



HANDBOOK
OF BEST PRACTICES FOR
DISSEMINATION

Annex: Detailed description of
MOTIVE field experiences

-609781- EPP-1-2019-1-IT-EPPKA2-CBHE-SP-

***MO*nitoring Trends In Vietnamese graduates' Employment**
MOTIVE Project



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Introduction

The present document integrates the handbook of best practices for dissemination released in the framework of the MOTIVE project, aiming at providing further information concerning the most relevant field experiences in terms of dissemination actions taken by the MOTIVE consortium.

Each of the following information sheet contains a detailed description of the action implemented by the MOTIVE consortium member. The information sheet, that might change according to the type of action, includes:

- project description,
- target groups,
- project objectives,
- project results,
- dissemination strategy,
- follow-up and sustainability.

The lessons learned from this collection of best practices are summarized in the key recommendations for successful dissemination included in the handbook.

1. MEDLIT project - Academy of Journalism and Communication

a) Project description

The MEDLIT-project was established in Mid-October 2015 by a grant from the EACEA within the framework of the Erasmus+ programme, specifically the KA2 part Capacity-building in the Field of Higher-Education. Activities started in January 2016, shortly after the grant agreement was signed. Because of this delay and other adaptations to reflect changing overall conditions, the project consortium applied for a project extension of five months. The project ended in Mid-March 2018, resulting in 29 months project duration.

The project network consists of three European Universities from Austria, Germany, and the Netherlands and altogether six universities from Malaysia, Thailand, and Vietnam. The overall aim of the project was to build the foundation for more media-literate societies in Southeast Asia (beginning with Malaysia, Thailand & Vietnam) in order to cope with the challenges of social change in modern societies. Important drivers for such transformations are media effects on social practice (mediatization and medialization), influencing culture, economics, politics and other societal spheres.

In MEDLIT project, we implement this future-studies-guided approach the project defined, planned and realized multiple work packages:

- An Action-Research oriented Delphi Study to do research on the current knowledge and future demands of Media Literacy combined with the attempt to find and activate stakeholders was conducted. This made it possible to incorporate desires and needs of stakeholders beyond the higher education system.

- A series of Train-the-Faculty workshops that presented different perspectives and tools within a diverse theoretical concept of Media Literacy and its educational institutionalization were organized. By educating and training HEI lecturers the project lay the foundations for future impact on media-related courses, curriculums but also for future basic and applied research.
- Additionally, lecturers were trained to plan, develop and test E-Learning materials to put their newly acquired knowledge to use. Part of this training process was to develop MOOCs that address students as well as the general public. While it was originally planned to create one MOOC in multiple languages, it was later decided to launch three different MOOCs, one for each country, as this allowed for greater acceptability and sustainability since the courses could be tailored to the needs of the individual HEIs, allowing also the use as blended-learning materials for the regular curriculum courses. All MOOCs are available via the openlearning.com platform.
- Furthermore, the consortium was extended into a Media Literacy Network (MEDLITnet) that promotes Media Literacy and develop future projects. Partners from Malaysia are leading this network for the next two years. A first conference by the network marked the public launch of the network while also representing the final act of the project.

b) Target groups

There are 3 main target groups:

- Stakeholders in the Delphi study: to be aware of and exchange perspectives in the concept of media literacy in their native countries.
- Lecturers, researchers, technicians: to enhance their perception and knowledge in media literacy; to access and learn modern ICT and to widen their cooperation networks.
- Students: to take part in online classes about media literacy and learn how to be a smart citizen.

c) Project objectives

The overall project aim is to create exchange of knowledge transfer in order to give a scientific and educational view on media globalizing problems, especially regarding the South-East-Asian countries, such as Malaysia, Thailand and Vietnam. To be more specific, the MEDLIT project aims to:

- improve media knowledge for the public, enriching the media analysis, deepening media critiques and establishing structures for learning how to 'do' the media.
- establish structures of media participation in order to balance the relationship between usage of media and societal structures; to integrate possible stakeholders (like media, public institutions, educational institutions, civil society organizations) into a common responsibility for media literacy, reasonable use of media and societal development of media culture.
- enhance the media literacy programs in the partner countries, especially in relation to the didactical and pedagogical methodologies of programs educationally intending the growth of critical knowledge and awareness.

d) Project results (tangible and intangible)

The most important results of MEDLIT project are:

- A Delphi study of 2 phases that reflects the situation of media literacy in Malaysia, Thailand and Vietnam. The findings of the study helped to develop the core skills and knowledge, which constitute media literacy for social development.
- 3 MOOCs (Massive open online courses) in Malaysia, Thailand and Vietnam on the basis of www.openlearning.com to educate and train media literacy skills and knowledge for young people, especially students.
- Theoretical and practical knowledge transfer on media literacy & future studies, ICT & social change, media emancipation, E-learning among all partners
- A Media Literacy Network (MedLitNet) to share knowledge, experiences and create foundation for future exchange and cooperation.

e) Dissemination strategy

The project updates and results are constantly disseminated through multiple channels including: project Facebook page (Project MEDLIT), project website (www.medlit.vision) and project monthly newsletters.

Figure 1. MEDLIT Facebook page

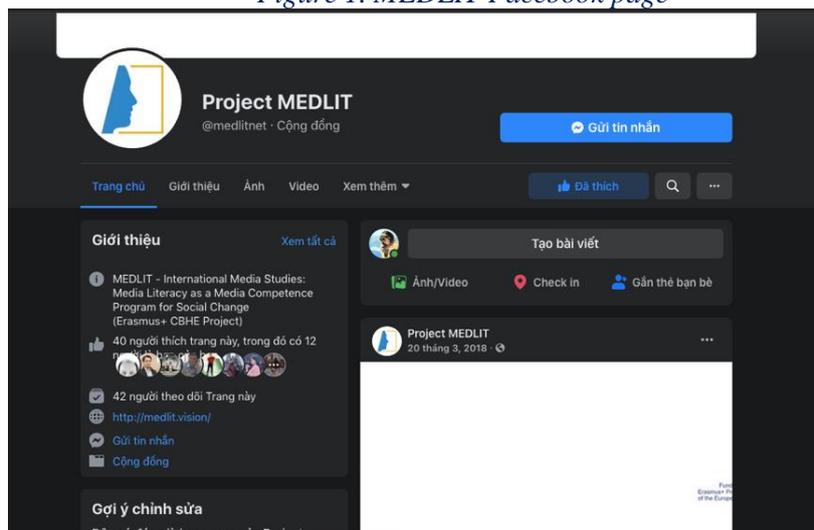


Figure 2. MEDLIT website



Figure 3. MEDLIT Newsletter



The Delphi study already includes experts and stakeholders in the field of media. The general goal of the Delphi Study is to gain results which deliver a broad knowledge on the specific national structures of media landscape (media law, media politics, culture of media usage, phenomena of media change, media-educational programs). The Delphi Study will serve as a platform to establish interface-structures of media, educational institutions, science, and civil associations. By including professionals from different stakeholder groups, the goal is also to involve them into the topic as such, and mutually enhance their perception and knowledge in media literacy, as well as make them means of dissemination of MEDLIT knowledge and results.

Results of the Delphi study are transferred to the MOOCs (Massive open online courses) of Malaysia, Thailand and Vietnam applied to curriculum to teach first and second year students in 6 universities. The MOOCs are communicated via a series of MOOC Launch hosted by universities by inviting the press and the stakeholders to witness and take a test run of these MOOCs.

There is the plan to find support and interest for handbooks on media education (for teachers and students) addressing media literacy as a subject as well as a principle of teaching methodology (media usage as the fourth culture technique). So the activities of dissemination will be realized by teachers/lecturers/trainers, publishing their educational programs in a continuously self-renewing process. The Media Literacy teaching programs displayed in guidelines and manuals will be handed over from one lecturers' generation to the next. The teaching program will be contextualized with an enhancement of research programs in order to take them as the scientific basis of teaching program improvements.

f) Follow-up and sustainability

The sustainability of the project results and outcomes is an important goal of the project, especially for and in the Asian countries - telling to media, to stakeholders, to educational institutions and to politically responsible representatives that media literacy and media competence are an indispensable source of social values and cultural capital for a wealthy and well balanced development of the society regarding the upcoming structural, cultural and social change displayed in and through media change.

This is the reason why especially Asian partner institutions in all three countries will hold close contact to media (press conferences, website, special presentations to journalism associations, alumni working now at media companies & lecturers working at media organizations), to educational institutions (addressing further instructors or teachers through the trainer-the-trainer system) and to political representatives (inviting them for special presentations during and after the project) in order to explain them but also discuss with them the situation of challenge and change.

Moreover the MOOC, first time realized at the end of the project, will go further on, contextualized with the media literacy teaching programs at the HEIs. The MOOC works as a strategic model for the sustainability of the topic and its relevance for the future challenges of the socio-political development of the countries.

The Asian universities also make plans to integrate media literacy to their curriculum, even form and apply for a new degree in such field.

The Asian partners has built the MedLitNet (Media Literacy Network) consists of stakeholders and collaborating partners during the project, overhanding them the role of proclamation of their own work having done as partners of the project. The network fosters well-informed society through critical and responsible use of media for development at individual-, community- and society-level. It also helps to promote awareness and societal reasonability for the social and cultural usage of media in the interest of maintaining and developing individual motifs of meaningful participation in society.

2. HEN-GEAR project - AlmaLaurea Inter-university Consortium

a) Project description

Tempus-Structural Measures

Project No. 530373-TEMPUS-1-2012-IT-SMGR

Starting Date: October 2012

Ending Date: October 2015

HEN-GEAR Project: HIGHER EDUCATION NETWORK FOR HUMAN CAPITAL ASSESSMENT AND GRADUATE EMPLOYABILITY IN ARMENIA

The project aims at uphold the higher education reforms and modernization process in place in Eastern Neighboring Area, by addressing quality assessment and support of graduates' employability in the country of Armenia. Despite important steps in moving towards further integration of employment policy into the overall policy framework, youth unemployment remains a serious issue.

Moreover, current information base do not allow monitoring of the training system, the labor market, and the link between them, to forecast skills requirements of the labor market and training needs. Thus, the project supports Armenian Universities in identifying instruments and methodologies to

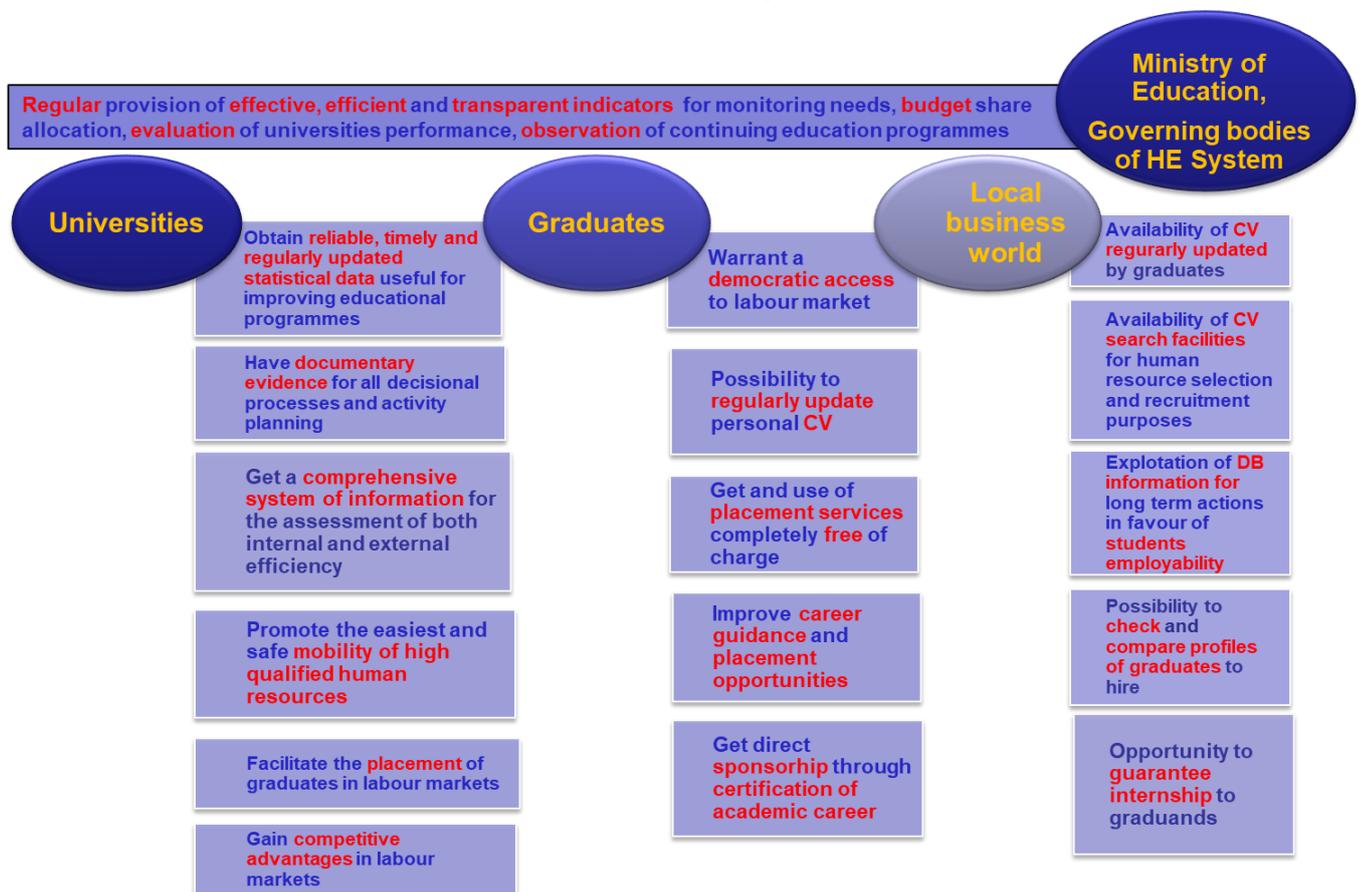
improve the effectiveness of education system through the implementation, at local level, of a graduates database system that, following the Almalaurea model in Italy, pursue two main goals: provide an efficient tool to Universities and Government for the monitoring of long lasting impact of higher education on society and improving educational supply accordingly; supporting employability and collaboration between education and business sector.

The system allows enterprises to search for graduates to employ according to specific skill needs while giving the graduates comprehensive and democratic access to labour market.

b) Target groups

Below the HEN-GEAR beneficiaries according to project impacts are summarized:

Figure 4. Target groups



c) Project objectives

The project envisages the following main objectives:

- establish an integrated demand supply matching model based on the graduates'
- collect and analyze data on university and graduates performances (providing reliable, continuous and updated documentation for assessing the HE system at support of the ongoing reform process)

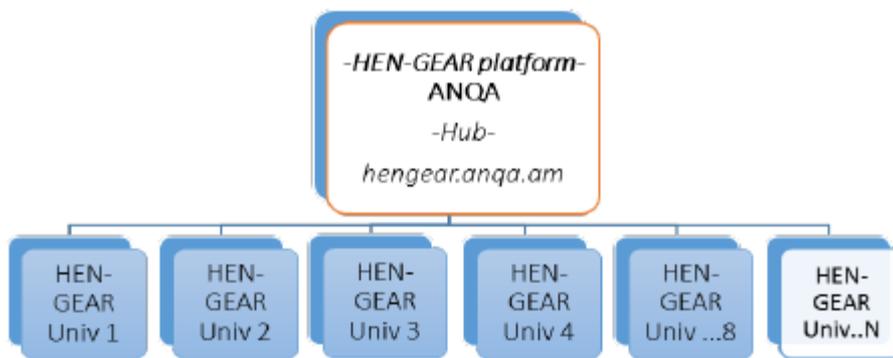
- facilitate the placement of graduates in the labour market (ensuring a better match between education and employment)
- improve internal and external efficiency of the higher education system

d) Project results (tangible and intangible)

- Armenian database of university graduates: “HEN-GEAR Platform”-hengear.anqa.am

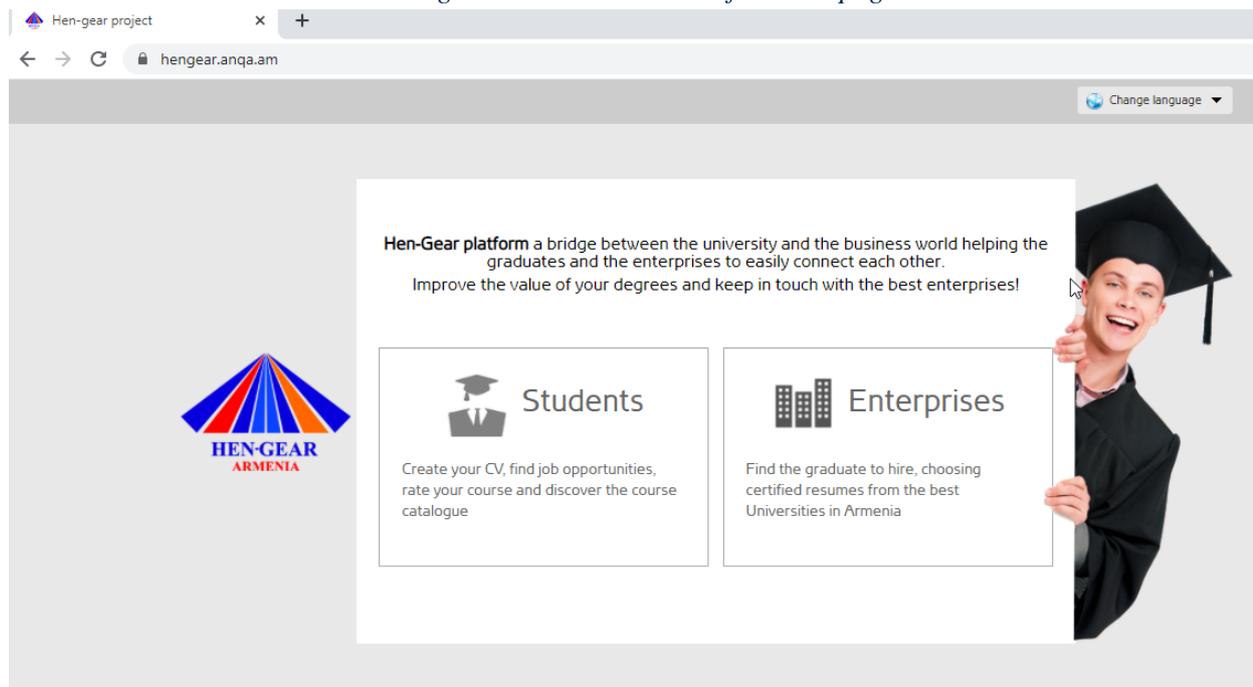
The HEN-GEAR Platform has been developed as a result of the combination of different information provided by different “actors” at different time (Figure 5).

Figure 5. HEN-GEAR Platform (hub and spoke model)



- Administrative data/official information: such information are provided by the HEN-GEAR universities and includes data on faculties, degree of study program, study duration, average quality grades, final thesis title, supervising professors, of their graduates. They are central both to carry out platform-based research as the Graduates Profile Survey and to certify the CVs that are automatically generated through the platform by using part of the online Questionnaire information.
- Information provided by the graduands/students: before they leave university, students fill out the online HEN-GEAR questionnaire that includes self-assessment on study experiences abroad, work experiences during studies, etc., as well as self-assessments on the knowledge of foreign languages and IT skills, preferable business field, desire to study continuation, etc.
- Information provided by the graduates: graduates can enter the platform at any time beyond the study completion to update their CVs for recruitment purposes and their repositioning in the job market.

Figure 6. HEN-GEAR Platform webpage



- The first Armenian Graduates Profile Survey (2014 Graduates) - <http://www.hen-gear.net/?q=node/86>
- Armenian Graduates Job conditions Survey' Design - <http://www.hen-gear.net/?q=node/86>
- Manual for Graduates' Profile Report Design- <http://www.hen-gear.net/?q=node/86>

e) Dissemination strategy

In addition to the dissemination meetings carried out, dissemination has been implemented through different tools:

- Dissemination material (i.e. project brochure, leaflets etc.) developed since the beginning of the project) and dissemination plan
- Project website: www.hen-gear.net
- Database user guide and video tutorial to give comprehensive instruction to both stakeholders (students and firms) on how to use the system and its services, with particular relevance to tools provided to firms for recruitment services.
- User guides and video tutorial available online for platform users: For students: <https://hengear.anqa.am/stud/default.aspx?codePla=1>
For companies: <https://hengear.anqa.am/ent/default.aspx?codePla=1>
- Dissemination in press: A wide dissemination campaign has helped to disseminate the results of the activities in order to ensure the future sustainability of these results. Basically it comprises dissemination (in English and in Armenian) on the Armenian Newspaper and Press: such as Panorama, Arovat, NT News, A1Plus, Smaq, Youtube and dissemination on project consortium' webpages (i.e. <https://www.almalaurea.it/en/search/node/hen-gear>)

f) Follow-up and sustainability

Following main actions have been put into place to allow the fully reach of the project sustainability and in turn the future functioning of the HEN-GEAR platform in Armenia:

- development and delivery of the sustainability questionnaire
- local meeting for discussing project sustainability
- development of the sustainability plan
- signature of the sustainability agreement and sustainability plan
- carry out training for sustainability
- developing and signature of the agreement for the use of the HEN-GEAR software

The sustainability agreement, that is the decision on where (at what organization level) to centralize the HEN-GEAR platform, was reached by the HEN-GEAR Project Consortium. Partners have expressed their preference for HEN-GEAR platform centralization in Armenia at ANQA that currently host the platform. Many of the HEN-GEAR Universities have made the fill out of the questionnaire compulsory so to guarantee high response rates in students' registration beyond project life.

3. TUNED project - AlmaLaurea Inter-university Consortium

a) Project description

Erasmus+ CBHE TUNED Project

TUNisian Network for Employability and Development of graduates' skills (573778-EPP-1-2016-IT-EPPKA2-CBHE-SP)

Implementation period: October 2016-October 2020

Beneficiary country: Tunisia

Project website: www.tuned-project.eu

The TUNED project has been coordinated by the AlmaLaurea Interuniversity Consortium, with the involvement of 9 Tunisian Universities as main beneficiaries of the European grant and has counted on the strong support of the Tunisian Ministry of Higher Education and Scientific Research and the collaboration of 4 higher education institutions from Cyprus, Italy and Spain.

