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# 1. Introduction to CATALYST Dissemination and Sustainability Strategy

**Firstly before we start “Dissemination” for Catalyst means to spread the word and inform using all communication forms at our disposal and including “Exploitation”.**

**“Sustainability” for Catalyst means to ensure that the product and services and know-how produced lives on in active ways in the medium and long term AFTER the project end. We believe all elements are strongly interconnected and this document gives participants a clear idea of what we need to do.**

Before we go into the plan in detail we should be aware of what our project is to our membership and to third parties.

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
- Laos

Five EU Partners are involved:

- University Politehnica of Bucharest (UPB), Romania
- Technische Universität Dresden (TUD), Germany
- The Pyramid Group (TPG/Paul Francis East), Ulm, Germany
- Edge Hill University (EHU), UK
- Limerick Institute of Technology (LIT), 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 Partner Country institutions.
- Implement Pedagogical training for Partner Country participants to ensure the Partner Countries 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 and 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.

## 1.1 Why do we need a Dissemination and Sustainability Strategy?

Basically the Dissemination/Exploitation and Sustainability Strategy is an integral part of the overall strategy for the implementation our project and **covers in a practical way all communication, dissemination, promotion and sustainability activities implemented by the CATALYST consortium.**

It is intended to streamline the continuous process of making and implementing decisions for the promotion of awareness raising capacity-building activities at different levels with the aim of achieving the project's objectives and ensuring sustainability of the results and impact.

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 that, while the project team understands both what the project is trying to achieve and how the wider community within institutions could benefit from its successful implementation, the target audience need not necessarily understand the precise objectives of the project or appreciate its potential beneficial impact.

So, at the institutional level – and often through informal channels – each particular consortium member must search for ways to explain in clear, concise and accessible ways what the project is about, why it is important and how the dissemination of results is beneficial.

## 2. The Strategy

The project's dissemination and sustainability strategy was clearly outlined in the original description document and was reviewed in a detailed way at the HCMC Kick-off meeting.

Simply the dissemination strategy is aimed at all stakeholders and beneficiaries such as universities, employees in the area of education and, of course, students. Local communities and the general public will be systematically informed about the project.

An important aspect of our dissemination strategy is to engage all of the associate partners and to make use of their dissemination and exploitation potential. This means that these associations will participate in the Steering Group meetings and that they will be involved in dissemination and exploitation strategies throughout the project's lifetime.

Informing other non-consortium universities (public and private) and authorities (national, regional and local) as well as showing the practical range of benefits will enhance the motivation to use the new curricula during and after the project. An optimal use will be reached if all organisations work together closely and if they use the gained results: Only a consistent and long-lasting use of results will ensure an optimal exploitation. Our dissemination strategy will be crucially supported by the CATALYST website (ongoing population: information, downloadable content and all relevant documents e.g. guidelines and reports) and will be available as a link on all PC and EU websites.

National PC Project Status Conference Awareness Days are to be held during the project lifetime. Each year the consortium will make a status report to non project stakeholders including open-ended questionnaire feedback. Towards the end of the project's lifetime there will be a final project conference showing and reviewing all achievements.

The CATALYST website will serve the partners as a hub throughout the life of the project and will help to ensure an optimal exploitation of gained results. The communication hub will include a discussion forum, enhancing cross-cultural dialogue and making it easier for PC and EU staff and students to communicate and to share findings. We fully intend to use the CATALYST website as a national and international element of this programme.

Although all EU and PC partners must play a role in the consistent and active dissemination and sustainability of the CATALYST project, different tasks have been assigned to the partners. As Lead Partner with significant experience in previous EU projects,

- UPB (P1) leads the Management Workpackage.
- TUD (P2) leads the EU Steering Group as well as the Preparation Package.
- TPG (P3) leads the Development Workpackage.
- EHU (P4) leads the Quality Plan Workpackage
- LIT (P5) leads the dissemination and sustainability Workpackage.

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.

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.

