Education Training.</p>	EHU/P4 with TUD/P2 (for language learning CA)
2	ICT/Blended/E-Learning based vocational teaching and learning approaches.	EHU/P4
3	Innovation methodology in vocational teaching and learning (including the use of the internet/library/media centre for lesson development and implementation).	LIT/P5
4	Monitoring and evaluation of examination creation and assessment	UPB/P1
5	Recognition and validation of language skills in line with the Common European Framework of Reference (CEFR). Key languages are English and German.	TPG/P3 TUD/P2 UPB/P1
6	Language learning for vocational education purposes for internships and employment (CVs, letter of applications, interviews for domestic and international development in ASEAN block)	LIT/P5 TPG/P4 TUD/P2
7	Teaching for Diversity in vocational education for individuals with special needs and including a focus on intercultural awareness. Here teaching strategies will be designed to be fully inclusive, incorporating strong differentiation and the necessity to address special educational needs and disabilities (SEND) at vocational level.	EHU/P4 LIT/P5
8	Professional Development & Reflection	EHU/P4
9	Quality Assurance and Planning in vocational education (including observation, self-assessment techniques).	EHU/P4

Supplementary Modules

Module 10: ONGOING (AS QA Mechanism to support participation in project aims and objectives).

ESP Pathway Program Module - English for Specific Purposes Training in Vocational Education (terminology, soft skills, key writing skills) package for PCs based on in depth need analysis will be developed and will be integrated into official university curricula for weaker staff and domestic/international students as a Pathway Program.

Module 11: Catalyst Core Curricula Strategic Planning for Sustainability and Dissemination in Vocational Education.

Use of ECTS and EU Tuning Frameworks in modular creation, CEFR. Official Accreditation Process for Core Curricula including Inter-University Module Recognition Agreements (allowing participants to participate in modules not offered by a specific institution and gain transferable ECTS points thus employing best practice).

NEW- **Module 12:** Introduction to Basic Vocational Writing Skills (business correspondence, emailing). This module will be create by TPG/P3 and TUD/P2 for Piloting 2.

The templates are uploaded on Quality Assurance (QA) on the project website.

The following step was the Core Curricula Creation Teams which are as charged with piloting, dissemination and sustainability in tandem with the home institution Project Publicity Officer.

The corresponding Core Curricula Creation Team Module Leaders are as follows:

1. HCMUTE (P6): Duong Thi Kim Oanh oanhdtk@hcmute.edu.vn
2. HUTECH (P7): Nguyen Lan Huong nl.huong@hutech.edu.vn
3. HUST (P8): Ngo Phuong Anh anhbkh@gmail.com
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7. NUoL (P12): Bounseng Khammuonty bounseng@fe-nuol.edu.la
8. UHS (P13): Ketkesone Phrasisombath ketkesonp@gmail.com

Module	HCMUTE	HUTECH	HUST	ULIS	UTEHY	VUTED	NUoL	UHS	Remark	EU module contact
Module 1A	Duong Thi Kim Oanh	Nguyen Lan Huong							Pilot	EHU
Module 1B		Nguyen Lan Huong		Vu Hai Ha					Pilot	TUD/TPG
Module 2		Nguyen Lan Huong			Nguyen Huu Hop		Phannavong Bounphasouk	Ketkesone Phrasisobath	Pilot	EHU
Module 3	Nguyen Vu Lan				Nguyen Huu Hop				Pilot	LIT
Module 4	Duong Thi Kim Oanh			Vu Hai Ha					Pilot	UPB
Module 5			Ngo Phuong Anh			Bui Thanh Hoa			Pilot	TUD/TPG
Module 6			Ngo Phuong Anh				Mounlasane Thavisone	Kouherr Waxeng	Pilot	LIT/TPG/TUD
Module 7	Nguyen Van Tuan							Ketkesone Phrasisombath	Pilot (General information & awareness)	EHU/LIT
Module 8					Nguyen Huu Hop		Bounseng Khammounty		Pilot	EHU
Module 9						Bui Thanh Hoa		Outhip Sounthavong	Pilot	EHU
Module 10				Vu Hai Ha			Xayyachack Sounvoravong		Pilot	TUD/TPG
Module 11						Bui Thanh Hoa	Bounseng Khammounty		Pilot (Training in ECTS)	TUD/TPG

Note:

(1) **Yellow highlight** is the Module Leader.

2.7 Project Publicity Officers and Action Group on Policy Recommendations and Papers

A major objective of the project and the Project Publicity Officers and at the end the PC Action Group is to promote modernisation and reforms in higher education. Communicating the project messages to policymakers is the key to achieving this objective. Therefore, the consortium members use any opportunity to present the policy recommendations stemming from the CATALYST project to policymakers at all relevant levels in their countries. Such presentation can take the form of communicating policy recommendations in face-to-face meetings with policymakers at relevant events, publishing or presenting policy papers or discussion papers, initiating public debates within the media, etc.

This project is offering new ideas and impulses for positive and permanent change by undertaking much needed reform and by including appropriate universities from the EU.

Although the German GIZ cannot participate due to its legal status it will support this project as it supports pedagogical development and work together with the education ministries and industry stakeholders in accrediting the pedagogical modules and supporting poorer groups in society to have a certified education.

They also agree to support TVET teachers in getting internships in companies on successful participation in this project and ensuring that a CATALYST Strategic Plan is developed as outlined in the project to underline dissemination and sustainability.

3. Milestones

The Project Management will ensure the following milestones will happen and be sustained beyond the project lifetime:

- Implementation of new curricula into state institutional curriculum
- Development policy in each PC institution
- Strategic CATALYST Plan in each PC institution and on regional and national basis
- Equal access of all demographic groups to higher education
- Acquired key principles in vocational teaching as well as different methodologies
- Quality assurance processes and mechanisms in education

- Education of multipliers and therefore a large number of teachers
- Training of university staff engaged in vocational teacher training
- “Integrated teachers” capable of combining both theoretical education and practical training
- Secure opportunities to develop and retain practical skills of existing TVET staff such as work placements in companies and TVET-industry co-operation
- Website with downloadable content and materials maintained for 3 years after project.

The most important element is the establishment of elaborate curricula in all PCs during the project. Besides the construction of said curricula, it is essential for these to pass through each country’s official accreditation process for core curricula which includes Inter-university Module Recognition Agreements. Apart from the Core Curricula we envisage strong financial viability of the ESP Pathway Program.

This will be coordinated with representations of ministries, universities, HEI and other stakeholders to further identify and target constant improvement and innovation in the delivery of Core Curricula training on a self-financing basis by offering the above module training in day and evening programme courses.

Only through these means the achieved results will outlive the project and form the basis for sustainable change in education. This will involve the active participation and feedback of teachers and students.

Results mainstreamed and multiplied in the sector of activities by the Project Publicity Officers through participating institutions which will ensure the developed curricula will become part of the respective state curriculum. This will disseminate and exploit the gained results in the best way possible.

Other forms of support will be provided by outside partners such as the German GIZ who have pledged to assist in trainings and meetings to aid exploitation of results. Future collaboration of the universities will attract further EU funding.