It has been a structural project aiming at supporting the ongoing reform of the higher education system in Tunisia, in order to improve the match between universities education and the labour market requirements, enhancing the efficiency of the whole higher education system by a certified system of quality assurance and the monitoring of higher education programmes and graduates.

The build-up of an integrated demand-supply matching model based on the graduates' database (on the model developed in Italy) has been designed:

- to collect and analyse data on university and graduates performances (providing reliable, continuous and updated documentation for assessing the HE system at support of the ongoing reform process)
- to facilitate the university-enterprises cooperation (IT-based online services are developed and made available to graduates, firms and university staff)
- to facilitate the orientation and placement of graduates in the labour market (ensuring a better match between education and employment)

- to develop monitoring tools for university/enterprise cooperation
- to improve internal and external efficiency of the higher education system.

b) Target groups

Different activities have been developed to ensure the full involvement of the following main categories of beneficiaries/target groups:

- Tunisian students/graduates
- Tunisian firms
- Governing bodies of Tunisian Universities
- Tunisian Ministry of Higher Education and Scientific Research

The main benefits for graduates are the following:

- Free of charge get and use of placement services
- Easy access to information on job/internship opportunities
- Improve placement opportunities, career guidance and self-entrepreneurship tools
- Certification of academic career
- Democratic and qualified access to labour market
- Opportunity to enhance their university by assessing their academic experience in the online questionnaire

The main benefits for firms are the following:

- Availability of CV regularly updated by graduates
- CV search facilities for human resource selection and recruitment purposes
- Possibility to check and compare profiles of graduates to hire
- Opportunity to provide internships/job offers
- Promotion of their employer branding

The main benefits for the Governing bodies of Tunisian Universities and the Ministry of Higher Education and Scientific Research are the following:

- Obtain reliable, timely and regularly updated statistical data useful for improving educational programmes
- Have documentary evidence for all decisional processes and activity planning
- Get a comprehensive system of information for the assessment of both internal and external efficiency
- Promote the easiest and safe mobility of high qualified human resources
- Only for Universities: Facilitate the placement of graduates in labour markets; Improve their skills in terms of graduates' career guidance and cooperation with the business world in a view to enhance graduates' employability.

c) Project specific objectives

The project envisages the following specific objectives:

- To build Tunisian capacities by transferring EU best practices on graduates' employability and monitoring of universities' performances
- To enhance the empowerment of Tunisian universities
- To strengthen university/labour market linkages
- To increase the collaboration among Universities at local level
- To support an "open" market for high qualified human capital
- To improve the quality of the education system in Tunisia in accordance with international standards

Competence provision and capacity transfer stay as pillar project goals provided at all levels of university staff from the administrative to the IT and researchers.

Thus, the TUNED project will provide beneficiaries with facilitated job intermediation and demand/supply matching of the young and qualify labour, help ameliorating the unemployment issue and also the underemployment of graduates (which stays as a serious problem for the young in Tunisia) and at the same time trying to understand the needs of the labour market' stakeholders in terms of skills.

d) Project results

The main results achieved during the project lifetime are available on the project website, under the "main deliverables achieved" section:

Assessment report on the existing web platform for the matching of supply/demand of graduates' labour

The assessment of strengths and weaknesses of the existing web platform, as well as comments and suggestions for its tuning, provided by the 3 target groups (students, firms, university staff) have been analysed and included in a comprehensive assessment report. The contents of the report have been taken into consideration for the delivering of the trainings addressed to IT and students' secretariat staff.

Analysis report on the partner universities' and labour market's structures

The comprehensive report includes 4 chapters: 1) general information on the universities, including number and type of faculties, n° and type of professors and administrative staff, number of students and graduates by gender, type of degree and sector, quality assurance mechanisms, trainings available for administrative staff; 2) description of the IT services used by each university, notably for the collection of the students' and graduates' administrative data; 3) mapping of the relations between universities and socioeconomic environment; 4) statistical surveys on students and graduates run by each university.

The contents of the analysis report have been taken into consideration for the delivering of the trainings addressed to IT and students' secretariat staff, as well as to the liaison officers with the socioeconomic environment.

Tuning of the web platform matching demand for and supply of graduates' labour

The TUNED platform stays as a free of charge tool for a) facilitating the matching between supply for and demand of graduates' labour, from the one side by allowing graduates, whose academic career is certified by their belonging universities, to upload and continuously update their CVs in Europass format and in 3 languages (Arabic, French, English), and to send their candidatures to the job/internship offers provided by national and international firms; from the other side by allowing firms to identify the best graduates' profile for their recruitment purposes mobilizing up to 20 search parameters, to download their CVs and to post job/internship offers.

Following the release of the assessment and analysis reports described above, 3 main new functionalities have been added to the www.tuned.rnu.tn web platform: publication of graduates surveys' data online & display of a methodological note for facilitating the interpretation of displayed data; advanced job board that facilitates match between job offers and candidates' profile; Skype interview module.

Reports on the graduates' profile

The students closed to graduation have been filled in a comprehensive questionnaire on the project web platform assessing their university experience, based on the following sections: school education, higher education studies, language and IT skills, professional experiences during the higher education path, thesis, experiences abroad, assessment of students' office services, assessment of university facilities, overall assessment of graduates' experience, family conditions, future plans.

The survey data have been matched with the administrative data provided by the students' belonging universities, then cleaned and analysed. 3 national reports on the graduates' profile have been released in 2017, 2018 and 2019.

Each report includes the following chapters: introduction (presentation of survey methodology; students enrolment and graduation statistics), analysis of the survey's results, use of the results in terms of quality assurance measures to be implemented, statistical series with regards to the graduates' profile survey run in the framework of the TEMPUS 530716 project, conclusions.

Report on the graduates' employment status

2016 graduates' holders of a licence and a national engineering school diploma have been interviewed through a CATI (Computer-Assisted Telephone Interviews) methodology, in order to assess their transition from university to the labour market and their situation at 3 years from graduation.

The survey explores the following issues: personal information, information on the Bachelor's Degree, resumption of studies, identification of current situation and first job experience, characteristics of the job and of the employer, satisfaction of the employee and skills acquired/skills needed matching, characteristics of job seeking graduates, characteristics of inactive graduates, socio-demographic characteristics.

The data obtained through the CATI interviews have been merged with the administrative data provided by universities, cleaned and analysed in a comprehensive report on the graduates' employment status.

Training handbook for the liaison officers with socioeconomic environment

The training handbook includes all the materials developed in the framework of the 2 trainings addressed to the university liaison officers with the socioeconomic environment, including suggestions on the methodology to be applied for each topic.

The main contents concern graduates' career development and soft skills' assessment, human capital selection, delivery of career days, promotion of employer branding.

Methodological guidelines for the future surveys on students and graduates

The methodological guidelines on the graduates' profile and employment condition surveys constitute one of the main deliverables of the project. They include lessons learned from the TUNED experience, methodological indications and suggestions for the future development of graduates' surveys. They represent a core tool for the researchers in charge of the continuous exploitation of statistical data on graduates.

e) Dissemination strategy

The dissemination strategy has foreseen the release of a series of promotional materials and the implementation of several actions aiming at setting the project as a reference at national level for the target groups identified.

In order to achieve this main goal, the strategy has focused on the stimulation of a virtuous circle of dissemination about the project web platform by showing the expected benefits for students, universities and firms. A

A high number of students registered encourage more firms to publish an increased number of job/internship offers, therefore an even more important number of students use the platform for their search for jobs/internship, and maintain updated their contact information, thus allowing the researchers to contact them for the run of the graduates' employment status survey.

e1) Dissemination materials

Communication and dissemination plan

The plan includes the following sections: introduction to the project, key principles for dissemination and contractual obligations, target groups and beneficiaries, actors involved and actions to be carried out, tools to be used including social networking and annexes (dissemination event report).

User manuals and video tutorials for the use of the project web platform

The manuals and the tutorials have been produced describing the project objectives and expected results, the benefits for each category of users (university staff, students, firms) and the step-by-step procedures to be followed for a smooth use of the different project platform functionalities.

Project website

The project website has been released since the very beginning of the project and then continuously updated. It includes the following sections: the project (project overview, specific objectives, target groups and benefits, description of each working package), the partnership (description and links to the partners' websites, project yearbook), news release (news on any local, national or international event organized), media kit (French and Arabic version of the brochures addressed to students and firms), photo gallery (pictures taken at the occasion of the project-related events), contacts, intranet section for staff login, main deliverables achieved.

Promotional brochures, posters and roll-ups

French and Arab versions of the project brochures specifically addressed to students and firms have been elaborated and disseminated at local, national and international level by the project consortium. They describe the project expected results and promote the use of the project web platform. Posters and roll-ups have been disposed at the main places of socialisation inside the universities.

Promotional video and spot

The project promotional spot (30 seconds length) and video (9 minutes length) have been shot and widely disseminated, notably through social networks. They illustrate the project results and impact at university and national level through the voices of the staff involved in the activities implementation.

e2) Local dissemination seminars

29 local seminars addressed to students, 14 local seminars addressed to firms and additional 12 local seminars addressed to students' offices staff have been organized by the beneficiary universities in order to illustrate the project benefits for the different target groups and to promote the use of the project web platform to a wide audience.

e3) National dissemination conferences

The first 4 national dissemination conferences have been structured as thematic conferences about the main focus of graduates' employability, with the intervention of main speakers, stakeholders' testimonies and exchanges with the audience.

The 5th conference has been held online in September 2020 as a closing event to present to a wide audience the main deliverables achieved throughout the project lifetime.

e4) Additional actions

Letter from the rectors to encourage the registration of the students on the project web platform

Publication of articles on the local press describing the project benefits and achieved results

Publication of news on the project on the institutional websites of the project beneficiaries

Awareness raising campaigns on the beneficiaries' social medias

Release of interviews to the local press and radios

Delivery of a webinar on the project achieved results, impact and sustainability

Presentation of the project expected benefits at the occasion of the annual HERE conference held in Rome in December 2018: "Capacity building for higher education reform: The impact of collaborative international projects" and at the occasion of a meeting organized by the EU delegation in Tunisia in November 2019: "Institutional exchanges in the framework of the Erasmus+ programme".

f) Follow-up and sustainability

A sustainability plan has been signed by all the Tunisian stakeholders and has led to the creation of the ROUT (*Réseau des Observatoires Universitaires Tunisiens*) as governing and implementing body of the project activities in the future.

The plan includes a description of the vision and beneficiaries of ROUT action, its structure and governing bodies composition, the provision of a plan for continuous training of its staff, the identification of financial resources for its activities.

The sustainability plan has been endorsed and signed by 3 more Tunisian universities, whose legal representatives signed a commitment letter of adhesion to the project, taking an active role in the future functioning of the ROUT. The Director General for the Technological Studies at the Tunisian Ministry of Higher Education also signed such a letter and endorsed as well the plan, granting the adhesion of the 24 ISET (*Instituts Supérieur d'Etudes Technologiques*) to the ROUT, their integration into the project web platform and their involvement in the future surveys on graduates' profile and employment status.

The collaboration between the project and the PromESsE project implemented by the Tunisian Ministry of Higher Education and the Tunisian universities through the funding provided by the International Bank for Reconstruction and Development have given room to a fruitful synergy for the financial sustainability of the project activities in the next 3 years.

4. ENGAGE project - FH JOANNEUM University of Applied Sciences

ENGAGE - European Network for Growing Activity in Game-based learning in Education

Project Number: 143881-LLP-1-2008-1-AT-KA4-KA4MP

Programme/Sub-programme: Transversal Programme, Key Activity 4 (Dissemination and Exploitation of Results)

Project Duration: 01/01/2009 - 31/12/2010

Project Promoter: FH JOANNEUM University of Applied Sciences

Project Partners: Florida Education Centre, Valencia (Spain), SCIENTER, Bologna, (Italy), DEIS, Cork Institute of Technology (Ireland), EFQUEL (Belgium) Middle East Technical University, Ankara (Turkey)

a) Project description

Challenge: the experiences in previous and ongoing projects show that there is: a high potential in the application of games for learning; a strong interest amongst an increasing group of practitioners in the introduction of new game-based approaches; a lack of awareness amongst other stakeholders of the potentials of games for learning and for curricular contents; a lack of information about where to obtain resources and good practice relevant for curricular contents; and a lack of awareness regarding quality issues in the context of games used for learning.

b) Target groups

The ENGAGE activities are structured to have a wide-ranging impact: (i) the objective is to prove that game-based learning (GBL) is a method applicable for all five sectors of education, (ii) the ENGAGE tools will support adaptation of GBL regarding local and cultural issues, and (iii) the valorisation activities are defined to cover directly 12 EC countries and to initiate further dissemination and uptake of tools and methods in the rest of the countries.

c) Project objectives

The creation of a European Games-Based Learning (GBL) Portal: a central information resource for people interested in games for learning and using games for curricular contents. The promotion of the portal through social networking and professional groups on networks such as Facebook and LinkedIn, will increase awareness of GBL and encourage practitioners, students, and the game development industry to become involved and utilise this resource. Using a combination of Web 2.0 technologies (forums, wikis, blogs, podcasts, webspaces) the portal will provide:

- **Documented methodologies** for developing and implementing game-based learning for practitioners, developers, and other stakeholders of the learning community. These methodologies will be in the form of publications, case studies, and forum discussions, and be fully searchable via an indexed online database.
- **A basis for a Europe-wide dialogue** on the role of games and game-based approaches in Education and training and their acceptance by and effects on society, focusing on localisation and cultural issues as well as safety and rating agendas. The portal forum and news blog will allow interested parties and community groups to comment and discuss relevant GBL topics on a daily basis, increasing awareness and encouraging the formation of a network.
- **Dissemination for past and ongoing eLearning and LLP projects and their outcomes**, related to the application of games for learning and the valorisation of these. Through a link and document repository, the outcomes and output of these projects can be shared not only with practitioners, but also with students interested in GBL.

Development and implementation of targeted workshops in 12 EC countries thus:

- **Supporting practitioners/teachers/tutors in developing a predictive and proactive capacity to select games.** Be it recreational games to teach with or educational games to utilise, these workshops will provide information and methodologies to teachers in selecting what works in the domain of GBL and why.
- **Assisting stakeholders in the adaptation and adoption of learning games in their teaching and learning processes**, thus increasing the pleasure of learning. Through examples and case studies, the workshops will allow teachers and tutors to utilise GBL as a tool to accelerate the learning of their students by developing documented approaches to implementation.
- **Collaborating with game designers/producers in the development of new educational products.** The views, needs, and wants of teachers and tutors will be discussed, analysed, and conveyed to the development community and on-going dialogs will be promoted between all stakeholders via the ENGAGE Portal.

Increasing the monitoring capacity of policy makers on the development of GBL in Europe and on the promotion of quality approaches to education and learning supporting the motivation to learn thus also the pleasure of learning. The ENGAGE Portal will collate outputs from other eLearning and LLP projects, as well as ongoing initiatives within GBL, to aid practitioners and policy makers in

school-based, adult and vocational education in their strategies for the implementation of Game-Based Learning.

d) Project results

The **Project Methodology** utilised for the ENGAGE project in the implementation of the Portal and Workshop outputs, was the *Iterative and Incremental* approach. By having the ability to implement different phases of the project process iteratively, enabled the process to be executed successfully, by incrementally aligning the required output and resources with the end-user and stakeholders.

The **specific activities** to comply with the projects objectives are ongoing and continually evolve with feedback from the project stakeholders in compliance with the adopted implementation methodology.

The predominant project outputs and specific activities are described as follows:

1. The creation of a web based portal, adapted and extended from the collaborative tools developed within the project SIG-GLUE to the specificities of the ENGAGE project, including the refinement and maintenance of existing community tools, and the creation of frameworks based on Web 2.0 technologies and methodologies, allowing collaborative dialogue, networking, and interaction of participants and interested parties from all targeted sectors across Europe. The portal will support stakeholders at many different levels, providing for their needs and requirements, and soliciting input prior to and during the development of the following:
 - a. The set up of an interactive web-based users guide, (i.e. a toolkit for the application of game-based learning approaches, also covering quality issues relating to games and game-like learning materials).
 - b. Creation of decision-making tools for practitioners, and support for a reduction of the learning curve on the basis of a roadmap for transferring and federating game-based learning into a range of learning contexts, taking into account cultural and localisation issues.
 - c. Organising a Europe-wide valorisation process using the twinning method (where each partner will find a strategic partner i.e. ENGAGE promoter in a neighbouring country, that will help in valorisation activities within this country) and involving national e-learning and/or teacher associations, including the promotion of forum discussions and content upload on the ENGAGE platform, evolving to a range of self-sustainable services for stakeholders.
 - d. The documentation of the state of the art in game-based learning research, with a special focus on cultural and localisation issues, with the inclusion of this and previous project results, and the creation of online questionnaires and surveys to solicit feedback in order to support further valorisation of results.
 - e. The creation and publication of a handbook of games for learning and good practices, and the issue of a yearly report on game-based learning.
2. A structured set of valorisation activities based on targeted international workshops and a series of national seminars to promote GBL and the quality of learning games. Specific events will be:

- a. Workshops offered to targeted groups: teachers, headmasters, university professors, students (Education sector), trainers, mentors, tutors (Training sector), offering highly relevant and ready-to-use resources by experienced practitioners and industry experts.
- b. Seminars and presentations at targeted events involved with eLearning, teacher training, and Game-Based learning, promoting the ENGAGE portal and ongoing project activities.

e) Dissemination strategy

- Formation of **social network groups** on Facebook and LinkedIn, web links have been coordinated with sites such as www.elearningeuropa.info and RSS news feeds from the ENGAGE portal are supplied to sites such as www.qualityfoundation.org and www.gamedesigncampus.com.
- **Brochures, flyers, and posters** were also created and distributed at information stands, in conjunction with formal presentations at conferences such as GBL 2009 in London (www.gamebasedlearning2009.com) and the Didactic day for Teacher Training in Austria (www.fh-joanneum.at/aw/home/Die_FH/Fachhochschulkollegium/kollegium_news/~bsiv/News_aus_dem_FH-Kollegium/?lan=en).
- A **printed book** (1000 copies) of game reviews summaries was produced and used for dissemination. A pdf version is available from the portal page for download.
- **Promotional videos** – for project, summer school, and other activities (e.g. workshops, useage of games for teaching) – were produced and are available from the video vault from the portal.
- The **keynote presentation** on day 2 at the European Conference for Game-Based Learning (www.academic-conferences.org/ecgbl/ecgbl2009/ecgbl09-home.htm) focused on the ENGAGE learning project, presenting the Portal, the tools, and promoting the project goals. Three partner members of the project consortium each spoke to a full auditorium and answered questions following the session.
- The **ENGAGE portal** has also been referenced in major publications such as the Teacher’s Handbook on how to use digital games in schools by the European Schoolnet, and in Becta, the UK Government agency promoting technology in schools.

5. Ocean economy development in Quang Ninh - Halong University

a) Project description

The project “Research on the model of Ocean economy development in the coastal area of Quang Ninh province and surrounding areas” is the research of social science and humanities at the national level. Implementation period is within 30 months from March 2019 to August 2021. The chairman of the project is Dr. Tran Trung Vy - Executive Vice Rector of Halong University, others members of the research team include the staffs, lecturers of Halong University, as well as experts and scientists of the Vietnam Academy of Science and Technology, University of Sciences (Vietnam National University, Hanoi).

The reason of starting a research project on building a modal of an ocean economic development is derived from the desire to build a general model for ocean economic development for a coastal area in the current the socio-economic development which is particular in Quang Ninh and the coastal provinces of Vietnam in general. To develop the ocean economy, the standard condition is that depending on the potential of the sea, then developing the ocean economic has to link closely the socio-economic development in coastal areas.

The ocean economy has a diversified industrial structure, many of which are crucial fields which contribute to the national economic development such as oil and gas exploitation; seafood; maritime, seaport, and tourism. In the current period, although many new industries and trades are developed, traditional marine industries and trades have been increased strongly and deeply both in developed and developing countries.

As a country with many favorable conditions for ocean economic development, Vietnam has built a strategy with the following objectives: firstly, our country must become a capable country about ocean and gain the weathy from ocean; secondly, Vietnam has to closely combine socio-economic development and guarantee the national defense and security, international cooperation and environmental protection.

Moreover, Vietnam also combines the development of ocean, coastal and island areas with internal development in the direction of industrialization and modernization; thirdly, exploiting totally power for socio-economic development, protecting marine environment in the proactive spirit, active opening up, sufficient and effective promoting internal resources; taking advantage of international cooperation, attracting external resources on the principles of equality, mutual benefit, firmly defending the independence, sovereignty and territorial integrity of the country (Resolution 09-NQ/TW on Vietnam Marine Strategy¹).

The local ocean economic development models belong to the orientation of national development associated with specific local conditions to determine the focusing. Therefore, the ocean economic development at the provincial level implement the national strategy in provinces bordering the sea which will connect the territorial seas, coastal areas and shore lands. Based on the characteristics of each local, it is possible to deploy respective provincial-level ocean economic development models to concretize the national orientation as well as ensure connection with local potentialities and capabilities.

According to many lessons from the development of ocean economy towards Green growth in the world, there are four main purposes: Conservation and development of nutritious food for the world, management to sustainably exploit enormous marine resources of the world, protection the marine environment, and promotion to profit from great energy sources belong to the sea; Vietnam aims to integrate green growth in the process of building an ocean economic development model at all provincial and sub-provincial levels which aim to evolve a set of indicators to evaluate and monitor

¹ Resolution 09-NQ/TW on Vietnam Marine Strategy dated 09 February 2007 of The Central Committee

green growth based on proposed indicator groups and topics covered of OECD (2011) has given 01 topic covered is Socio-economic context and characteristics of growth; 04 proposed indicator groups are: The environmental and resource productivity of economy, The natural asset base, The environmental dimension of quality life and Economic opportunities and policy responses. Specific regions and industries that are targeted for local development can define specific thresholds for green growth to ensure sustainable development. Each provinces will follow the standard to complete Green growth progress sustainably.