**Why is the above team structure important? Because well-drafted curricula under proper responsibility are essential for the Dissemination and Sustainability effect.**

Finally, as we noted from EACEA literature the project like others will be uploaded onto the newly developed EU Erasmus+ Project Results Platform.

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

## 2.1 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)***

<b>CONTACT-Project Publicity Officer (VIETNAM, LAOS UNIVERSITIES and UPB)</b>					
<b>University</b>	<b>Contact/Project Publicity Person</b>	<b>Position at University</b>	<b>Email</b>	<b>Skype</b>	<b>Telephone Number</b>
<b>P1- UPB</b> (University Politehnica of Bucharest)	VINTEA Adela	Researcher in CATALYST Project	adela.vintea@gmail.com	Adela.vintea	+40 722.252.552
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<b>P9- ULIS-VNU</b> (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
<b>P10 – UTEHY</b> (University of Technology Ad Education)	NGUYEN Van Hau	Head of Software Engineering	nvhau66@gmail.com	nvhau66	+84 943.651.135

		Department			
<b>P11- VUTED</b> (Vinh University of Technology Education)	TRAN Thi Thuy	Administrativ Official Center for Training and Professional Development	Tranthithuy0911@gmail.com	Tuankiet2604	+84.983.313.424
<b>P12- NUoL</b> (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
<b>P13 – UHS</b> (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)**

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

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

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

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.*

## **2.2 Dissemination & Sustainability Management within the CATALYST Consortium**

As already mentioned LIT leads the dissemination and sustainability Workpackage. LIT will be supported by University Politehnica of Bucharest (UPB) with its previous Tempus and H20 Lead Partner experience (undertake activities to ensure sound management of the project and perform the duties of authorising officer and coordinator of the project).

Each EU partner has a Steering Group member which forms the overall EU Steering Group. It will cooperate closely with the Lead Partners (two from Vietnam, one from Laos) to ensure the Dissemination and Sustainability Strategy is completed.

## **2.3 A Key Tool – The Project Website (<https://catalyst-erasmus.com/>)**

The CATALYST project website is one of the main dissemination channels which will be maintained for 3 years post project. 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.

The website will be publicized by the consortium partners at project events and at other related events. The individual partners will also publicize the website within their own networks of contacts.

The CATALYST website is designed to be informative yet uncomplicated for use. As mentioned Facebook and Twitter accounts add additional support.

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.

## 2.4 Project Status Awareness Day Conferences

These will be held in the respective PC Countries.

*What are they and how do they work?*

- 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.

*How will they be prepared?*

- 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 Catalyst 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 partners will participate also to further Cluster meetings in this region.***

## 2.5 CATALYST Downloadable Modules as Dissemination and Sustainability

*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><b>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.</b></p>	<p>EHU/P4 with TUD/P2 (for language learning CA)</p>
2	<p>ICT/Blended/E-Learning based vocational teaching and learning approaches.</p>	<p>EHU/P4</p>
3	<p>Innovation methodology in vocational teaching and learning (including the use of the internet/library/media centre for lesson development and implementation).</p>	<p>LIT/P5</p>
4	<p>Monitoring and evaluation of examination creation and assessment</p>	<p>UPB/P1</p>

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.

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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:**

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8. UHS (P13): Ketkesone Phrasisombath [ketkesonp@gmail.com](mailto:ketkesonp@gmail.com)



CATALYST – LSP course training 2, 11<sup>th</sup> - 23<sup>rd</sup> March 2018, Technische Universität Dresden , Germany

Module	HCMUTE/P6	HUTECH/P7	HUST/P8	ULIS/P9	UTEHY/P10	VUTED/P11	NUoL/P12	UHS/P13	Remark	EU module contact
Module 1A	Duong Thi Kim Oanh	Nguyen Lan Huong							Pilot	EHU/P4
Module 1B		Nguyen Lan Huong		Vu Hai Ha					Pilot	TUD/P2,TPG/P3
Module 2		Nguyen Lan Huong			Nguyen Huu Hop		Phannavong Bounphasouk	Ketkesone Phrasisobath	Pilot	EHU/P4
Module 3	Nguyen Vu Lan				Nguyen Huu Hop				Pilot	LIT/P5
Module 4	Duong Thi Kim Oanh			Vu Hai Ha					Pilot	UPB/P1
Module 5			Ngo Phuong Anh			Bui Thanh Hoa			Pilot	TUD/P2, TPG/P3
Module 6			Ngo Phuong Anh				Mounlasane Thavisone	Kouherr Waxeng	Pilot	LIT/P5, TPG/P3 TUD/P2
Module 7	Nguyen Van Tuan							Ketkesone Phrasisombath	Pilot (General information & awareness)	EHU/P4, LIT/P5
Module 8					Nguyen Huu Hop		Bounseng Khammounty		Pilot	EHU/P4
Module 9						Bui Thanh Hoa		Outhip Sounthavong	Pilot	EHU/P4
Module 10				Vu Hai Ha			Xayyachack Sounvoravong		Pilot	TUD/P2, TPG/P3
Module 11						Bui Thanh Hoa	Bounseng Khammounty		Pilot (Training in ECTS)	TUD/P3, TPG/P3

Note: **Yellow highlight** is the Module Leader.

## **2.6 Policy Recommendations and Papers**

A major objective of the project 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 Strategic Plan is developed as outlined in the project to underline dissemination and sustainability.

## **3. Expected Dissemination and Sustainable Impact of the Project**

### **3.1 Facts on the Ground**

While the main beneficiaries of the project outputs/products/results are university vocational training teaching staff there will be different and broad levels of positive impact including on persons with individual or special needs.

The products of the project are intended to promote ability to communicate academically using modern Communicative Approaches and ICT/Blended/E- Learning. These products will be based on the developed by the consortium of a Core Curriculum of 9 Catalyst pedagogical modules in line with ECTS/ Tuning and implementing Bologna principles. Special supplementary additional modules on English for Specific Purposes can be used as a foundation course to train staff and other stakeholders to reach a specific standard in English in order to then participate in the Core Curricula or as a support for foreign students.

A module on Catalyst Strategic Planning will support universities in making coherent plans for full introduction of the new curricula and broadening this on a regional and national level in co-operation with their Partner Country counterparts.

The Partner Country representatives trained within the project lifetime will develop teaching/learning materials such as the Core Curricula. These materials will become available across Partner Country and popularised through Partner Country members' presentations and workshops conducted at professional national conferences and symposia, organised by Partner Country universities and their associated members. At national level the project will leave behind a comprehensive framework for the training of in-service and pre-service staff in Partner Country countries which can be replicated across multiple universities and institutions thus supporting TVET policy and promoting quality standards in industry.

Inter university agreements will be signed between EU and Partner Country partners thus helping the international community in becoming familiar with the project and its effectiveness. Ultimately the quality of vocational teaching in vocational schools will promote the increase of incoming staff/students and increase employability.

Internationally, Partner Country staff and stakeholder, supported by ESP and participation in subject areas will be provided with better skills for international mobility and opportunities to study/teach at EU universities, participate in international scientific projects on a broader scale and improve their visibility in the field of international publications.

Overall we are confident that the impact of the project will be great as we will involve all stakeholders in the project- in training, piloting, evaluation, Dissemination and Sustainability events.

### **3.2 Milestones**

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

- Implementation of new curricula into state institutional curriculum
- Development policy in each Partner Country institution
- Strategic CATALYST Plan in each Partner Country 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 of a post-project sustainable nature is the establishment of elaborate curricula in all Partner Countries 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.

Sustainability 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 Partner 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.

In conclusion, real dissemination and sustainability is based on good output products during the life of the project. If this is achieved, then the project (or project-related programmes) has the potential to smoothen the way for thorough and lasting development in vocational education in Vietnam and Lao PDR.