Based on the ocean economic model at the provincial level, there are centralized economic development models including: Special Economic Zone (SEZ), Economic Zone (EZ), Open Economic Zone (OEZ), Taxation Area, Industry and Export processing zone; Economic development policy in coastal areas is oriented towards:

- Implementing the master plan for socio-economic development, ensuring national defense and security in territorial seas, coastal areas;
- Building the policies to encourage investment in coastal economic development;
- Building up strong ocean economic centers in each region;
- Having policies to encourage citizens launching business in the shore lands;
- Having policies to ensure safety and security for ocean economic activities;

In summary, the construction a general model for ocean economic development for a coastal area at the provincial level is a new task in the current socio-economic development of Quang Ninh particularly and other coastal provinces of Vietnam generally and there is no precedent.

The coastal economic development model of Quang Ninh and surrounding will be a model that not only express the characteristics of the macro-scale general model at the provincial level and shows the specific characteristics of the coastal area (zone) North of the Gulf of Tonkin, but also demonstrate the integration of micro-scale model with small and medium-sized enterprises as well as business households in the region towards green growth.

As the result, this will ensure the demand of a Green economic within a province then, considering the linkage of development with surrounding regions. Stemming from these meanings, it can be seen that the task of "Research on the model of Ocean economy development in the coastal area of Quang Ninh province and surrounding areas" play an important role in the current stage of ocean economic development, not only with Quang Ninh province and related provinces, but also shows the emphasis of novelty, topicality, modernity, creativity, inheritance, harmony in socio-economic development of the territory and interdisciplinary and cross-territoriality in scientific and technological research under the ocean program, meeting the requirements of national and local development after 2020 with a vision to 2030 and possibly beyond 2050.

b) Target groups

The model of Ocean economy development in the coastal area of Quang Ninh province and surrounding areas belonging to Green growth is also an urgent requirement for the contribution of scientific and practical arguments for Vietnam's coastal development in the direction of sustainable

development to 2030, with a vision to 2050. Therefore, the results of the mission of researching will be representative for Vietnamese coast which will apply to other coastal areas (27 other coastal provinces and cities) in Vietnam.

c) Project objectives

The project envisages the following specific objectives:

- Establish a scientific and practical basis for the model of ocean economic development towards green growth in coastal areas of Quang Ninh province and surrounding areas.
- Establish a set of criteria for a model of ocean economic development towards green growth.
- Build a trial model to develop ocean economy in the direction of green growth.
- Propose the solutions to improve the model implementation efficiently.

d) Project results (tangible and intangible)

Tangible results of research topics include 2 types.

d.1 Type I: Science report; procedure; new research methods; diagrams, maps; data, database

- Report on scientific and practical basis for the model of ocean economic development towards green growth in Quang Ninh and surrounding areas.
- A set of criteria for the model of ocean economic development towards green growth in the coastal area of Quang Ninh province and surrounding areas.
- Report on the natural resources and socio-economic development status, environmental conditions in Quang Ninh province and surrounding areas which meet the criteria of ocean economic development towards green growth. Models of ocean economic development towards green growth in coastal areas of Quang Ninh province and surrounding areas.
- The trial models of eco-tourism development bases on community and associated with conservation on Quan Lan Island - Minh Chau.
- The solutions to improve the efficiency of modal implementation in the coastal area of Quang Ninh province and the surrounding area, the experiment model has been performed in Quan Lan island - Minh Chau.
- The system of map about the study areas: current natural, socio-economic conditions; current marine ecosystem; current conditions of exploitation and use of natural resources in Quang Ninh and surrounding; current status of resources and spatial use of the Quan Lan Islands - Minh Chau (Van Don District - Quang Ninh).
- Database system based on GIS.
- Summary report, and recommendations.

d.2 Type II: Articles; Monographs and other products

- 5 scientific articles published in national and international specialized scientific journals.
- For education: 02 masters and 01 PhD in natural resources and environment management, economics major.
- 03 summary records of seminar/workshop.
- Survey report in the Philippines.

e) Dissemination strategy

e.1. Dissemination towards society

- Contributing to sustainable socio-economic development for Quang Ninh and other localities.
- Proposing systematic and breakthrough scientific and technological arguments and solutions in the field of green growth.

e.2. Dissemination towards enterprises, educational organizations

In the project, there is an active member, representing the enterprise part, i.e. Department of planning and investment of Quang Ninh province, Vietnam Environment and Sustainable Development Institution, Association of Vietnam Geographic, Institute of Physics, Institute of Marine Environment and Resources, Institute of Water resources planning, University of Sciences. Those member will actively involve into the project as well as the platform.

e.2.1 Professional knowledge

- Improving scientific research professional capacity and management qualifications of Halong University and research application organizations.
- System of scientific documents for training and education.
- Training and training support for 02 Masters and 01 Doctor.

e.2.2 Financial benefits and technology transfer

- Transferring research products to agencies, organizations and enterprises which are inside and outside Quang Ninh province in the form of consulting service contracts and technology transfer.
- Clients: Agencies, organizations and businesses inside and outside Quang Ninh province; relevant ministries of the central government.

f) Follow-up and sustainability

The result of the project is that the ocean economic development towards green growth is to clarify experiences in building a set of green growth criteria for ocean economic development that have been built and applied by other countries having the sea which will apply in Vietnam. Moreover, orienting economic sectors and fields with development advantages in close relation with socio-economic development strategies, plans of Quang Ninh province and coastal localities of it. In addition, the results also confirm that the identification of economic development orientations for coastal areas in the direction of green growth for the provincial scale with border and island elements is an important issue which aim to associate with the protection of national maritime security and sovereignty.

This result applies to coastal areas of Quang Ninh and nearby provinces and cities (Hai Phong, Thai Binh, Nam Dinh, Ninh Binh, Thanh Hoa ...) and can also be applied to coastal areas to 2030 with a vision to 2050. After the research project is finished, Halong University will transfer research products to agencies, organizations and enterprises inside and outside Quang Ninh province in the form of consultancy service contracts and technology transfer.

Photo 1. Deployment conference at the national level



Photo 2. Scientific conference: Deploying resources and set of criteria for Quang Ninh ocean economic development towards green growth.



Photo 3. Scientific conference: Deploying resources and set of criteria for Quang Ninh ocean economic development towards green growth.



6. Thang Long Entrepreneur Gala 2020 - Hanoi SME Association

a) Project description

- Recognizing and rewarding the achievements made by small and medium enterprises, which had achievements in production and business activities, actively participated in the Association's activities, charitable programs and other activities that improve solidarity, dynamism, creativity, emulation of production and business, and proactiveness in international economic integration in the past 25 years
- Launching emulation movements in order to promote innovations and applications of science and technology, promote the 4th revolution, diversify products, restructure corporate governance, strengthen enterprises' competitiveness, contribute to the growth of production and business of small and medium enterprises, ensure social security and also boost the capital's economic growth
- Organizing the ceremony solemnly, economically, excitingly and strongly promoting emulation movements among enterprises
- Implementing emulation movements in order to ensure the practicality, efficiency; commending and rewarding to motivate enterprises to successfully complete tasks in 2020 and the following years
- Taking the quality and progress of completing tasks, and the compliance of resolutions of the Communist Party of Vietnam, state policies, enterprises' regulations as a measure of emulation for individuals and enterprises
- Exploiting the dynamism of individuals and collectives as well as creating new changes in production and business through emulation movements
- Organizing communicative, educational activities among officials, employees and workers throughout enterprises for the purpose of extensive education in patriotism, taking pride in

historical, revolutionary, cultural traditions associating with commemorating major national holidays, communicating the implementation of resolutions of the 13th National Party Congress, the Hanoi's 17th Party Congress and the Party Congresses at all levels, achievements in the field of economic and social development, national security, defense and foreign affairs in recent years

b) Target groups

- Central Deputies: Representatives of leaders of the Party, State, and Central Ministries
- Municipal Delegates: Standing Hanoi Party Committee, Hanoi People's Council, Hanoi People's Committee, Vietnam Fatherland Front Committee of Hanoi; Representatives of leaders of departments, unions, units of Hanoi; Representatives of business leaders; Entrepreneurs
- Delegates of central and municipal news and press agencies
- Affiliates of the Association

c) Project objectives

- To organize communicative, educational activities among officials, employees and workers throughout enterprises for the purpose of extensive education in patriotism, taking pride in historical, revolutionary, cultural traditions associating with commemorating major national holidays (towards the 1010th anniversary of Thang Long, National Patriotic Emulation Congress 10/10, the Hanoi's 17th Party Congress, the 25th anniversary of the establishment of Hanoi Small and Medium Enterprises, from May 15th, 1995 to May 15th, 2020)
- To honor and praise enterprises, entrepreneurs that actively took part in Association's activities and had outstanding contributions to the socio-economic development to the capital

d) Project results

Nearly 600 delegates, enterprises and entrepreneurs attended the Thang Long Entrepreneur Gala 2020, an annual honoring ceremony in Hanoi held by Hanoi Small and Medium Enterprises Association (HANOISME) on October 24th, 2020.

The event saw the attendance of the former Chairman of the National Assembly Nguyen Sinh Hung, President of the Vietnam Fatherland Front (VFF)'s Central Committee Tran Thanh Man, and representatives of ministries and branches.

Among Hanoi leaders attending the ceremony, there were Vuong Dinh Hue, Secretary of the municipal Party Committee; Chu Ngoc Anh, Chairman of Hanoi People's Committee; and Nguyen Lan Huong, Chairwoman of the VFF's Hanoi.

Photo 4. Thang Long Entrepreneur Gala 2020



Photo 5. Thang Long Entrepreneur Gala 2020



Addressing the event, Chairman of Hanoi People’s Committee Chu Ngoc Anh acknowledged and highly appreciated great contributions by the business community. The Chairman Chu Ngoc Anh emphasized that the city is determined to always accompany enterprises, considers the success of enterprises as the success of Hanoi. “Hanoi continues to implement supporting programs for small and medium enterprises, support the wave of creative startups and facilitate enterprises to produce and carry on business, and also determine that small and medium enterprises are considered as the driving force for the capital’s development.

The Chairman Chu Ngoc Anh also said that Hanoi will persistently implement reforms, take people and enterprises as the center to serve, continue to take steps to improve business environment and competitiveness among local enterprises. In the context of the COVID-19 outbreak, Hanoi still achieved positive economic growth of 3.27% in the first nine months of 2020, 1.54 times as high as the national average. Especially, Hanoi has delayed collecting more than VND17.5 trillion (US\$753.6 million) in corporate income taxes while in 2020, nearly 20,000 enterprises were established. These are positive results marking business community's maturity.

Six collectives and individuals honorably received first-class, second-class and third-class Labor Orders. The HANOISME was granted the second-class Labor Order. In addition, 10 enterprises were presented with Thang Long Cups; 14 units were awarded Emulation Flags; 29 units and individuals received certificates of merit from the Chairman of Hanoi municipal People's Committee; 50 collectives and individuals were commended and rewarded by Vietnam Chamber of Commerce and Industry (VCCI).

Photo 6. Thang Long Entrepreneur Gala 2020



At the honoring ceremony, Chairwoman of the VFF's Hanoi Nguyen Lan Huong was handed VND11.395 billion (US\$490,931) from donors to support people in the central region affected by storms and floods. Director of the Department of Labor, Invalids and Social Affairs Bach Lien Huong received over VND1.6 billion (US\$73,209) from local donors to help disadvantaged children and families who are beneficiaries of social protection policies in Hanoi.

Photo 7. Thang Long Entrepreneur Gala 2020



Photo 8. Thang Long Entrepreneur Gala 2020



e) Dissemination strategy

Central and local media and press agencies attended and reported on the THANG LONG ENTREPRENEUR GALA 2020

<https://dangcongsan.vn/.../ha-noi-ton-vinh-200-doanh-nhan...>
<https://baomoi.com/ton-vinh-doanh-nhan.../c/36805666.epi>
<http://kinhtedothi.vn/vinh-danh-doanh-nhan-doanh-nghiep...>
<https://congthuong.vn/ha-noi-ton-vinh-doanh-nhan-doanh...>
<https://vnanet.vn/.../le-ton-vinh-doanh-nhan-doanh-nghiep...>
<https://nhandan.com.vn/.../hoat-dong-cua-lanh-dao-dang.../>
<https://hanoi.gov.vn/.../ton-vinh-doanh-nhan-doanh-nghiep...>
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<https://hanoi.gov.vn/.../ton-vinh-doanh-nhan-doanh-nghiep...>
<https://www.youtube.com/watch?v=PNcCbe7uleg&feature=youtu.be>
<https://www.facebook.com/vtc1tintuc/videos/276337260259963/>
<http://truyenhinhvov.vn/.../ton-vinh-doanh-nhan-doanh...>
<http://quochoitv.vn/.../le-ton-vinh-doanh.../448024>
<https://vnews.gov.vn/.../ban-tin-thoi-su-22h-ngay-24-10...>
<http://vitv.vn/.../ban-tin-hop-tin-viet-nam-11h.../252934>

Figure 7. Dissemination of Thang Long Entrepreneur Gala 2020 on YouTube

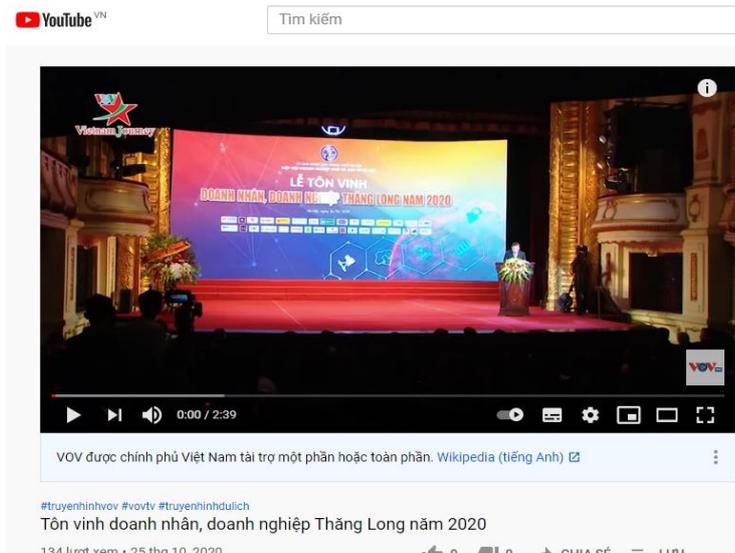


Figure 8. Dissemination of Thang Long Entrepreneur Gala 2020 on HanoiTV



Tin liên quan

- Tôn vinh, quảng bá giá trị "Ngàn năm văn hiến"

Figure 9. Dissemination of Thang Long Entrepreneur Gala 2020 on HanoiTV

25/10/2020 12:58

(HanoiTV) - Lễ tôn vinh Doanh nhân - doanh nghiệp Thăng Long 2020 diễn ra tại nhà hát Lớn tối 24/10, đã vinh danh gần 200 doanh nghiệp tiêu biểu của Thủ đô.



f) Follow-up and sustainability

This is an annual activity organized on a large scale for enterprises aims at honoring and praising enterprises and entrepreneurs actively participated in Association's activities and had outstanding contributions to the socio-economic development to the capital.

With the mission of developing enterprises and enriching the country, entrepreneurs will become braver and more mature to overcome challenges as well as achieve more success in the following years.

7. MOTIVE project - Hanoi University

a) Project description

The MOTIVE project, supported and inspired by Ministry of Education and Training of Vietnam (MOET), aims at ensuring that the Vietnamese higher education system addresses the challenging of reform policy implementation on graduates tracking by monitoring their transition towards the labour market as well as their employment situation, through the set-up of the first National Center for Graduate Tracking in Vietnam.

The Center, as a research and consultant unit of the Vietnamese MOET, of the university system and stakeholders in higher education, will meet these priorities as it represents an innovative approach and tool for supporting governance reform and policy making by collecting in a systematic way graduates/students data and by providing updated information on graduates' condition in the labour market. The Center represents a feasible and sustainable tool for future studies or surveys based on universities students and graduates data (longitudinal studies; Graduates Profile, Graduates Employment Condition Survey) as it will be supported by the consortium team members trained during MOTIVE.

Thanks to the set-up of the Center, the first graduates employment condition survey of the Vietnamese Graduates in the beneficiary universities, developed on unique methodology and tools, will be run. The survey is also a tool for students to access to the job market after graduation, and choose suitable jobs and careers for their specializations. The Center will have as main tool for running surveys a unique students/graduates database, the VOYAGE platform, whose pilot has been created under 561656 Erasmus+ project (<http://www.voyage-project.eu>) and that will be enlarged to newcomer universities under MOTIVE project.

Hanoi University (HANU) is in charge of hosting the VOYAGE platform and will collect and host in the unique students' database the data of 9 Vietnamese universities, beneficiaries of MOTIVE Project. The database will work as repository of graduates data at disposal of the Center for running the graduates tracking. HANU will host the Center during project life, its IT team will integrate the 3 newcomers universities thanks to the skills acquired in the 561656 initiative and put at disposal a team of researches who will be trained on how to run graduate tracking surveys. The universities will exploit Center data so to release graduates employment condition survey during the project life and as a tool to release other graduates based survey in the future, together with graduate tracking.

b) Target groups

Acting as the host of the VOYAGE Platform as well as the national coordinator of the MOTIVE project, HANU understands that we need to be proactive in the dissemination mission to a diversified collection of target groups. Basically, we are having three main target groups in our dissemination activities for the project:

- Universities: of both current members of the project (primary) and those who have not known and participated in the project (secondary)
- HANU students and graduates: the primary target groups of HANU
- Enterprises: who have been employed or will employ the project graduates

c) Project objectives

The project envisages the following specific objectives:

- To strengthen Vietnamese capacities on graduates surveys release;
- To build-up Vietnamese capacities for exploiting graduates' data for the adoption of quality assurance measures;
- To increase cooperation between Vietnamese universities and MOET on graduates tracking;
- To reinforce the linkages between partner institutions and society on graduates tracking.

d) Project results (tangible and intangible)

The MOTIVE project has the participation of MOET, 9 Vietnamese universities and Hanoi Small and Medium Enterprise Association.

By February 2021, the VOYAGE platform has received the registration of 14,431 students and graduates from the above 9 universities; of 154 active enterprises.

e) Dissemination strategy

e1. Dissemination towards universities

e.1.1. For new universities within the MOTIVE Projects:

Acting as the national coordinator of the MOTIVE project, HANU understands that we As new universities of the project have no experience with the project and the VOYAGE platform but they are the active and important members in the dissemination of the project, we found that the first and foremost job at the beginning of the project is to conduct training for new university members. Due to the diversified location in different provinces in Vietnam of the university members as well as due to the fluctuating situation caused by Covid-19, both offline and online training sessions have been delivered. The training content covered varied areas, including conditions and rules for universities participating in the project, job description and staff requirements, how to use the platform, how to disseminate with the students and enterprises, etc. Specifically, there were 4 training sessions:

- Pre-kick off training in January 2020 at Hanoi University with the participation of about 40 representatives from different universities of the MOTIVE Projects
- General training on 25 April 2020 (online) with nearly 70 participants
- Additional training in May 2020 (online) with about 40 participants
- Additional training for AJC project team at Hanoi University in August 2020

Figure 10. General training (online) on 25 April 2020

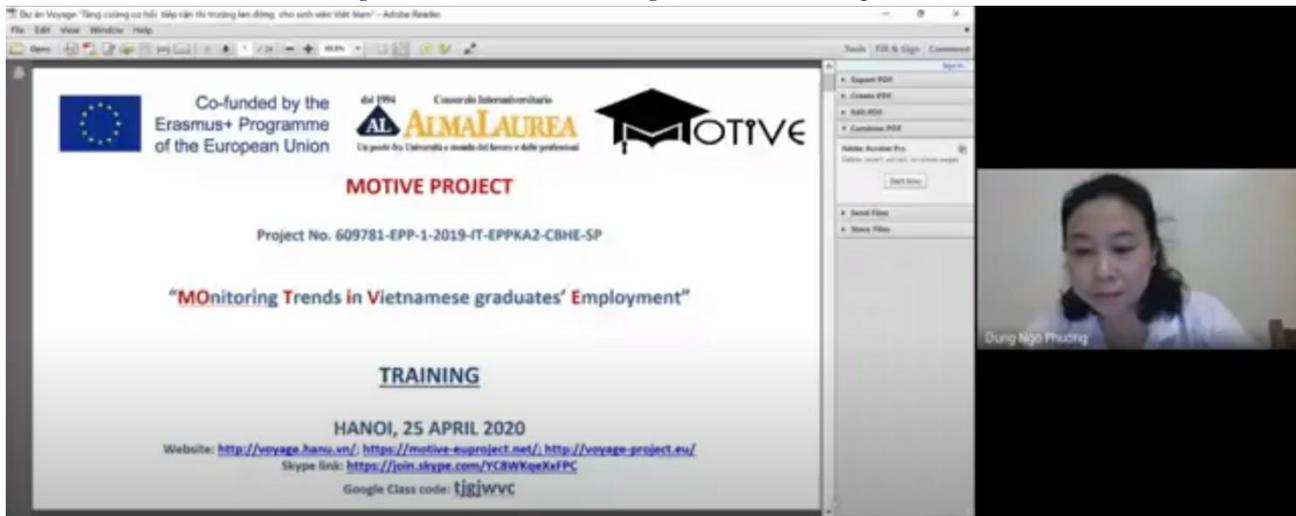


Figure 11. General training (online) on 25 April 2020

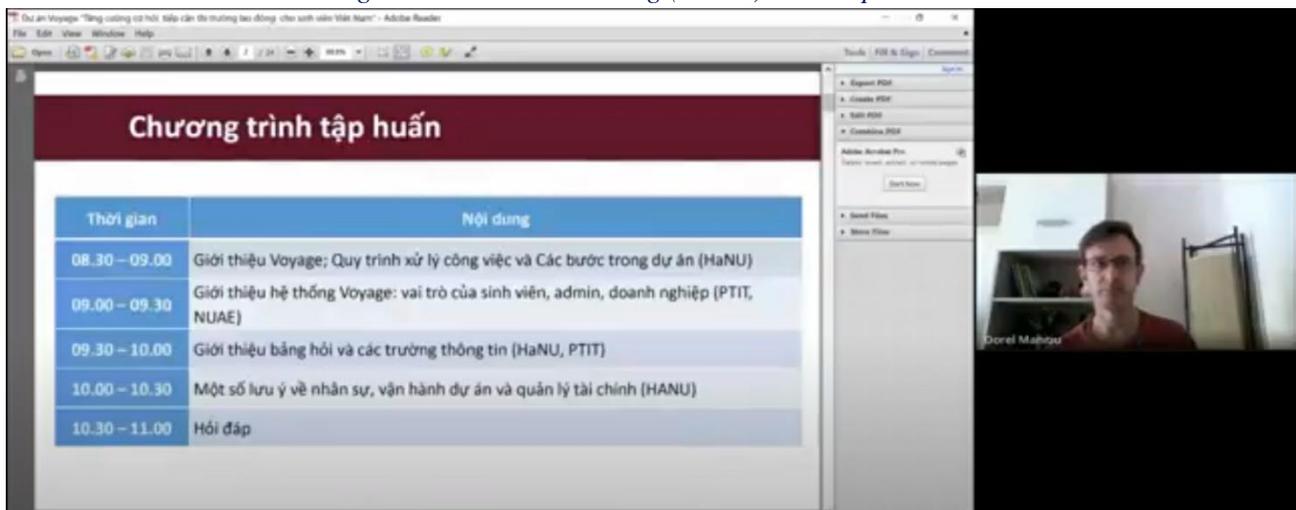


Figure 12. MOTIVE project online training

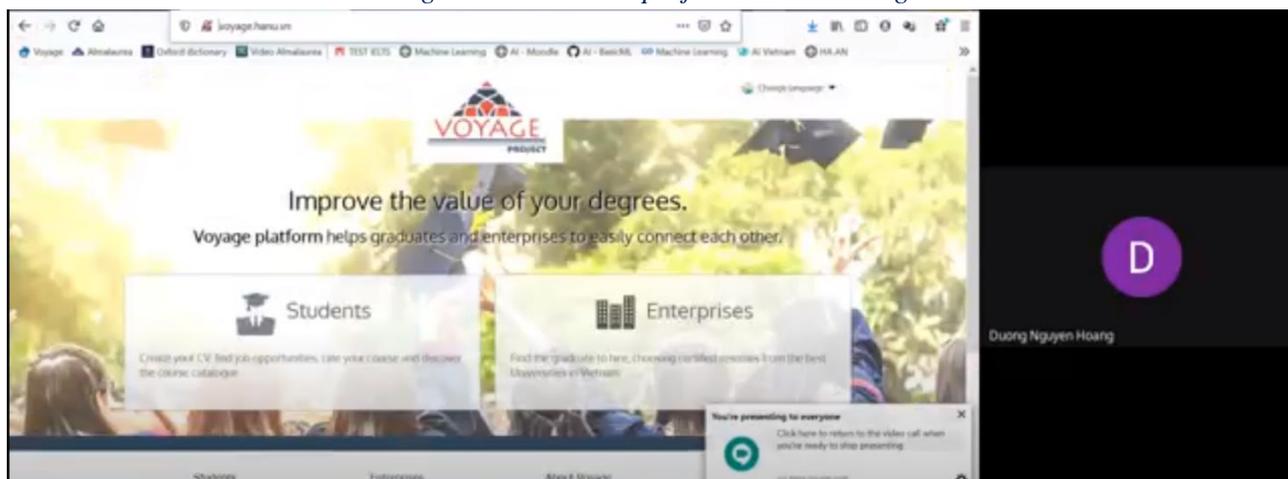
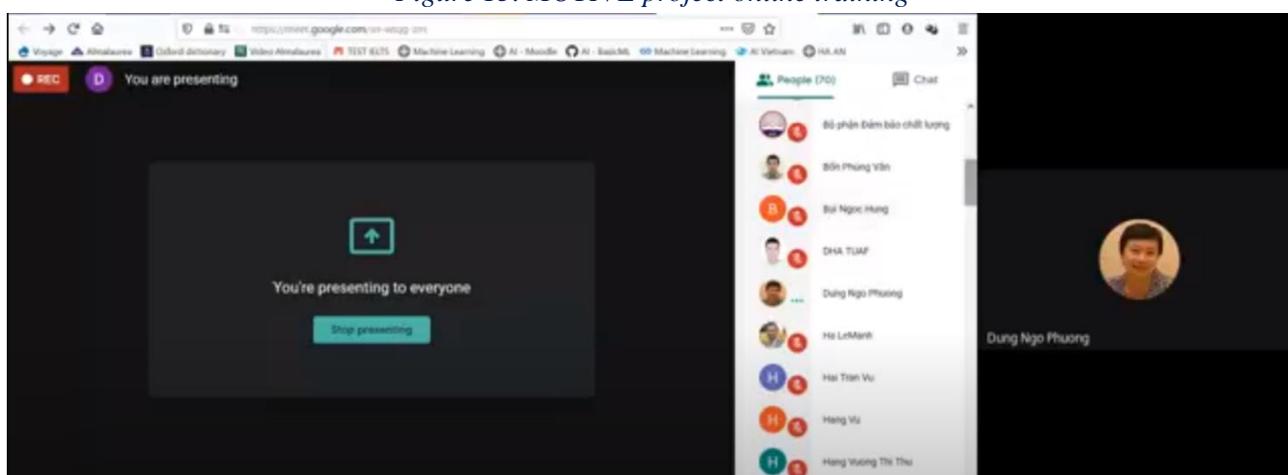


Figure 13. MOTIVE project online training



e.1.2. For the universities out of the MOTIVE Projects:

we have taken advantage of different workshops of Erasmus+ projects (like Marco Polo, Lab Movie..) to disseminate Voyage Platform and MOTIVE Project to participants attending the workshops. Most of the participants of these workshops were from different universities all over Vietnam. Also, we tried to use our personal contacts to talk to different representatives of the universities.

Photo 9. MOTIVE dissemination workshop



e.2. Dissemination activities towards students of Hanoi University:

e.2.1. Standardised process of graduate communication about the Voyage Platform and questionnaire:

As we understand that, getting connection with the university students before they graduate is very important for the tracking of their post graduate activities. Then the process of involving them into the VOYAGE Platform needs to be stable and of fixed schedule every year. The following is the annually scheduled process:

- April/May: sending emails and posting a note on the facebook group to invite students to register into the platform and complete the satisfaction survey
- May: HANU spread an official announcement to the faculties of requiring graduates of to register to the platform and complete the satisfaction survey
- May-June: HANU's faculties together with the Student Union broadcasted the announcement to their students who were going to graduate in June on the faculty websites and facebook pages:

Figure 14. Dissemination towards students on the faculty website

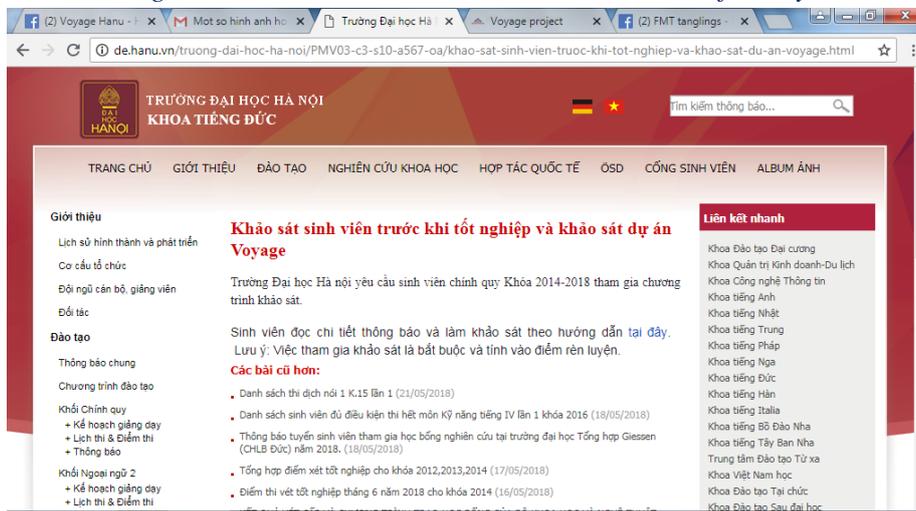


Figure 15. Dissemination towards students on Facebook

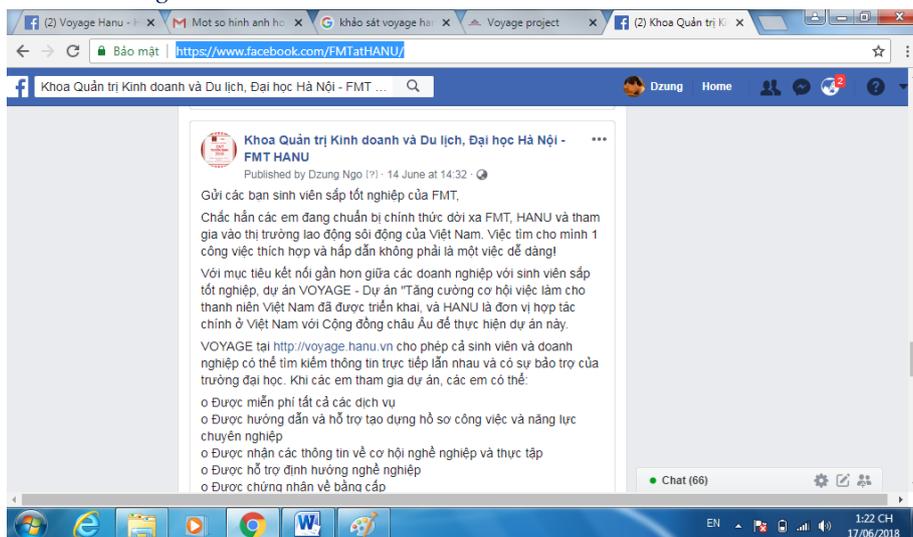
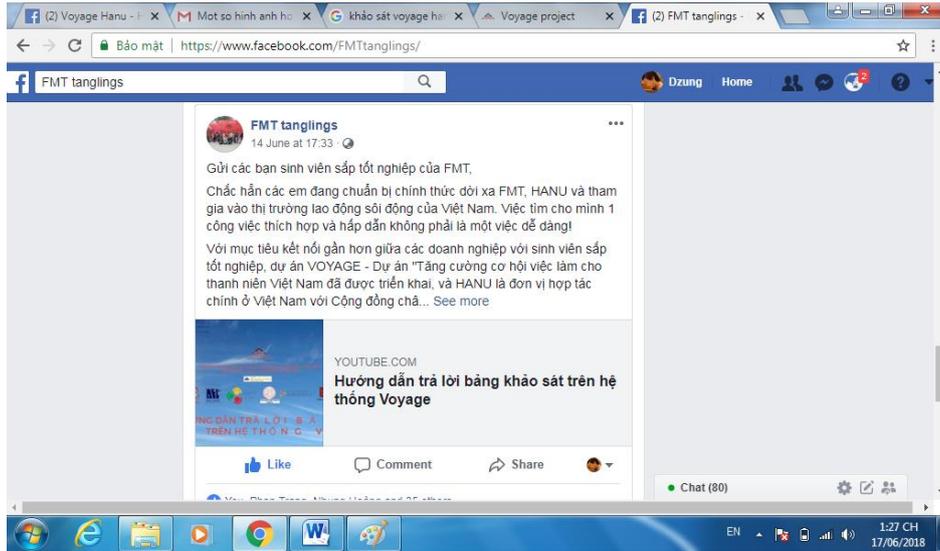


Figure 16. Dissemination towards students on Facebook



- Frequently updates with the platform admin about the data of student registration and survey completion

Figure 17. Frequently updates with the platform admin

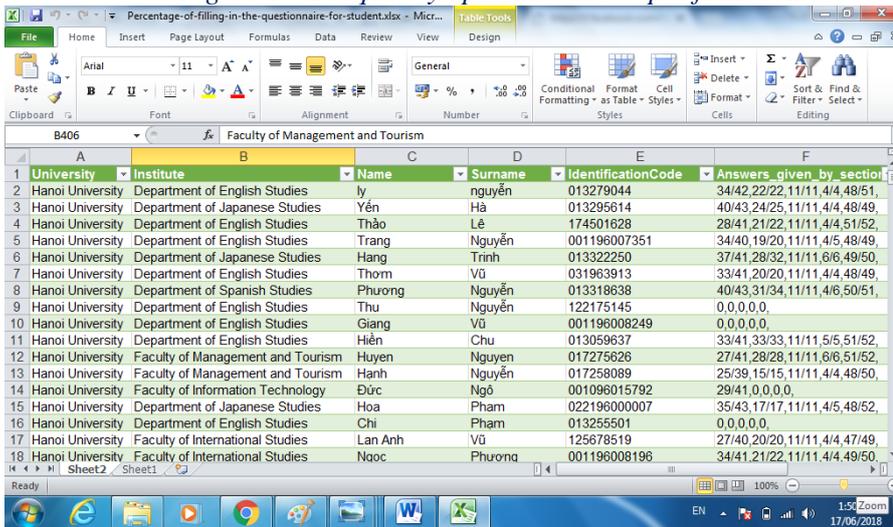
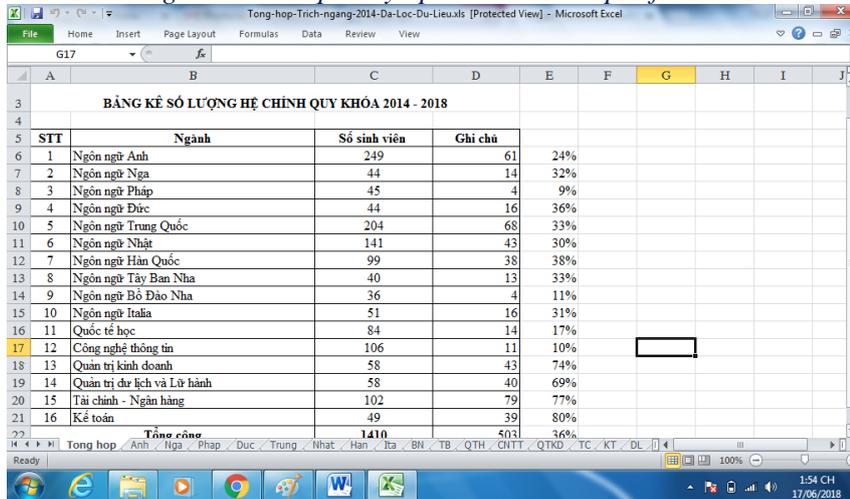


Figure 18. Frequently updates with the platform admin



- June: sending emails to remind of the platform registration and survey completion directly to graduates

Figure 19. Reminder of the platform registration and survey



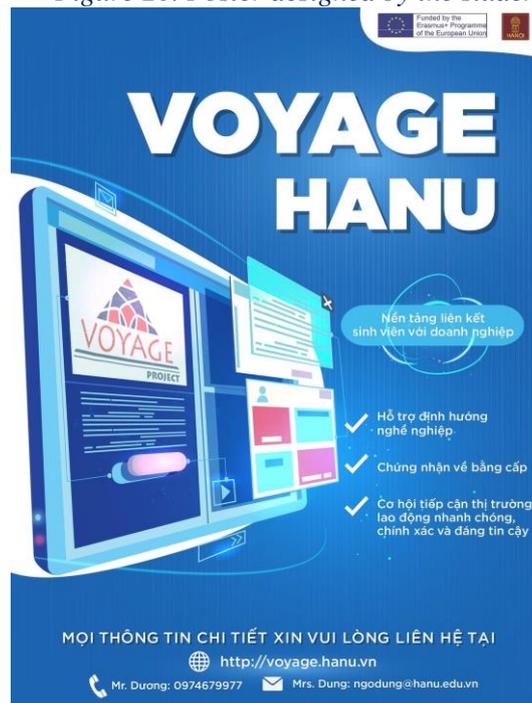
- Before and after the graduation day, checking the response rate to the satisfaction survey to see if it meets the standards. If not, continuing sending an email to the personal address of the graduates to invite them to fill in the questionnaire

e.2.2. Student-to-student communication

Furthermore, we found out that the students would be more attracted to the promotional activities done by the other students. Therefore, we asked the Student Union to support with some communication on their own channels. Now they play an important role in supporting us with the communication between the project and the students. Here are some of their products:

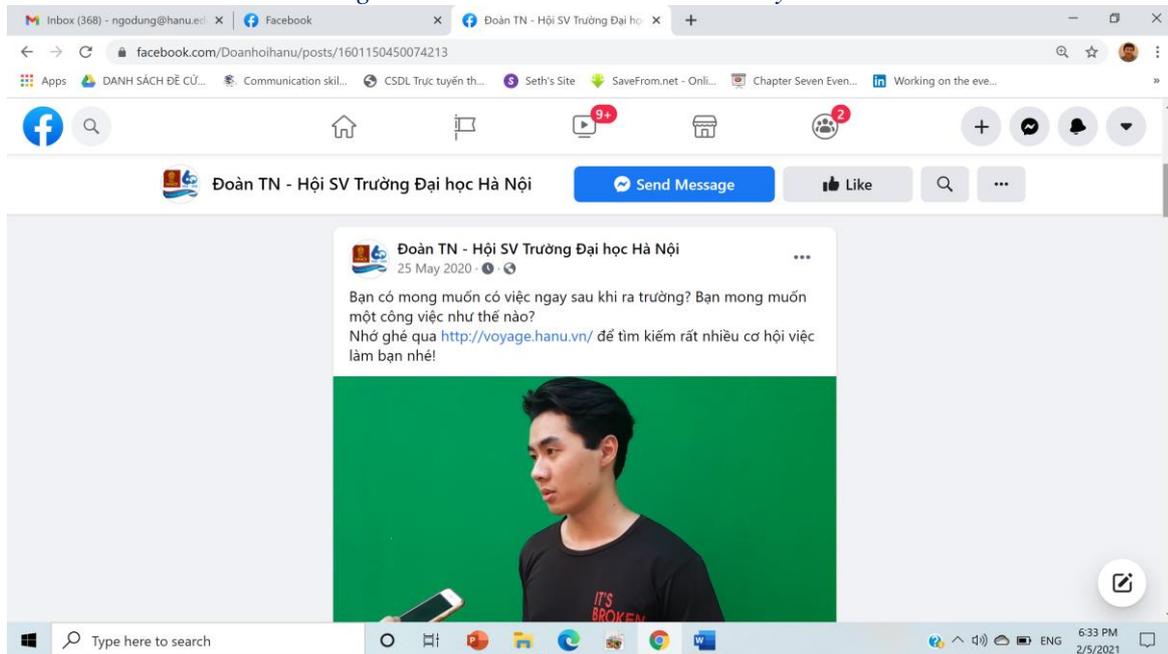
- Poster designed by the students:

Figure 20. Poster designed by the student



- Promotional video made by the students broadcasted on the Student Union's page: <https://www.facebook.com/Doanhoihanu/posts/1601150450074213>

Figure 21. Promotional video made by the students



- Different posts to remind students about the platform on the students' page: <https://www.facebook.com/Doanhoihanu/posts/1404027373119856>
<https://www.facebook.com/Doanhoihanu/posts/1415029345352992>
<https://www.facebook.com/HanuTimes/posts/3140637292697245>

e.3. Dissemination activities towards enterprises:

In the MOTIVE project, there is an active member, representing the enterprise part, i.e. HanoiSME (Hanoi Small and Medium Enterprise association). They will actively involve the association members into the project as well as the platform.

At the side of HANU, the Department of Student Support and Enterprise Relation is in charge of disseminating the platform towards the enterprises of their network.

f) Follow-up and sustainability

Being aware of the importance of the evaluation of our performance to improve the job, we have frequently updated the results and decided instant actions to solve the problems. For sustainability of the dissemination, we have worked out the following plan:

- For the current university members of the project, it is important to maintain the frequent contact and instant assistance. Therefore, first, different channels to connect among project coordinators, researchers, IT staff of different universities have been made (i.e. Zalo groups, google classroom, mail groups, staff contact list). Each of the three experienced members (HANU, PTIT, NUAE) will be in charge of 2-3 new universities to support in focus.
- We are aware that if all university members together conduct dissemination activities, this will create a very powerful influence. Then, the continuous sharing of the experience and

teamwork among the members is important. For example, HANU, PTIT and NUAE have kept sharing their experience in involving the students and graduates; AJC with the strengths of promotional abilities will create the template of the press release for other universities to follow.

- Towards HANU graduation candidates, we will have to follow the standardized procedure of the platform dissemination but we need to move a few weeks earlier and keep more contact with the faculties to remind the students. Due to the new situation of Covid-19, the graduation time of each year can be changed. So we need to be frequently updated with the university management board to get the key information to change the plan as quick as possible.
- Keeping in touch with HANU graduates after the graduation is vital but not easy. First, making the platform to be attractive and useful for them to stay in even after several years of graduation is important. Hence, we have to encourage more enterprises to participate actively and frequently in the platform. For graduates who have been satisfied with their employment, we need to consider them as the enterprises 'representatives and motivate them to contribute into the platform. By these ways, we will be able to increase the involvement of further graduates and keeping long contact with them. Also, we will have to work with the HANU Connection – an app-based system of connecting alumni of HANU, so that the MOTIVE project will be spread out to those graduates who have not involved into or have left the VOYAGE platform.

f.1. Experience with several other Erasmus projects in follow-up and sustainability

Since 2015, HANU has won 38 Erasmus KA1 ICM staff and student projects, among which more than 20 projects concluded successfully.

After the conclusion of these projects, we continue to carry out dissemination activities for project results, for example:

- During orientation days for students at the Faculty of Management and Tourism and English Department, we give presentations on the Erasmus ICM program and mobility opportunities with their advantages to students, including results from the concluded projects, testimonials from students who participated in the ICM mobility, all necessary information like credit recognition, life in foreign countries during the mobility, opportunities to gain scholarships at a higher level after the mobility, internship opportunities after the mobility.
- We put the Erasmus ICM program information on our university's website and social network page and frequently repeat with various posts so that Vietnamese students can get familiar with the keyword like Erasmus, ICM, KA1, ...
- We continue to promote the Erasmus ICM projects with other Vietnamese universities through presentations or direct talk with their staff and students during international and national conferences, meetings, and events organized at HANU and their universities.
- We use the results achieved during these concluded projects in other project submission papers to win more similar projects like other ICM projects, KA2 projects, Jean Monnet. We adopt this method to make the Erasmus or ICM terms more familiar with HANU and partner universities' staff and students.
- These projects' beneficiaries will share their experience to promote the program through Facebook posts on the HANU and faculties' Facebook page or during the direct meeting with

staff and students. The beneficiaries that are lecturers will share direct experience with their students and colleagues to convince them about the advantages of joining a mobility program. Thanks to these dissemination activities, even after ICM projects' conclusion, we can still attract new students to join similar programs.

8. Job fairs - HCMC Open University

a) Project description

Ho Chi Minh City Open University organizes the following three projects:

- (1) Fair for part time jobs
- (2) Fair for full time jobs
- (3) Setting up the Gate to job

- (1) The fair is held annually in November-December (near to the Xmas, New year and Vietnamese lunar New year when there are high demands in part time jobs). The companies/organizations which have the demands will be invited to take part in the fair.
- (2) The fair is held annually in May-June (near to the main graduation of all the faculty students). The companies/organizations which have the demands will be invited to take part in the fair.
- (3) It is a job vacancy information system which provides the recruitment from the companies or organizations that want to recruit candidates.

b) Target groups

- (1) All students
- (2) The seniors
- (3) All HCMCOU senior students and graduates

c) Project objectives

- (1) Providing opportunities to students to find part time jobs.
- (2) Providing more opportunities/channels to students to find jobs when they graduate.
- (3) Providing more opportunities/channels to students or graduates to find jobs.

d) Project results (tangible and intangible)

- Data of 4,357 students who want to look for part time jobs and their updated CV
- Data of 3,427 students who want to look for full time jobs and their updated CV
- Informing students of 489 recruitment notices, with 143,949 download and transfer 1,905 student portfolio to companies and organizations.

e) Dissemination strategy

- Using HCMCOU website

- Informing to the class monitoring systems
- Using social media as Facebook

g) Follow-up and sustainability

- Meetings to evaluate the impacts and reports sent to University President after the events.

9. UNITERRA project - Hanoi Tourism College

a) Project description

Uniterra program **PROJECT:** *Capacity Building of Hanoi Tourism College's partnership development in the period of 2018-2019*

Uniterra is an international volunteer cooperation program supported by the World University Service of Canada (WUSC) and the Centre for International Studies and Cooperation (CECI). Over the period 2015 to 2019, Uniterra is using a market system approach to identify and support key value chains and enhance the capacity of partners such as tourism training institutions as a whole to enable markets to work better, especially for women and youth.

In Vietnam, WUSC and Hanoi Tourism College (HTC) have worked together in the 2018-2019 Uniterra program as part of a network of globally-engaged organizations dedicated to enhancing opportunities for marginalized women and youth. They are eager and motivated to change their personal circumstances and that of those around them. They are looking to access quality skills training, to secure decent work, and to take on positions of leadership in their communities.

Within the tourism sector, Uniterra program offers several components: 1) Increased Training institutions and Industry linkages 2) Improved employability skills for youth and women 3) Increased job opportunities for youth and women 4) Increased knowledge and skills of key partners 5) Increased coordination and collaboration of the key players.

b) Target groups

The Uniterra volunteer cooperation project is designed to support overseas partner organizations, like HTC, who share vision for a more equitable world. In doing so, HTC becomes a part of an important network of global organizations and individuals who are contributing to sustainable social and economic development through global development programming. The project seeks not to approach to the market system, but rather to build up strategic partnership to obtain sustainable development results via boosting stakeholder engagement between institutions and tourism industry.

c) Project objectives

Objective 1- To develop effective linkages with businesses to ensure the training provided meet market demands and increase student exposure to business environment to help them find jobs after

graduation. To do so, HTC's new analysis of its current situation will be conducted in terms of training and program content to evaluate as follows:

- responsiveness to the market,
- adaptability and adjustment for better alignment with tourism industry and the business environment
- Re-validation of the partners/industry needs and expectations
- Search of fitted or matched partners in terms of priorities such as students' personal and career development, teachers' upgrade and business partnerships or relationships

Objective 2- To build up a guideline with commitment of HTC

d) Project results

Below the main achievement of Project:

Table 1. Main achievements

Activities as per workplan	Results achieved
<p>Activity 1: Establish the baseline situation of HTC, especially analysis of the partnership situation Output 1: Baseline situation established with recommendations</p>	<p>Result 1: Knowing and analyzing the current partnership context or situation Output 1: Delivered as baseline, the HTC SWOT analysis (Strength, Weakness Opportunities and Threats) analysis, done internally with questions/meetings with the rector, heads of different departments (from hospitality to foreign language subjects' matters) and key persons at HTC.</p>
<p>Activity 2: Determine strategic partners with HTC Output 2: List of key current (and potential) partners</p>	<p>Result 2: Externally, visits/questions paid to the main partners that were given: LOTTE, MELIA, INTERCONTINENTAL, GOLDEN GATE, PAN PACIFIC, PEGASUS Output 2 delivered: Identification of current and potential partners 3 workshops organized at HTC, meeting & exchange with more partners</p>
<p>Activity 3: Draw Strategic Partnership action plan Output 3: Strategic partnership plan</p>	<p>Result 3: The findings were compiled and shared with the leadership team at HTC, with whom we decided on the next steps, the action plan for implementing necessary changes (implementation plan). Some working groups on specific items were to be put in place and followed up Output 3 Delivered: Upon Agreed Strategic plan to be implemented in 3 components a) Students 'Internship program, including career and personal development program b) Teachers' Updating system c) Business Partnership between hotels, partners and HTC</p>
<p>Activity 4: Support implementation of the partnership action plan</p>	<p>Result 4: Implementation was made possible through perseverance and realignment with HTC's priorities and means Focus on 5 star hotels LOTTE HOTEL HANOI Agreement and MOU finalized Potential partnership with Tourism college in Canada such as Red River College in Manitoba</p>

<p>Output 4: HTC to take ownership in implementing its strategic partnership plan</p>	<p>Potential for WUSC and other Vietnamese partners to leverage on HTC's partnership strategy</p> <p>Potential collaboration and or partnership between main tourism colleges in Vietnam that are current WUSC partners, i.e. HUE, SAIGON and Da Nang Tourism Colleges</p> <p>Output 4 Delivered: with HTC's re-focus, re-alignment and realization of the necessity to use or take advantage of the presence of a Volunteer.</p>
<p>Activity 5: Secure the participation and representation of all HTC key resources, women and youth in all activities</p> <p>Output 5: Obtain Leadership and key staff buy-in, commitment and participation</p>	<p>Result 5: Participation and representation of all HTC key resources, women and youth in all activities</p> <p>Output 5, Delivered: Good participation and support received from HTC counterpart, some key management staff and other staff in all processes since beginning of my mandate.</p> <p>Great relationship, integration at HTC as Volunteer</p>
<p>Activity 6: Organize a Partnership appreciation meeting day</p> <p>Output 6: One day event under meeting and workshop formats</p>	<p>Result 6: 3 workshops have been organized at HTC with industry partners</p> <p>Participation in some meetings with international partners, i.e. German delegation</p> <p>Output 6: delivered via the participation and HTC workshops</p>
<p>Activity 7. Draft reports and the guideline required by the host organization and the Unitera program</p> <p>Output 7: One mid – mandate report and one end-of-mandate report and the guideline</p>	<p>Result 7: Ongoing basis</p> <p>Output 7: Mid-mandate report and partnership development guideline done 16 October 2018</p> <p>End of mandate report and partnership development guideline done March 20, 2019</p>

e) Dissemination

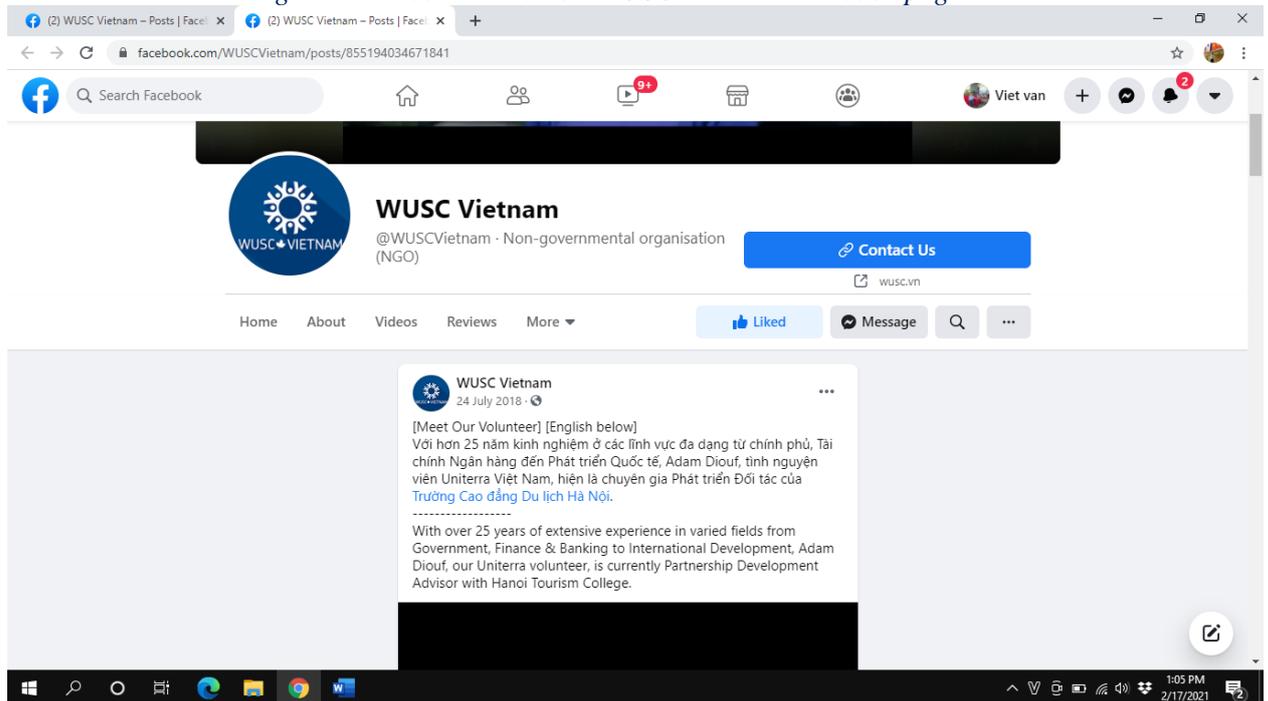
Dissemination Strategy lies in the targeted distribution of results and outputs as mentioned above and intervention materials to a specific audience including HTC students, teaching staff and the industry. The intent is to spread knowledge and the associated evidence-based interventions. Based on the workplan of activities, dissemination strategy has been implemented through social media and workshops.

There are typical tools which are developed in line with activities completed with volunteer support as follows:



- Using Facebook: WUSC Vietnam, HTC, as evidence dissemination, the project has several very broad goals: (1) to increase the reach of evidence; (2) to increase people's motivation to use and apply evidence; and (3) to increase people's ability to use and apply evidence.
- <https://www.facebook.com/WUSCVietnam/posts/855194034671841>

Figure 22. Dissemination on WUSC Vietnam Facebook page



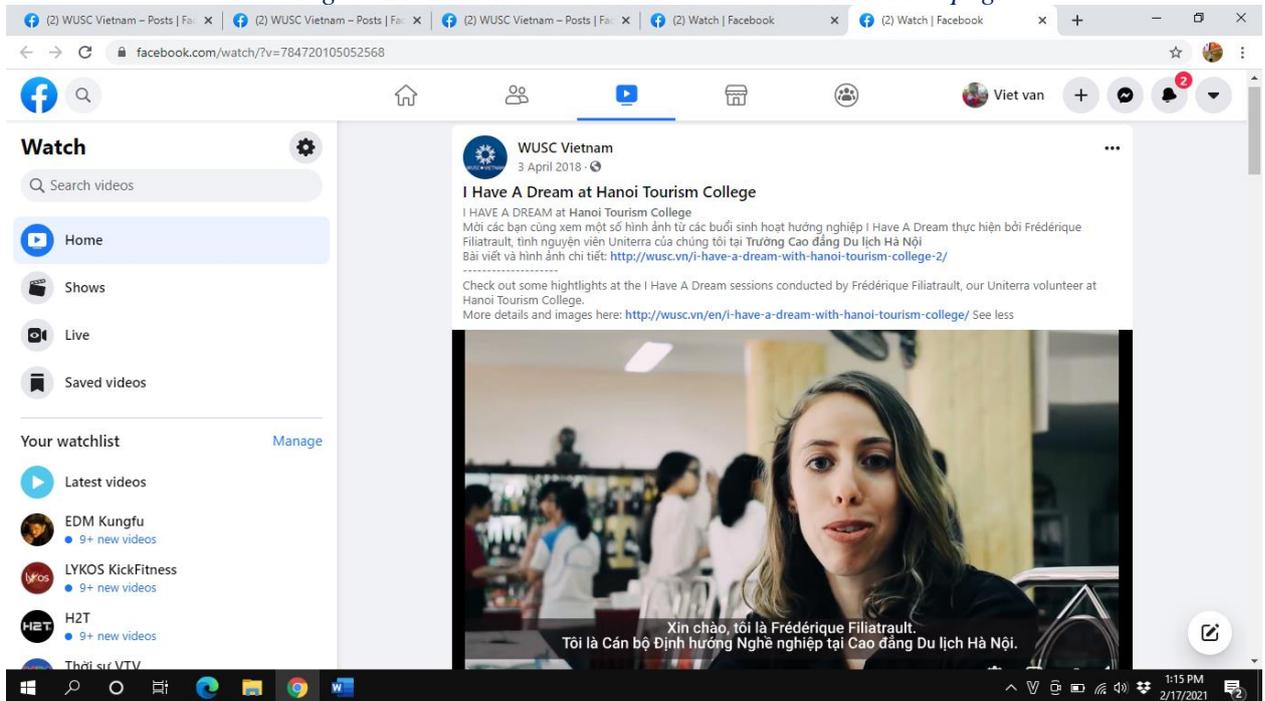
- <https://www.facebook.com/WUSCVietnam/posts/903712609819983>

Figure 23. Dissemination on WUSCVietnam Facebook page



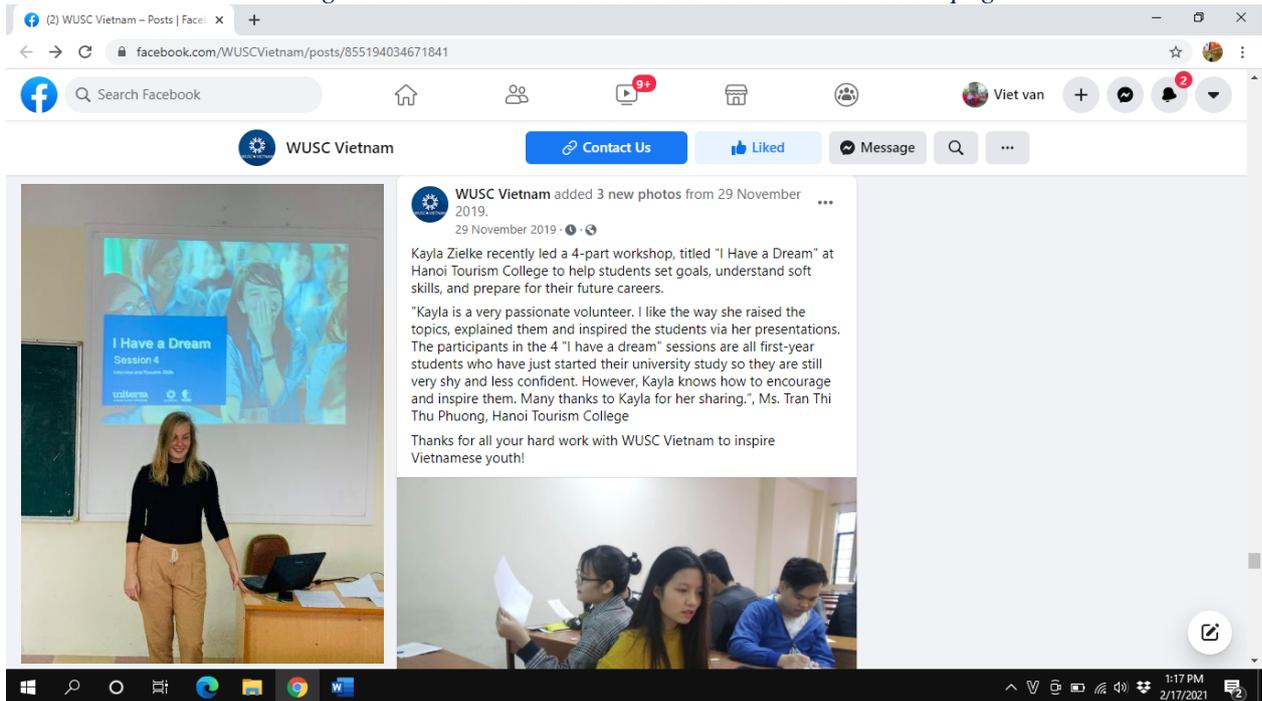
- <https://www.facebook.com/404375789753670/videos/784720105052568>

Figure 24. Dissemination on WUSCVietnam Facebook page



- <https://www.facebook.com/WUSCVietnam/posts/855194034671841>

Figure 25. Dissemination on WUSCVietnam Facebook page



- Webpage: www.wusc.vn; www.htc.edu.vn
- Youtube channel: <https://www.youtube.com/watch?v=FVC6A6oSg78>
- Case Studies and Success Stories presented in series of workshops in HTC and related events
1st Case: Collaborations, both internal intradepartmental as well as external partnership, have been strengthened

Figure 26. Dissemination in series of workshops at HTC



Photo 10. Dissemination in series of workshops at HTC



Figure 27. Dissemination in series of workshops at HTC

Think locally first

Here in Vietnam, a strategy to create a strong collaboration between the 3 leading institutions of the country would create an organisation with a **critical mass and a network** that would be **much more appealing** to prospective international partners

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- 2nd Case: Partners' governance and management skills have improved, such as improved strategic management abilities including employee engagement in the process

Figure 28. Dissemination in series of workshops at HTC



HTC: findings' sharing, validation, recommendations and decisions 

HTC's PARTNERSHIP STRATEGY TO BE ARTICULATED AROUND 3 COMPONENTS

MOU agreement with 3 components:

- Students' Internship program, including career and personal development program**
- Teachers' Update program**
- Business Partnership between partner and HTC**



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Figure 29. Dissemination in series of workshops at HTC

HTC CASE: THE LOTTE EXPERIENCE



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- Like in real life experience, after 9 months of pregnancy, HTC and LOTTE hotel Hanoi, will give birth to an agreement, a MOU with the following main features:
 - ❖ **The Internship Opportunities for Students,**
 - joint evaluation, monthly allowance, personal and career development
 - ❖ **The Updating Opportunities for HTC Teachers**
 - Assign a hotel expert responsible for mentoring the teachers
 - ❖ **The Business Opportunities between HTC and the Hotel**
 - business proposals to improve HTC's equipment, grooming, practice rooms, continuing update to the industry standard
 - Mutual benefits, including visibility to Lotte, maybe LOTTE room at HTC

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f) Follow up and sustainability

- Pursue the implementation of HTC partnership strategy
- Operationalize and apply the MOU agreement with LOTTE and other new partners
- Renew all current MOUs with the same spirit and concept of the new partnership development strategy
- Cooperation between different departments and heads of departments to make sure all elements are put in place, including working groups for: curriculum review, evaluation form, business proposals
- Highly recommend WUSC to seek for and set as requirements the implication, the commitment, the time and planning that are needed from the partners to achieve successful mandates and use of the Volunteers. In WUSC's choice of partners, it is essential to pick those

partners who have the willingness, the capacity and the time for change or to apply or implement any need action plan and work together with the volunteer as needed.

10. National Patriotic Emulation Congress - Hanoi University of Home Affairs

a) Project description

The National Patriotic Emulation Congress is a national program of Vietnam which is organized to assess the patriotic movement nationwide; it honors the heroic and emulative collectives and individuals, the role models across the country in every socio-economic fields.

The National Patriotic Emulation Congress was held for the first time in 1952. Attending the Congress are the leaders from the Vietnam Communist Party, the State, the National Assembly, the Government, Vietnam Fatherland Front, revolutionary elders, Vietnamese Mothers of War Heroes, and good role models in several fields: socio-economy, national defense and security, industry, agriculture, science and technology; and distinguished guests, members of religious and ethnic groups; scholars, intellectuals, physicians, teachers, artists, writers, painters.

The Ministry of Home Affairs and the Central Committee of Emulation and Commendation are the two standing governmental agencies that assist the organization of the Congress. HUHA is honorably assigned by the Committee as the reception unit for the 9th (December 6th – 7th 2015) and 10th (December 9th – 10th 2020), both of which were held at the National Convention Center in Hanoi.

The 9th National Patriotic Emulation Congress took place from December 6th – 7th, 2015 at the Hanoi National Convention Hall with the participation of 2,000 official delegates in the Congress, among which 167 delegates, who are collective and individuals representatives, were awarded the title "Labor Hero" and "People's Armed Forces Hero". 101 delegates are "National Emulation Soldier"; 1,394 collectives and individuals representatives are outstanding role models in the fields of politics, economy, society, defense, security, and diplomacy.

The 10th National Patriotic Emulation Congress was held during the period of December 9th – 10th, 2020 at the Hanoi National Convention Center. The Congress attracted 2,020 attendees, among which 133 delegates are the Chairpeople of the Emulation and Commendation Council at ministerial and governmental agencies, departments and organizations at provinces and centrally-run cities.; there are 118 delegates being individuals and collective representatives of Heroic People's Armed Forces, Labor Hero over the period ; 88 delegates are National Emulation Soldiers selected to attend the Congress from 2016 to 2020; 73 delegates are exemplary individual representatives in "Studying and following Ho Chi Minh's ideology, morality and style"; 191 delegates are ethnic minority representatives.

The Congress evaluates the outcome of the implementation of patriotic emulation movements and commendation work for the period of 2015 - 2020; it sets out objectives, orientation and tasks of the patriotic emulation movement and commendation work in the period 2020 – 2025. The Congress also honors collectives, heroic individuals, emulation soldiers, and exemplary role models in patriotic

emulation movements in the past 5 years. Lastly, it continues to encourage the strength of great national unity, creating a new momentum for the successful delivery of country's tasks in economy, culture, society, national defense and security.

b) Target groups

The National Patriotic Emulation Congress is an occasion to evaluate the outcome of the implementation of patriotic emulation movements across the country, and to reward the exemplary role models of excellent individuals and collectives who belongs to the following categories:

- The individuals (including officials, civil servants, public employees, teachers, lecturers, students, pupils, and citizens) who have excellent achievements in patriotic emulation movements, and/or greatly contribute to the country's development in socio-economy.
- The collectives, agencies, and organizations (governmental, social or economic organizations) that have excellent achievements in fulfilling the national duty of socio-economic and national security and defense.

The movements is launched and promoted widely among each individual of Vietnamese citizens and organizations in order to contribute to the country's prosperity.

c) Project objectives

HUHA is a non-profit public higher-education institution operating under the management of the Ministry of Home Affairs (MoHA) with the function of providing undergraduate and postgraduate training to serve the home affairs industry, the civil service and social requirements. Therefore, the fact that HUHA was appointed by the Central Committee of Emulation and Commendation to recruit students for the reception team at the National Patriotic Emulation Congress for 2 consecutive periods in 2015 and 2020 demonstrates the quality of human resource training of the university. The university also identifies the objectives regarding serving the Congress as follows:

- Combining theoretical training and practice for students majored in: state management, human resource management, office administration, politics, public policy.
- Practical training in organizing events, reception and hospitality, administrative and office work.
- Branding the university and spread its image to ministries, departments and localities, focusing on the quality of the university's training.

d) Project results (tangible and intangible)

- In 2015, the HUHA selected 100 students of excellent knowledge and skills to participate and serve the 9th National Patriotic Emulation Congress at the National Convention Center.
- In 2020, HUHA once again was trusted to select 200 excellent students to serve the 10th National Patriotic Emulation Congress at the National Convention Center.
- On both occasions, the students are trained in reception skill, diplomatic skill, observation skills, event organization skills, teamwork, to take on jobs for national events.

- After both time, HUHA's image, which was reflected through the reception work done by the selected students, is highly appreciated and receives positive feedbacks from centrally-run and local agencies regarding the university's high professionalism, good attitude and organizational skills.

e) Dissemination strategy

- Once received the written designation of the Central Committee of Emulation and Commendation assigning HUHA to be in charge of reception at the 9th and 10th National Patriotic Emulation Congresses, the Rector directly assigned to the Secretary of the Youth Union to coordinate with the Student Affairs Department to select the most excellent students in the university.
- An official recruitment announcement with clear selection criteria and requirements from HUHA was issued on the university's mass media (website, facebook).
- The selection usually takes place about one month prior to the Congress. The number of students registration is about 500. After 200 excellent students were selected, HUHA's Youth Union organized 5 training sessions for reception and office administration for them.
- Throughout the selection training and the Congress, the Youth Union's fanpage and HUHA's fanpage continuously update news, information and testimonials of the students attending the Congress.
- When the Congress finishes, HUHA's Youth Union assesses to honor and reward the students for the successful performance at the event.

Images collected from the Congress:

Photo 11. The receptionists welcome Mr. Nguyen Phu Trong – General Secretary at the 9th National Patriotic Emulation Congresses in 2015



Photo 12. The receptionists welcome representatives from central state agencies at the 9th National Patriotic Emulation Congress in 2015



Photo 13. Prime Minister Nguyen Xuan Phuc and the Organization Board of the 9th National Patriotic Emulation Congress with the students from HUHA



Photo 14. The volunteers welcome Mrs. Nguyen Thi Kim Ngan – Chairwoman of the National Assembly at the 10th National Patriotic Emulation Congress in 2020

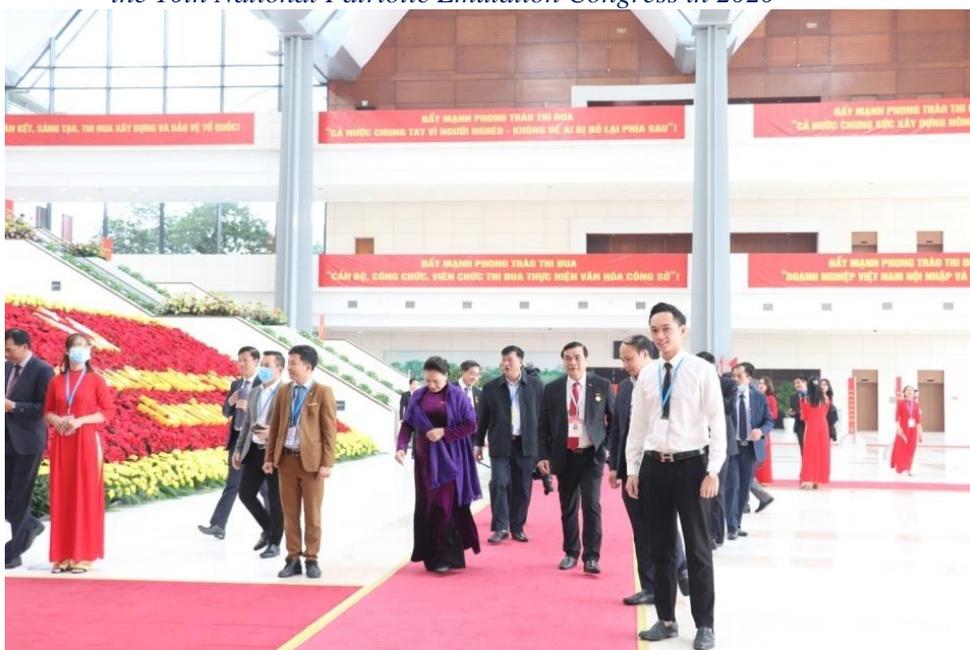


Photo 15. 200 students serving the 10th National Patriotic Emulation Congress, 2020



Photo 16. The volunteers welcoming delegates at the 10th National Patriotic Emulation Congress in 2020



Photo 17. Training in reception and office administration skills for the volunteering students who served the 10th National Patriotic Emulation Congress in 2020



Figure 30. tuoitrenoivu.net covering the news on HUHA's service for the 10th National Patriotic Emulation Congress, 2020

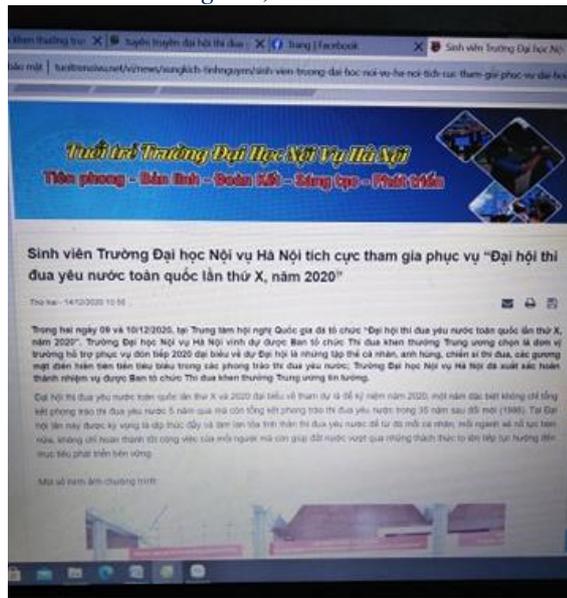


Figure 31. News coverage on the event on HUHA's Fanpage

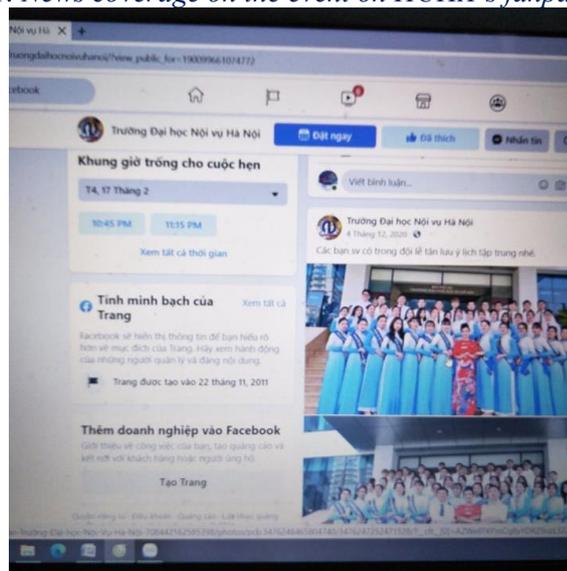
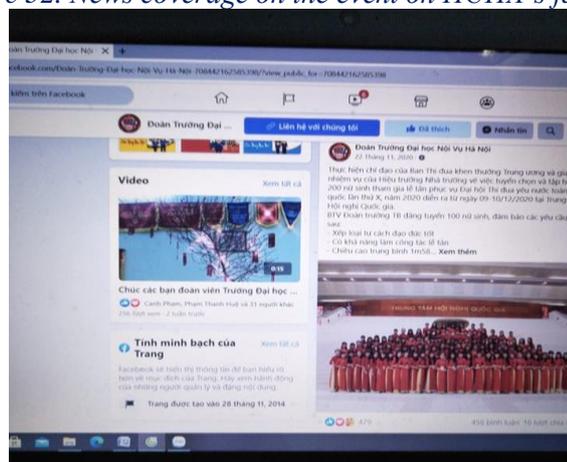


Figure 32. News coverage on the event on HUHA's Fanpage



Press coverage on the events:

<http://truongnoivu.edu.vn/>

<http://doanthanhvien.dhvn.edu.vn/>

<http://tuoitrenoivu.net/>

<https://www.facebook.com/Truongdaihocnoivuhanoi>

<https://www.facebook.com/daihocnoivu>

<https://www.facebook.com/%C4%90%C3%A0n-Tr%C6%B0%E1%BB%9Dng-%C4%90%E1%BA%A1i-h%E1%BB%8Dc-N%E1%BB%99i-V%E1%BB%A5-H%C3%A0-N%E1%BB%99i-708442162585398>

<https://www.facebook.com/clbletanhuha/>

<https://www.facebook.com/profile.php?id=100041001973957>

f) Follow-up and sustainability:

After the two National Patriotic Emulation Congresses in 2015 and 2020, the Central Committee for Emulation and Commendation recognized and highly appreciated the contribution and the service provided by HUHA and will continue to invite the university at the upcoming events.

HUHA performance was assessed excellent and trusted to be assigned and invited to more events to come.

Students selected to serve the Congresses express their willingness to further participate in similar national events to vary their experience and sharpen their skills that would be helpful for their future jobs.

HUHA sees the invitation and assignment it receives to serve the national programs or events are opportunities to provide practical training environment for its students. This would equip the students with knowledge and skills that help them to adapt to the everchanging environment nowadays.

11. INCHIPE project - International Consulting and Mobility Agency

INCHIPE PROJECT- (561816-EPP-1-2015-1-ES-EPPKA2-CBHE-JP)

a) Project description

INCHIPE addressed the needs of two partner countries (Chile and Peru) for a systemic and organised internationalisation of Higher Education Institutions. The overall objective of the project was to increase the capacities of both partner countries' Higher Education Institutions for international cooperation and thus to contribute to better international networking, enhancement & better exploitation of their potentials in Teaching & Learning & Research. The project was focused in the strengthening of strategic capacities, material and human infrastructures in the 4 Higher Education Institutions in Latin American countries as a model for the development and modernisation of the institutional management of internationalisation in such countries. The project had a duration of 3 years (2015- 2018) and was financed under the Erasmus+ programme (KA2 Capacity Building).

This project was selected by the European Commission as an example of Best Practice in the field of dissemination.

b) Target groups

The main target group of the project, and in particular of capacity building actions (WP2), are IRO managers, technical coordinators and staff members, involved in international cooperation and related strategies. At strategic level the project also targets decision makers and management staff involved in International Relations, Strategic Planning and/or International Cooperation at each PC HEI. A second target group included student associations that participate in strategic activities such as the creation of Strategic Plans for International Cooperation (SPIC); members of Working Groups, network and quality control activities; future beneficiaries of the IRO and international collaboration structures. The third TG included the entire academic and student community, at regional level, of the participating institutions, who were direct beneficiaries of workshops and info days (dissemination activities) and beneficiaries of the pilot mobility actions and IR services.

c) Project results

The dissemination implemented during the lifetime of the project was fundamental in order to spread the INCHIPE network created among the Consortium. In addition, it can be said that the commitment and synergies arisen among partners were essential helping to foster the internationalization of the universities at regional level.

d) Dissemination strategy

The project dissemination contemplated 2 main aspects: the type of dissemination activities and the different dissemination channels used for that purpose.

Since this project addressed the different strategies to promote the international cooperation and internationalisation in the participating Partner Countries (PC) Higher Education Institutions (HEIs) and the replication of the defined cooperation model by other Universities in Chile and Peru, INCHIPE was focused in **two lines of dissemination actions** particularly interesting to meet this purpose.

Onsite events such as participation in trainings modules and seminars, organization of international conferences , participation in national roundtables, dissemination of the Strategic Planning for International Cooperation and of created structures and strategies, participation in activities aimed at ensuring the quality and evaluation of project results.

The defined **online communication** tools included the creation of the project webpage (development and updating throughout the whole project execution) and the regular publication of electronic newsletters, thus reinforcing face-to-face communication activities.

Material and resources used for dissemination

According to the foreseen needs of project partners, it has been created several templates that were used by project partners when preparing documents within INCHIPE project. The development of the visual identity of the project included:

- the development and dissemination of project marketing materials including a project book and a comprehensive project marketing package (project logo, posters, leaflets, brochures, promotional material for roundtables & info events, standard press releases);
- the publishing of electronic newsletters every 6 months. For that purpose, an e-mail address database of HEI and contact persons was created. Each partner was responsible of the distribution of the newsletters among their stakeholders.

12. INTERMOVE project - International Consulting and Mobility Agency

INTERMOVE Erasmus+ 2015-1-ES01-KA202-015884

a) Project description

INTERMOVE was funded by the Erasmus+ programme (KA2 – Strategic Partnerships) and its Consortium was composed of 5 institutions from 5 EU countries (Spain, France, Ireland, Italy and Portugal – hereinafter as partners' countries) that have a vast experience in EU-funded projects and are active actors in mobility, intercultural competences and language preparation. Throughout the project lifecycle (September 2015 to December 2017), it tackled two of the barriers to mobility, namely cross-cultural issues and foreign language knowledge by developing and implementing a new training pathway to prepare participants on Mobility projects that includes the intercomprehension (IC) of French, English, Portuguese, Italian and Spanish as a tool to follow an intercultural preparation.

b) Dissemination strategy

INTERMOVE foreseen the definition of a dissemination strategy and the realisation of several dissemination activities, as follows:

1 - Definition of the overall dissemination strategy

- Define the target groups and relevant actors that will be considered as the main stakeholders;
- Define the indicators applicable to the dissemination activities;
- Create the visual identity of the project;
 - Project logo
 - Project templates (Word document, Excel document, report template, attendance sheet template, certificate template)
- Create common dissemination materials; (brochure)
- Create the project website.

2 - Preparation of the INTERMOVE Dissemination Plan

- Communicate the project visual identity;
- Collect inputs by each partner individually on the activities to be carried out at a national level.

3 - Monitoring the dissemination activities in all partners' countries

c) Target groups

INTERMOVE dissemination strategy can be divided into 2 types of target groups: one at each partners' countries national level and the other at European level.

NATIONAL TARGET AUDIENCES were represented by institutions active in mobility programmes for Education and Training purposes, and trainers, mentors and tutors of these programmes from:

- Private and Public VET institutions and Schools;
- Universities;
- Other organisations active in VET and Mobility, such as: Chambers of Commerce; Local development agencies; NGOs;
- Trainers associations;
- Public administrations;
- Researchers;
- Youth associations.

At EUROPEAN LEVEL, the main target audiences were represented by:

- Trainers, mentors and tutors of Mobility projects and Intercultural and language learning;
- VET institutions and trainers association/representatives;
- Policy makers;
- Researchers;
- Universities.

d) Activities developed

- Multiplier events

The project contemplated the realisation of 2 multiplier events at each partners' local level in order to involve local stakeholders and engage them in the activities developed within the project.

- Other events

The Consortium had also to disseminate the INTERMOVE project during other events that may or may not be especially organised for that purpose. In addition, INTERMOVE was presented in 2 international events and each partner will present and disseminate the project at least in 1 local and 1 international seminar, event or partner meeting.

- Online dissemination

INTERMOVE dissemination strategy also included the creation of a website. The website contents were mainly focused on the project aim, partners, expected impact, results, products and news or events. In addition, a Facebook Fan Page of the project was created, addressed to direct target groups, stakeholders and other groups such as the final beneficiaries. As project coordinator, INCOMA was responsible for managing the INTERMOVE Facebook account but all partners actively contributed to the content that were posted in said account.

Material and resources used for dissemination:

Material for Conferences, Workshops and Stakeholders meetings:

- Roll-up;
- Brochure translated to partner countries language
- Merchandising;
- Presentations;
- Press Release: each partner prepared a press release related to the events organised.

c) Publications: The Consortium produced 2 articles about research and the INTERMOVE model.

e) Results

The online dissemination was very useful for VET centers to get to know better the project and its scope. Furthermore, it also helped to have a higher participation in the activities developed within the project. It is also remarkable, that the Multiplier events held fostered that the stakeholders, mainly VET centers, could have a deeper knowledge about INTERMOVE model.

13. Promotion of social enterprises at Universities – Vietnamese Ministry of Education and Training

a) Project description

PARTNERSHIP AGREEMENT OF UNDERSTANDING BETWEEN MINISTRY OF EDUCATION AND TRAINING AND BRITISH COUNCIL VIETNAM ON PROMOTING SOCIAL ENTERPRISES IN UNIVERSITIES IN VIETNAM.

Promote social entrepreneurship and social innovation through seminars, forums, training activities, capacity building for students, lecturers and counsellors in universities in Vietnam. Promote the UK's Social Enterprise / Social Innovation ecosystem through international cooperation between the UK and Vietnam educational and training institutions;

Raise awareness of social enterprise development in education and training for at least 30% of university students;

Provide knowledge and skills on social entrepreneurship, social creativity and community leadership to 200 lecturers to help them successfully implement the spillover effect activities at the school;

Implement more effective approaches to skills and business development;

Launch and maintain a network of social educators and researchers.

Build capacity for social entrepreneurs, educators, lecturers, students and community leaders.

b) Target groups

- Students, lecturers and counsellors in universities in Vietnam;
- UK and Vietnam educational and training institutions;
- Entrepreneurs, educators, lecturers, students and community leaders.

c) Project objectives

Co-ordinate in organising conferences, seminars, discussion forums on issues, training, capacity building, development and exchange on social enterprise development trends and social reform in Viet Nam and other countries; other existing social enterprise models and ideal for replication; cooperation between the government, the business sector and social enterprises for the development of the country and society;

Assist in strengthening the capacity of each Party and its stakeholders through education and training. Exchange of educational materials and other cooperative measures as the Parties find appropriate over time.

Assist in cooperation in the development of projects, introduce new models as well as in the dissemination of good models of social enterprise and development of social innovation.

Encourage the exchange or enhancement of visits between the Parties for research, capacity building, advocacy and other collaborative purposes. The terms of such exchanges, including but not limited to, the frequency, duration, financial obligations and other relevant issues, shall be mutually agreed in writing between the delegated representatives of the Parties.

This Partnership Agreement represents the purpose and mutual understanding of the Parties and does not constitute a formal nor legal agreement.

Both Parties will act in good faith to ensure that the objectives of this Partnership Agreement are fulfilled. It is understood, however, that each Party has the right to terminate the discussions and negotiations without any liability for the costs and expenses or damages of any nature of the other Party in the event of either the party may not agree to the terms and conditions of one or more further Partnership Agreements.

Key programmes

Photo 18. Key programmes



1. Partnership agreement between the Ministry of Education and Training of The Socialist Republic of Vietnam and the British Council in Vietnam on promoting social enterprises in universities in Vietnam, within the framework of the Project 1665 to support creativity and entrepreneurship among students nationwide until 2025.
2. Active Citizens Social Enterprises on Waste management programme in cooperation with the Department of Political Education and Student Affairs with partial sponsorship of Coca-Cola.

d) Dissemination strategy

- Promote social enterprises, social innovation, and sharing experiences between the UK and Vietnam through seminars, forums, training activities, capacity building courses;
- Support creating and incubating an inclusive, diversity start-up ecosystem through capacity building training courses for social entrepreneurs and community leaders,
- Strengthen cooperation, promote the exchange of experiences and knowledge among educational and training institutions and social enterprises;
- Raising awareness of developing social enterprise business models through teaching activities, media campaigns, research reports and social action projects
- Launch and maintain a network of social enterprise educators and researchers.

e) Project results

1. Key achievement of activities within the framework of Project 1665:

- Two seminars on Social Innovation in higher education for 144 university leaders in Hochiminh City and Hanoi;
- Four training of trainers for 160 lecturers, sign off memorandum of understanding with 16 universities to implement Active Citizens Social Enterprises in universities via 32 cascade training courses for 1015 students;
- 149 social action plans were initiated and implemented, among which 33 social action projects are seed-funded by British Council for further development;
- Three university leaders of Foreign Trade University, National Economics University and University of Social science and Humanity – Vietnam National University, Ho Chi Minh City to participate in Social Enterprise World Forum held in Ethiopia in October 2019;
- Two lecturers from the University of Social Sciences and Humanities - VNU and the University of Natural Sciences - VNU Ho Chi Minh City were trained in International Facilitator Development workshop in the UK; three students from Bac Giang Agriculture and Forestry University, University of Language and International Studies - VNU HN and Hoa Sen University participated in International Study Visit on advance Active Citizens Social Enterprises in the UK and Mexico;
- Complete a research report on the landscape of Social Innovation and Social Enterprises in research and teaching in higher education institutions in Vietnam.
- 43 teachers, 251 students and 23 community members in Hanoi and Ho Chi Minh City participated in the Active Citizens on waste management, a programme in cooperation with the Department of Political Education and Student Affairs – Ministry of Education and Training, with partial sponsorship Coca-Cola. After the training courses, 48 Social Action Plans were conceived and implemented to help raise awareness of environmental protection and waste management activities at the school and local community.

2. Communication activities to raise public awareness about social creativity and social enterprises:

- The second BuySocial Fair was held in January 2020 attracting 34 social enterprises and nearly 1800 attendees. This meaningful event helps promoting social enterprises' products, raising public awareness about sustainable consumption, and contribute to the goal of

sustainable development. Afterwards, 20 social enterprises in Vietnam have jointly built a retail space for at Syrena Shopping Center 51 Xuan Dieu, Hanoi.

- Collaborate with VTV24 to produce five documentaries about social enterprise in Vietnam. These news help raise public awareness about social enterprises, promoting the consumption of social enterprises' products and inspire the younger generation to become social entrepreneurs in the future.

Testimonials:

Dr Neil Stott, Co-director of Cambridge Centre for Social Innovation, University of Cambridge



“If six million Vietnamese students had community spirit, country’s social problems in the 21th century would be gradually solved. Universities play a key role in the social innovation ecosystem of each country.”

At the event, university leaders actively discussed with Assoc. Prof. Neil Stott and the Ministry of Education and Training on opportunities, challenges and solutions to promote social innovation in universities of all sectors including technology, economic and social science.

Assoc. Prof. Dr. Ngô Phương Lan, President of Ho Chi Minh University of Social Science and Humanities (Full image: <https://bit.ly/3c5z5MM>)



“Before attending Social Enterprise World Forum, I have never imagined that our social enterprise community was so big. Recently social enterprise has become an interesting topic since it appears as a sustainable solution for sustainable development. When I was invited to Social Enterprise World Forum 2019, I was so excited. I believe that I would learn a lot of new things from this and bring them back to implement in my university. We are enhancing community service and employability for students. USSH has successfully organised two Active Citizens Social Enterprise cascade trainings for our students. Two social action projects developed from these courses entered the final round USSH’s startup competition. I

would like to express my gratitude towards British Council for providing me a precious chance to explore my identity and reaffirm our university’s mission. British Council plays an important role in advocating for social enterprises to be officially recognised not only in Vietnam but also in other countries.

Assoc. Prof. Dr. Lê Thị Thu Thủy, Chairman of University Council, Foreign Trade University (Full image: <https://bit.ly/2JO7L9J>)



“The topics mentioned at the World Social Enterprises Forum 2019 are very practical and useful for those interested in social innovation and social entrepreneurship. I am very interested in the topic of Awareness raising and mind changing for social innovation and social enterprises and Government Policies to exploit the potential of social enterprises. Recognizing the right role of social enterprises will help the Government and stakeholders have effective solutions to develop and effectively implement the operations of social enterprises, also enhancing their roles in socio-economic development.”

MSc. Pham Thanh Thuy Vy, Lecturer, Department of International Business - Marketing, Ho Chi Minh City University of Economics (Full image: <https://bit.ly/2ViNfcQ>)



“This year I finally made an official course in the curriculum of students, Social Enterprises and Social Innovation. Today is the end of the first phase of this class with 44 social start-up projects. After this class, students not only became active citizen who care about their community.”

Tran Thi Ai Linh, a student of Agriculture and Forestry University of Bac Giang, Vietnam representative attended the International Study Tour in Mexico in February 2020 (Full image: <https://bit.ly/2y6rRZZ>)



“After the trip, I was inspired by the idea of social responsibility. In Vietnam, around me, most people are busy getting a life without caring about the environment or sustainable development. However, there are many people out there who spend their lives changing the world little by little, making a better place. I know that despite my struggles to live green, I’m not alone. I intend to change my way of life to be as environmentally friendly as possible: say no to plastic bags, encourage organic agriculture, recycle waste, and find a simple yet beautiful lifestyle to inspire people around. I believe that the first step to create a positive social impact is to change myself.

Link to our programme website: <https://www.britishcouncil.vn/cac-chuong-trinh/xa-hoi/ky-nang-cho-doanh-nhan-xa-hoi>

Annex 1:

Table 2. List of memorandum of understanding / cooperation agreements

Partner	Name of Memorandum of Understanding / cooperation agreement	Number	Date signed	Expiry date
Bac Giang Agriculture	Implement Active Citizens	075/2019/CTR/BCVN	3/6/2019	31/12/2019

and Forestry University	Social Enterprise in universities			
Foreign Trade University	Implement Active Citizens Social Enterprise in universities	127/2019/CTR/BCVN	6/6/2019	6/6/2020
National Economics University	Implement Active Citizens Social Enterprise in universities	129/2019/CTR/BCVN	6/6/2019	6/6/2020
University of Mining and Geology	Implement Active Citizens Social Enterprise in universities	105/2019/CTR/BCVN	3/6/2019	31/12/2019
Hai Phong University	Implement Active Citizens Social Enterprise in universities	103/2019/CTR/BCVN	3/6/2019	31/12/2019
Hanoi University	Implement Active Citizens Social Enterprise in universities	163/2019/CTR/BCVN	3/6/2019	31/12/2019
University of Languages and International Studies - Vietnam National University, Hanoi	Implement Active Citizens Social Enterprise in universities	72/2019/ES	20/9/2019	31/3/2020
Nha Trang University	Implement Active Citizens Social Enterprise in universities	73/2019/ES	3/6/2019	31/12/2019
International University - Vietnam National University Ho Chi Minh City	Implement Active Citizens Social Enterprise in universities	106/2019/CTR/BCVN	3/6/2019	31/12/2019
Nguyen Tat Thanh University	Implement Active Citizens Social Enterprise in universities	110/2019/CTR/BCVN	3/6/2019	31/12/2019
University of Social Sciences	Implement Active Citizens	115/2019/CTR/BCVN	3/6/2019	31/12/2019

and Humanities - Vietnam National University Ho Chi Minh City	Social Enterprise in universities			
Saigon University of Technology	Implement Active Citizens Social Enterprise in universities	107/2019/CTR/BCVN	3/6/2019	31/12/2019
Ho Chi Minh University of Industry	Implement Active Citizens Social Enterprise in universities	075/2019/CTR/BCVN	3/6/2019	31/12/2019
Lac Hong University	Implement Active Citizens Social Enterprise in universities	108/2019/CTR/BCVN	3/6/2019	31/12/2019
University of Sciences - Vietnam National University Ho Chi Minh City	Implement Active Citizens Social Enterprise in universities	115/2019/CTR/BCVN	3/6/2019	31/12/2019
Binh Duong University	Implement Active Citizens Social Enterprise in universities	121/2019/CTR/BCVN	9/7/2019	31/12/2019
University of Sciences - Vietnam National University Ho Chi Minh City	Implement Active Citizens Social Enterprise in universities	76/2019/ES	10/2/2020	31/12/2020
Hanoi University	Implement Active Citizens Social Enterprise in universities	77/2019/ES	20/2/2020	31/12/2020
University of Languages and International Studies - Vietnam National University, Hanoi	Implement Active Citizens Social Enterprise in universities	71/2019/ES	10/2/2020	31/12/2020

Hai Phong University	Implement Active Citizens Social Enterprise in universities	75/2019/ES	10/2/2020	31/12/2020
Nha Trang University	Implement Active Citizens Social Enterprise in universities	78/2019/ES	10/2/2020	31/12/2020
National Economics University	Implement Active Citizens Social Enterprise in universities	74/2019/ES	10/2/2020	31/12/2020
University of Sciences - Vietnam National University Ho Chi Minh City	Implement Active Citizens Social Enterprise in universities	76/2019/ES	10/2/2020	31/12/2020
Nguyen Trai High school	Grant by the British Council	56/2019/ES	25/11/2019	31/8/2020
Thuong Tin High school	Grant by the British Council	62/2019/ES	25/11/2019	31/8/2020
Vân Tảo High school	Grant by the British Council	54/2019/ES	25/11/2019	31/8/2020
Nguyễn Hữu Huân high school	Grant by the British Council Grant by the British Council	53/2019/ES	25/11/2019	31/8/2020
Thủ Đức high school	Grant by the British Council	55/2019/ES	25/11/2019	31/8/2020
Tam Phú high school	Grant by the British Council	57/2019/ES	25/11/2019	31/8/2020
Duyen Thai Women's Union	Grant by the British Council	61/2019/ES	25/11/2019	31/8/2020

Vietnam partnership

Bac Giang Agriculture and Forestry University

Foreign Trade University

National Economics University

University of Mining and Geology

Hai Phong University

Hanoi University

University of Languages and International Studies - Vietnam National University, Hanoi

Nha Trang University

International University - Vietnam National University Ho Chi Minh City

Nguyen Tat Thanh University

University of Social Sciences and Humanities - Vietnam National University Ho Chi Minh City

Saigon University of Technology
Ho Chi Minh University of Industry
Lac Hong University
University of Sciences - Vietnam National University Ho Chi Minh City
Binh Duong University
University of Sciences - Vietnam National University Ho Chi Minh City
Hanoi University
University of Languages and International Studies - Vietnam National University, Hanoi
Hai Phong University
Nha Trang University
National Economics University
University of Sciences - Vietnam National University Ho Chi Minh City
Nguyen Trai High school
Thuong Tin High school
Vân Tảo High school
Nguyễn Hữu Huân high school
Thủ Đức high school
Tam Phú high school
Duyen Thai Women's Union

UK partnership

University of Cambridge
University of Northampton
Higher Education Funding Council of Wales
Social Enterprise Academy

Business partners

Tòhe
DACE Co., LTD (Agricultural Development and Environmental Consulting Co., Ltd.)
Vietnam Cinnamon Production and Export Joint Stock Company (VINA SAMEX, JSC)
Nam Viet Medicine Joint Stock Company
HopeBox
Hansilk Trading Joint Stock Company
HAPI Agricultural Food Joint Stock Company
Little Organic Home Vietnam Co., Ltd (Lo Ho)
TRE SHOP
Papa's Dreamer
Đồn điền
Chợ hữu cơ
Chùm ngây việt
Green Herb Development Joint Stock Company - Ms. Tomato
Green incense Marin
Là việt Cafe
Green Lady Vietnam

Kym Việt
Khởi Canvas bags
Gia Trinh Company Limited
Nanotech Green Technology Development Joint Stock Company
Cúc Handmade design
Nghề xưa (Sơn mài)
Talala (Ta là lá)
Home Food
Minh Chay
Gạo Ngõng
Hoa tiến
Indie Hand
Kết Việt
Tan House
Trà maca
Craft Brothers
Gạo Bách Hợp

International and Vietnamese partners

UNESCAP
UNDP
CIEM
CSIP
Live&Learn
Coca-Cola

14. SEQAP project - National University of Art Education

a) Project description

The School Education Quality Assurance Program (SEQAP) is a government program that aims to improve the quality of primary education by supporting primary schools to transition to a Full-day schooling (FDS). The aim of improving quality, improving efficiency, creating equal learning opportunities for primary education belonging to groups with difficult socio-economic conditions, since 2010, the Ministry of Education and Training has implemented SEQAP in 36 provinces, 1.600 primary schools nationwide with a budget of about 186 million USD.

Schools participating in SEQAP, in addition to focusing on teaching to ensure the standard of knowledge and skills of subjects in regular hours, also build a second lesson plan focusing on contents such as: Consolidation of knowledge, skills Vietnamese language and Math skills; strengthen the work of fostering good students, providing tutoring for weak students; organize extra-curricular activities such as music arts, sports, traffic safety education, organize some topics to learn about home life, organize reading festivals, exchange subjects for the student.

In order to improve the quality of teaching 2 sessions / day, schools initially implemented self-training, attendance, lectures, exchange of experiences at the school, effectively organizing external educational activities, class time and music educational activities.

As a result, 100% of the managers and teachers of the schools were fully fostered and understood the content of the subjects as required by the SEQAP Program.

According to the initial assessment, 100% of schools participating in SEQAP performed well the emulation movement "Build friendly schools, positive students".

The SEQAP model has brought about very positive changes in educational support, especially for primary schools in difficult areas. Hopefully this model will be increasingly replicated more and more so that each day going to school with students is always useful and interesting.

This education investment program is organized around three focal areas with the last component for project management, monitoring and evaluation:

Component 1: Improved Policy Framework for Transition to full-day schooling (FDS): Aiming at completing the requirements for the transition to FDS in the 2009-2015 period but also at building a more efficient and equitable framework for scaling-up the reform in the 2015-2025 time period.

Component 2: Improved Human Resources for Transition to FDS: Aiming at supporting the training and professional development of teachers, school leaders and education managers to successfully move to FDS in the provinces which are beneficiary of the program, with focus on teaching methods, teacher standards and school management.

Component 3: Improved Physical and Other Recurrent Resources for Transition to FDS: Aiming at supporting the upgrade of infrastructure and facilities and support recurrent expenditures as needed in about 1,600 schools (4,800 sites) to successfully move to FDS.

Component 4: Program Management: Aiming at supporting the management, monitoring and evaluation of SEQAP to ensure smooth implementation and results on the ground.

NUAE collaborated with the Ministry of Education and Training, the Danish Government to implement the project "Supporting Primary Fine Arts Education" in the framework of SEQAP. In the framework of the project, Sealand University experts have fostered and updated the modern art teaching method for the university's core group of lecturers; organizing field surveys in 6 provinces: Kien Giang, Nam Dinh, Ninh Binh, Hoa Binh, Thai Nguyen, and Thanh Hoa, for the school's core group of teachers. Thereby, the teachers grasp the reality of the teaching and learning of Fine Arts at primary level, thereby helping to improve the Art textbooks for primary school students.

b) Target groups

- Developing countries.
- In particular, the target group is teachers who have insufficient capacity of experts.
- School leaders and education managers.

c) Project objectives

- Promoting tools for education quality assessment at a school level to encourage its use among specialists working in schools (teachers, school administration, curriculum specialists) through distant training, seminars and workshops
- Developing, localizing and adapting modern methodologies and tools for education quality assessment in the different cultural contexts and languages
- Sharing knowledge on importance of the regular education quality assessment
- Strengthening regional cooperation of specialists from developing countries working on improvement of the education quality.
- In Vietnam, The School Education Quality Assurance Program (SEQAP) aims to improve learning outcomes and completion, and decrease inequity in learning outcomes and completion, for primary education students, by supporting the government's transition to Full Day Schooling (FDS) overall and for disadvantaged groups.

f) Project results (tangible and intangible)

The project has supported the NUAE with an Internet system running by fiber optic transmission lines. Upgrading, repairing and installing modern equipment for teaching - learning for 02 art classrooms according to Danish standards such as projectors, camcorders, disc players, TVs, screens, air conditioners, printers, computers, boards and paintings.

It can be said that the project "Supporting Primary Fine Arts Education" in addition to creating conditions for teachers to penetrate practically, exchange expertise and academics, also contribute to enhancing the university's reputation for socialize and modernize educational facilities, teaching - learning equipment. In 2012, the university conducted courses "Fostering and improving teaching capacity for teachers of Music and Fine Arts in primary schools"; Participate in the School Education Quality Assurance Program - Ministry of Education and Training (SEQAP).

In the course of conducting the courses, in addition to the documentary system for the subjects used for the Music and Fine Arts courses was compiled, the courses also repaired the system of rooms in the N1 building in the dormitory to serving accommodation for 100 students.

g) Dissemination strategy

Regarding the media content, including all activities of two courses: classroom learning, practice, professional practice, introduction of some typical students associated with the work and study process, professional practice.

Communication forms need to be diversified: news articles on website (activities news, articles about SEQAP's courses and activities), magazines (theoretical research articles on arts education at elementary level. learning, especially all-day teaching activities in remote areas); television programs introducing and reporting on teacher training activities...

About the media: mainly using media such as: the website of National University of Arts Education: spnttw.edu.vn, Art Education Magazine and some links with press agencies such as: Education Times, Vietnam Television, Hanoi Television and a number of other local press agencies.

Subjects participating in the communication that are officials in charge of websites and art education magazines and the focal point is the International Cooperation Department - the course operating unit. Before entering the course, there should be a meeting between the media department and the focal point unit to agree on the overall, medium-term and short-term plan. Every month, there must be review, assessment to draw experience and work out the direction of operation. In addition, it is necessary to promptly coordinate and handle communication problems when necessary.

Some pictures from the Opening ceremony of training courses for primary school teachers of Music and Fine Arts participating in the School Education Quality Assurance Program (SEQAP) of the Ministry of Education and Training:

Photo 19. Assoc. Prof. Dr. Pham Le Hoa - Secretary of the Party Committee, Rector of the National University of the Arts Education had a speech at the opening ceremony



Photo 20. Dr. Tran Dinh Thuan - Deputy Director, Director of the School Education Quality Assurance



Program announces the decision to assign the duties of the Minister of Education and Training to the National University of Arts Education

The followings were the links of the School Education Quality Assurance Program:

<http://www.spnttw.edu.vn/ArticleDetail.aspx?articleid=1888&sitepageid=624>

<http://dtinews.vn/en/news/020/22049/-seqap-helps-to-improve-education-quality.html>

<http://documents1.worldbank.org/curated/en/683831512755891382/pdf/ICRR-Disclosable-P091747-12-08-2017-1512755879868.pdf>

<https://www.facebook.com/theschoolbagvn/posts/580763888800013/>

<https://vov.vn/en/society/seqap-helps-improve-education-quality-230798.vov>

<https://nfida.ru/school-education-quality-assessment-project/>

<http://documents1.worldbank.org/curated/en/703991468140041592/pdf/SEQAP1PID1Appraisal0February02702009.pdf>

<https://sustainabledevelopment.un.org/partnership/?p=36432>

<http://www.ciced.org/seqap/>

<https://tapchigiaoduc.moet.gov.vn/vi/magazine/so-340-ki-ii-thang-8/1-chuong-trinh-dam-bao-chat-luong-giao-duc-truong-hoc-seqap-huong-toi-su-menh-phat-trien-ben-vung-chat-luong-giao-duc-tieu-hoc-1537.html>

15. VOYAGE project - Posts and Telecommunications Institute of Technology

a) Project description

VOYAGE PROJECT: Opportunities for the Young And Graduates Employability in Vietnam (561656-EPP-1-2015-1-IT-EPPKA2-CBHE-JP)

Project website: <http://voyage-project.eu/>

The project is a bottom up approach that starts from the graduates and its university, for modernizing and developing the higher education (HE) sector within society, strengthening the relations between university and enterprises and improve in turn the quality of HE in place.

The project supports Vietnamese Universities in **identifying instruments and methodologies to improve the effectiveness of education system through the implementation, at local level, of a graduate's database system** that, following the AL model in Italy, pursue two main goals:

- *provide an efficient tool to Universities and Government for the monitoring of long lasting impact of HE on society and improving educational supply accordingly;*
- *support employability and collaboration between education and business sector.*

The project aims at set up in Vietnam an online system (available at <https://voyage.hanu.vn/>) that allows enterprises to search for graduates to employ according to specific skill needs, giving the graduates a comprehensive and democratic access to labour market. The graduates data platform enhance the linkage between education and socio-economic partners, the reform of curricula in line with labour market needs, the production of documentary evidence (the first graduates' profile survey in the beneficiaries universities) for decision making and policy.

b) Target groups

The Voyage project envisages the following beneficiaries according to provided benefits:

Governing bodies of Higher Education and Labour

- Regular provision of effective, efficient and transparent indicators and documentation for monitoring needs, budget share allocation, evaluation of universities performance, observation of continuing education programmes

Partner Universities

- Obtain reliable, timely and regularly updated statistical data useful for improving educational programmes
- Have documentary evidence for all decisional processes and activity planning
- Get a comprehensive system of information for the assessment of both internal and external efficiency
- Facilitate the placement of graduates in labour markets

Vietnamese Graduates/Graduands

- Free of charge get and use of placement services
- Easy access to information on job/internship opportunities
- Improve career guidance and placement opportunities
- Certification of academic career
- Democratic and qualified access to labour market

Firms and Local business

- Availability of CV regularly updated by graduates
- CV search facilities for human resource selection and recruitment purposes
- Exploitation of DB information for long term actions in favor of students employability
- Possibility to check and compare profiles of graduates to hire

Society at large:

- Facilitate the access to the labour market of the University graduates in vietnam and to increase their employability chances.
- Enhance links between University, Economy and Society overcoming fragmentation.
- Improve competition, productivity and local development in the targeted countries.
- Promote safe and regulated channels for labour migration of the skilled (intra and international recruitment of workers).
- Increase social mobility and inclusion dynamics.

c) Project objectives

The project **establish** in Vietnam **an integrated demand supply matching model based on the graduates' database** (<https://voyage.hanu.vn/>) designed for:

- collect and analyze data on university and graduates performances
- facilitate the university-enterprise cooperation
- facilitate the placement of graduates in the labour market
- develop monitoring tools for university enterprise cooperation
- improve internal and external efficiency of the higher education system

The project has achieved the following **Specific Objectives**:

- **Implement the Vietnamese database of university graduates**
- **Produce the first Vietnamese Graduates Profile Survey** in the Vietnamese partner universities
- **Design of the first Vietnamese Graduates Job conditions Survey**
- **Set up a qualified System of Vietnamese Graduates Placement**
- **Produce the Best Practice guidelines & common learning for internship promotion and skill needs' monitoring**
- Put the **Baseline for Consortium of the Vietnamese Universities' creation**.

d) Project results

Below the main achievement of Voyage Project:

VOYAGE WEB PLATFORM (available online in EN/VN at: <https://voyage.hanu.vn/> for students and companies registration). The platform is an integrated and certified demand/supply matching platform based on the online database of Vietnamese graduates and twofold aimed: enhance employability of graduates and strengthen the effectiveness/efficiency of the HE system

thus providing a documentary evidence useful for decisional processes and new program planning.

1st VIETNAMESE GRADUATES PROFILE SURVEYS (at: <http://voyage-project.eu/node/91>). The two reports, developed by the Vietnamese beneficiaries universities, are an analysis of graduands and graduates' features and performance, according to six main sessions: personal information, education and training, information on courses offered to graduates, evaluation of the courses, information about family background, future intentions and perspectives.

REPORT ON MONITORING ENTERPRISES SKILL NEEDS IN VIETNAM (at: <http://voyage-project.eu/node/91>) The report is based on information collected using CAWI survey and focus group with a sample of companies registered in VOYAGE Platform. Among survey contents: company features, skills, recruitment, internship, firms universities cooperation. **Capacity building** also stays as pillar of the project, through the enhancing of local staff knowledge on web platform development and management, data exploitation and cooperation between HE institutions and labour market.

h) Dissemination strategy

Following the dissemination plan strategy, project beneficiaries implemented continuous dissemination actions to sensitize graduates and companies in utilizing Voyage platform by stressing the relative benefits:

- Video for students (VN/EN) on how to register and fill out the questionnaire available at <https://voyage.hanu.vn> (student area)
- Video for companies on how to register and perform CV search available at <https://voyage.hanu.vn> (company area)
- Dissemination meetings with students and companies held during project life; University dissemination event towards students; Dissemination events toward national and international stakeholders
- Facebook pages and articles (see: <http://voyage-project.eu/node/93>)

Dissemination material has been produced:

- Voyage Project Dissemination plan (<http://voyage-project.eu/> Document area Work package Dissemination)
- Project Brochure EN/VN (available at: <http://www.voyage-project.eu/>)
- Project Poster (available at <http://voyage-project.eu/> Document area Work package Dissemination)
- Project Video Presentation (https://www.youtube.com/watch?time_continue=7&v=5oxsibvvmGE)

e1. Dissemination towards universities

During the workshops within Erasmus+ projects (like Marco Polo, ...), the project beneficiaries disseminate Voyage Project to participants attending the workshops. Most of the participants of these workshops were from different universities all over Vietnam.

Also, they tried to use their personal contacts to talk to different representatives of the universities.

e.2. Dissemination activities towards students

As we understand that, getting connection with the university students before they graduate is very important for the tracking of their graduate activities. Then the process of involving them into the VOYAGE Platform needs to be stable and of fixed schedule every year.

In order to match the dissemination activities with the graduation time of students and facilitate the dissemination of the project, the project working groups implement dissemination activities according to the progress as follows:

Before the final courses

- Dissemination plan is composed by admin staff, discussed by work group, submitted and approved by the project managers. The dissemination plan should include:
Audience of each dissemination activities: the number of final year students of each major, number of related lecturers and staff to implement the dissemination, and other stakeholders if necessary;
Message of Dissemination: follow the project's general communication messages
Time of dissemination plan submitted: 2 weeks prior the final courses
Dissemination activities including channel and method: online channels consist of website, fanpage, facebook groups, news ...); offline channels consist of seminars, trainings, and other activities.
- Dissemination activities on universities' channel and other social channels as follows:
 - Seminars to introduce and disseminate the project for final year students;

Photo 21. Dissemination towards final year students during a seminar



- Email to final students to invite them to register on the VOYAGE platform;
- Post video clip of instruction for platform on project's website and universities' official fanpages and websites, share it on students' groups, alumni group;

Figure 33. Dissemination on universities' fanpages and websites



Figure 34. Dissemination on universities' fanpages and websites (Facebook)



- Invite press to dissemination events.

During the final courses

Seminars to introduce and disseminate the project for final year students;

Figure 35. Dissemination materials



Follow the time of final courses to plan the dissemination and hold seminars, trainings ...

Photo 22. Graduates registration and survey on platform



Track the number of new account registered and strengthen the dissemination if needed

Call for lecturers' cooperation on the project dissemination

After the final courses

- Introduce and instruct graduates to register and do survey on platform when they come back the institute for receiving the degree

e.3. Dissemination activities towards enterprises

Be an official member of VOYAGE project, Hanoi Industrial Zone Authority (HIZA) play an important role in disseminate towards enterprises to register the account on platform.

Besides, the universities support HIZA to expand the project's influence toward enterprises by their own network. The dissemination activities towards enterprises by universities as follow:

- Introduce the project and support enterprise to register account on platform during annually Job Fairs/ Career Days organized by Universities, enterprises' recruitment seminars, enterprise meeting
- Invite enterprises to project dissemination meetings for the evaluation of platform (i.e <https://portal.ptit.edu.vn/hoi-thao-tang-cuong-co-hoi-tiep-can-thi-truong-lao-dong-cho-sinh-vien-va-co-hoi-viec-lam-tai-linh-vuc-tai-chinh-ngan-hang/>)

i) Follow up and sustainability

Voyage Project has put the baseline for the creation of the Consortium of the Vietnamese Universities, as a pillar of project sustainability. A **sustainability plan** has been shared, developed and agreed by Voyage Consortium members detailing the sustainability strategy beyond project life including distribution of tasks and source of financing. A new Vietnamese university has joined the Project within the eligibility period.

Main Voyage Project follow up is represented by the **Project MOTIVE- MOnitoring Trends In Vietnamese graduates' Employment 609781- EPP-1-2019-1-IT-EPPKA2-CBHE-SP**. Financed by the Erasmus+ CBHE programme for the period 2020-2023, the project higher the previous initiative

at structural level, thanks to and enlarged Consortium and to the involvement of the Ministry of Higher Education and Training of Vietnam aims at ensuring that the Vietnamese HE system address the challenging of reform policy implementation on graduates tracking by monitoring their transition towards the labour markets as well as their employment status, through the set-up of the first National Center for Graduates Tracking in Vietnam. Thanks to the set-up of the Center, the first graduates employment status survey of the Vietnamese Graduates, developed on a unique methodology and tools, will be run, supported by the network of stakeholders to be set up during the Project life cycle (for more information see: <https://motive-euproject.net/>).

16. TUNASIA project - Thai Nguyen University

a) Project description

Tuning environmental competences in Asian fishery education for sustainable development / TUNASIA- EAC/A03/2016

<https://tunasia.ntu.edu.vn/>

The TUNASIA-project focuses on the modernization and development of curricula for the qualification of students in a trans disciplinary education system in a network with companies, research institutions and stakeholders of the region. The project strengthens European cooperation in trans disciplinary education and internationalization, which has been rather limited due to the strong scientific traditions in HE-education systems. This makes it possible to transfer knowledge about the trans disciplinary model to higher education and therefor enables the future generation of scientists and employees in enterprises to draw on synergies from different scientific directions. This seems necessary since environmental problems are rather complex and therefore need even more complex answers. Empirical studies on the needs analysis in the labour market are conducted in the participating PCs and competency catalogues are compiled.

On the basis of the catalogues, curricula for the BA level are modernized by the development of modular thematic clusters, the curriculum for the trans disciplinary MA course "Environmental Management of Fishery Enterprises" is developed, modularized distance learning courses for continuing education of employees in the fishery sector are developed and the MA course is adapted for online-teaching. A centre of excellence for trans disciplinary environmental education and vocational guidance (with eLabs as an innovative element) will be set up at PU for the highly debt-oriented design of the curriculum, training courses for university staff, professional orientation and networking in the local education landscape.

The project had the involment of partners Ministry of Education and Training (MOET), Nong Lam University - Ho Chi Minh City (NLU), Nha Trang University (NTU), Thai Nguyen University of Agriculture and Forestry (TUAF), Maejo University (MJU), Thailand, Khon Kaen University (KKU), Thailand, University of Wolverhampton (Uow), UK, Galway Mayo Institute of Technology (Gmit), Ireland, Link Campus University (LCU), Italia, OSTFALIA - Hochschule Braunschweig / Wolfenbüttel (OHBW), Germany, Alternative aquaculture association of Lithuania (AAA LT).

b) Target groups

The target groups are students of the BA and MA courses in the area of water bio resources with a focus on "aquaculture". In on-going education, the target groups are employees of fishery enterprises and local/regional administrations, education and/or environmental managers, representatives of the local educational landscape. The stakeholders of the project are principals, educators, pupils of general education schools, and representatives of the labour market.

c) Project objectives

1. Modernize existing BA-curricula towards sustainability by introducing new modularized thematic clusters in the field of environmental management, aquaculture, environmental impact analysis and production integrated environmental protection;
2. Develop a curriculum for a new trans disciplinary Master degree programme ;Environmental Management of Fishery Enterprises;
3. Implement centres of excellence for trans disciplinary env. Education and vocational guidance at the PC universities;
4. Develop modularized distance learning courses for continuing education of employees in the fishery sector and adapt the new Master degree programme for online-teaching;
5. Network formation in local and regional educational landscapes to promote and develop fishery education, and to draw synergies from the best practice of the universities and their transnational networking for a international orientation of HE fishery education and offers for continuing education of employees in the fishery sector.

d) Project results (tangible and intangible)

WP1. Creation and development of international and regional networks

1.1 extension of competence in transdisciplinary environmental education

- Number of partners in local and regional education networks
- Exchange of information between network institutions
- Reviews of the Strategic Plan
- Number of visitors of the CaI-portal • Number of visitors at the centers of excellence
- number of university teachers and ongoing education trainers who are trained and counseled in the
- Collection of statistical data on the efficiency of competence centers
- Survey of IT managers
- Collection of statistical data on the training of teachers and students
- Presence of experienced staff in the fields of aquaculture, environmental management and production- integrated environmental protection, IT in the centers

1.2 eNetwork

1.3 Strategic plan for promotion of transdisciplinary environmental education in region and local Education networks

WP2. Building infrastructure for the network

2.1 Establishment and equipping of centres of excellence for transdisciplinary env. education and vocational guidance

2.2 eLabs

WP3. Curriculum development for BA / MA curricula

3.1 Competence Katalogs

3.2 Modularized thematic clusters in the BA program (8 part modules, field training)

3.3 Curriculum MA “Env. Management of Fishery Enterprises” for class contact teaching and distance learning (12 sub-modules)

3.3.1 Aptitude Test

3.3.2 Preparation Courses

WP4. Development of ongoing education courses

4.1 database for specific Requirements 4.2 Demand-oriented courses

4.3 Competence enhancement of trainers in ongoing education

WP5. Quality control and monitoring of project results

5.1 Report on the format . Evaluations. 5.2 Report on in-house audits

5.3 Report on external Technical audit 5.4 Report on peer review

5.5 Internal Coaching

5.6 Final Evaluation Report

WP6. Dissemination of project results 6.1 Knowledge Transfer

6.2 Qualification of Instructors through know-how transfer

6.3 Learning Community

6.4 PUBLICATIONS about project results

WP7. Sustainability

7.1 Training of multipliers

7.2 Competence enhancement of teachers

7.3 electron . database f . lern./teach. Materials

7.4 Didactic-methodological notes for the use of eLabs

7.5 Train-the-Trainer program

7.6 Intern . Output orient . Textbooks

7.7 Language Courses

WP8. Implementation of an efficient control system

8.1 Efficient . Management in the network

8.2 efficient Management in the partner university

8.3 Agreement between project partners

8.4 Quality of management processes

e) Dissemination strategy

The project used in-house and external dissemination activities related to the target groups. Information about specific results and products is provided: in-house statements in meetings (Senate, faculty), press conferences at every PU (at least annually); Media-effective information days for stakeholders and the general public, including guided tours through the competence center, exhibitions, placards, special sheets in the university press. On the website and the CaI-portal, information on education and training programs, publications, international research results, practical reports, information on study programs in the area of trans disciplinary (environmental) studies, reports of university teachers and students on their stays abroad.

Special focus was given to the younger generations by building up an appearance in the social media. The content was created by MA-students from the department of Journalism of NLU and students from the department of media design of OHBW. The work was supervised by teachers of NLU and OHBW. To perform this task, students will get part-time contracts at their university.

For knowledge transfer within each partner university internal events were carried out which aim to spread the know-how on trans disciplinary courses developed in the project. There are country-wide and international conferences taking place in order to bring project results into the international scientific discussion and education practices and to secure and strengthen the effects of the project internationally: 2 national 3-day meetings (8 Teachers per country): "Strategies for Sustainability of transdisciplinary environmental education" (KKU) / "synergies of regional and local networks" (NLU) and 3 -day international conferences (1 teacher from each PU, 1 teacher from each EU): "environmental education in fisheries and strategies of regional development" (NTU); "Strategies of Professional Orientation in International Comparison" (MJU) ; "Teaching and learning in ongoing education: Visions and Models" (TUAF).

The website (NTU) was established in EN, VN, TH in consultation with the network.

In the third year of the project 6 short mobilities were provided within partner countries. Local universities will be visited, that have expressed interest in the implementation of the project results. The model of trans disciplinary courses in fishery education and training was presented to the public as well as other output of the project (i.e. internationally oriented textbooks (WP 7)).

All consortium members use national and international events and their own publications to point out the results of the project.

The dissemination of the project results contributes to the creation of learning communities which have interests in the model of trans disciplinary education, reflect the results of the project and implement them in practice. Communication among the members of the learning community takes place via eNetwork, the CaI-portal and the eLabs as well as the events in the competence centers.

In order to activate the dissemination potential of the project and make it the object of scientific discussion was prepared by all PU and published in leading scientific journals of the PC.

f) Follow-up and sustainability

The sustainability was ensured by the model character of the trans disciplinary master course, which is developed within the project on one side and by the expected rise for highly qualified employees in fishery enterprises, who have additional in-depth competences in environmental management next to their ordinary course of studies. The tendency in higher education to develop and to implement practical curricula in cooperation with employers supported sustainability as well.

In the area of ongoing education, sustainability was reached through the development and dissemination of the "Train the Trainer" –programme (NTU).

During the project lifetime, executives were won, who ensure structures for sustainability. Academic support was provided by the university management through the implementation of the curricula developed in the project and the willingness to work according to the module handbooks of the project. Significant is the further qualification of executives in a workshop (LCU) to develop strategies for sustainability.

Publications and the electronic database of teaching and learning materials were used by educational institutions. Of great relevance for sustainability is the creation of textbooks on innovative topics: "Aquaculture internationally" (NLU / KKKU /GMIT) and "didactics of environmental management education in fisheries" (MJU / TUAFA / OHBW/UoW). The book was e-published and accessible for all other universities in the region (students/teacher). This ensured, that project results was disseminated to other study programs next to those of the network so universities.

The training of multipliers in the centers of excellence contributes to ensuring sustainability through a broad diversification of the project ideas. The inclusion of non-university institutions in the project activities has a lasting positive effect on the theory-practice interlocking and on the network work in the local educational landscapes.

Co-financing of the project was provided by university management and the universities' funding circles and creates the conditions for implementing the results (provision and renovation of the rooms for competence centers, purchase of equipment after the end of the project, assembly and maintenance of rooms and equipment). The university management and funding circles supported the further development (IT training of the university staff) and dissemination activities, among other things (covering printing costs for the textbooks).

17. ENHANCE project - Thai Nguyen University

Enhance Project: Strengthening national Research and Innovation Capacities in Vietnam (ENHANCE/ 561749-EPP-1-2015-1-ES-EPPKA2-CBHE-SP)

<https://www.project-enhance.eu>

a) Project description

The ENHANCE Project “strEngthening National researchH And iNnovation Capacities in ViEtNam” is a structural project that operates at a macro level targeting the Vietnamese higher education system (Research & Innovation management and implementation). Thanks to a complementary consortium

involving 6 of the most relevant Vietnamese higher education institutions with geographical balance, 3 EU higher education institutions with huge experience in Research & Innovation and international cooperation, and 2 Vietnamese education and Science and Technology authorities, namely Ministry of Education & Training and Ministry of Science and Technology.

The project is in line with national priorities that give a predominant role to the mid/long-term Research & Innovation and its activities have been designed as a response to Vietnam real needs. ENHANCE will strengthen capacities by promoting effective Research and Innovation (R&I) management and implementation via:

1. Building human capacities in Research & Innovation Management and Implementation (targeted training programme with relevant topics selected on the basis of the in-depth SWOT analysis of the national Research & Innovation system).

2. Strengthening institutional capacity and enhancing national networking with the creation of a Network of Research and Innovation Offices in Vietnam that will be a national level reference for Research & Innovation in service of the academic/research community & higher education institution management, as well as for continuous dialogue with higher education and Science & Technology authorities.

b) Target groups

ENHANCE will mainly target:

- Higher education institution Management by:
 - Supporting an in-depth Research & Innovation institutional analysis, identifying strengths, areas for attention, weaknesses, paradoxes in approach and institutional settings linked to external influences & development opportunities.
 - Strengthening the relations with the governing bodies and the institution's internal and external stakeholders for mutual benefit.
 - Developing a strategy for Research & Innovation management and implementation with new models for the governance of multilateral co-operation in international science, technology and innovation.
- Higher education institution Services on Research & Innovation by:
 - Building the capacities for the Research & Innovation units' staff, providing background information on R&I, technological surveillance, technology transfer, funding programmes and good practices from EU partners.
 - Fostering national networking on R&I.
 - Establishing a broad framework for the development and future operations of the faculties, departments, research groups, etc.
 - Building capacities on PCM, publications, dissemination, and commercialisation of Research & Innovation results.
- Higher education institution Individual level by:
 - Building the capacities of researchers on how to analyse the external state of the art in similar field(s), on the research method and on dissemination & commercialisation of Research & Innovation results.

c) Project objectives

The project aims:

1. To build the human capacities in Research & Innovation Management and Implementation by means of a targeted training programme.
2. To strengthen the institutional capacity and enhance national networking by means of setting up a Network of Research & Innovation Offices in Vietnam.

d) Project results (tangible and intangible)

The main ENHANCE results include:

- ***The in-depth analysis on Research & Innovation management implementation in Viet Nam.***

Target: PC Higher Education Institutions, Ministry of Education and Training, Ministry of Science and Technology, Research and Innovation Units, other PC Higher Education Institutions, competent authorities.

The in-depth needs analysis will be available in print and also on the project website for all targets. Links will also be on the project partners' and other relevant websites (funding authority, etc.).

- ***R&I Units improved and trainings***

Target: PC Research & Innovation Units, PC Higher Education Institutions, Ministry of Education and Training, Ministry of Science and Technology, other PC Higher Education Institutions, competent authorities, Research & Innovation Units, stakeholders.

Research & Innovation Units services will be at the disposal of partner universities and for all other targets. They will provide a set of support services on Research & Innovation management and implementation and be a reference point in Vietnam. R&I Units' staff will be competent thanks to the trainings. Trainings will be opened to all other targets and materials for replication will be made available for their future replication to other HEIs, authorities and relevant stakeholders.

Materials will be freely available through the ENHANCE website. They will be widely disseminated to raise awareness among our target on their existence and accessibility. In order to better reach the target, parts of the material will also be translated into Vietnamese.

- ***Round Tables workshops, ENHANCE Research & Innovation Units Network.***

Target: PC Higher Education Institutions, Ministry of Education and Training, Ministry of Science and Technology, Research & Innovation Units, Other PC Higher Education Institutions, competent authorities, Research & Innovation Units, stakeholders.

Network activities are focused on increasing the ENHANCE impact and on the enlargement of the ENHANCE Research & Innovation Units network. Vietnam Higher Education Institutions will be invited to join the network and benefit from their membership by exchanging good practices and lessons learnt. The network will continue operating beyond the project lifecycle thanks to a pre-defined work plan to ensure its sustainability. Round Tables will set the basis for mutual and better understanding between policy makers and academia, and the results of their discussions will be summarised in the Whitepaper with recommendations towards the improvement of Research &

Innovation management and implementation at a national level. The document will be freely available on the project website and on those of the ENHANCE network partners. This dialogue is also meant to last beyond the project's end, and the Network will be taken as a reference point for consultation by Vietnam Higher Education and Science & Technology authorities.

e) Dissemination strategy

Dissemination will be at different levels:

- Project consortium, among all partners to be aware of the activity progress and the exploitation of the results. This will be important to ensure their participation in the capacity building as well as networking activities, and will go beyond the staff regularly involved in the project deployment. Target: academics, researchers, Research & Innovation Units staff, Higher education institutions managers.
- National, strong dissemination will be carried out to attract participants for the capacity building, to join the networking activities and exploit the project outcomes. Target: academics, researchers, Research & Innovation Units staff, Higher education institutions managers, higher education and Research & Innovation authorities.
- Regional with the aim is sharing good practices across the region and give visibility to the project results. Target: academics, researchers, Research & Innovation Units staff, Higher education institutions managers, Higher education and Research & Innovation authorities.

Vietnam partners will be responsible for dissemination at national and regional levels, but always supported by UA & EU partners. EU partners will be mainly involved in the dissemination at EU level.

This will be possible by using different means:

- Traditional means: personal contacts, face-to-face, meetings, congresses, seminars.
- Innovative means: project website, newsletter, partners' websites and communication channels, project, Research & Innovation Units promotional videos, social communities such as LinkedIn, Facebook.

f) Follow-up and sustainability

ENHANCE sustainability will be at three levels:

1) **FINANCIAL:** Capacity building for Research & Innovation Units, academics, researchers & other relevant actors is already under the payroll of partner institutions & training costs are financed by the action. Research & Innovation Units staff has the possibility of training replication. The website & e-learning platform will require minimum financial input after the project end. The sustainability plan for ENHANCE Research & Innovation Units will set up activities for units' sustainability. Partners will learn how to apply for project funds & initiate new initiatives.

2) **INSTITUTIONAL:** The Research & Innovation Units Network will create a solid network of Research & Innovation Units & the network enlargement possible thanks to the multiplier effects triggered by networking & dissemination. Potential interest & enrolment of new members will assure the network sustainability. New equipment acquired will be property of Higher education institutions for use. The National Workshops will strengthen links & collaboration between

academia/stakeholders and increase their capacities. This continued collaboration in the framework of Research & Innovation will be demonstrated by publications, joint initiatives, etc.

3) POLICY: The Round Tables outcomes & the White paper will raise awareness to multiple targets & ensure the results exploitation at all levels especially in policy improvement. The National Workshops will create the Network of ENHANCE Research & Innovation Units, a consultation body and reference for higher education/Research & Innovation Government for Research & Innovation Governance.

18. AUS4SKILL project - Thai Nguyen University

a) Project description

In line with this effort of the government of Australia, the Aus4skills Project, which started its implementation in 2017, has focussed its efforts on ensuring the application of new skills and knowledge which were acquired by TNU and its University Members participants through intervention activities, focusing on the main aspects, namely, (i) governance, leadership and strategic planning, (ii) university quality assurance, and (iii) curriculum development and renewal, including innovations in teaching methodologies, and cross-cutting issues such as Gender equality, disability and social inclusion, linkages with enterprises and linkages with Australian universities.

b) Target groups

The project aims to improve new skills and knowledge for officials and staffs of Thai Nguyen University.

c) Project objectives

Aus4skills Project supports Vietnam's universities in

1. Improving the quality and relevance of teaching and research by investing in professional and technical knowledge and skills.
2. Assisting workplaces to make good use of those enhanced skills.

d) Project results (tangible and intangible)

The project achieved the outstanding results, including:

▶ Governance, leadership and strategic planning

- Revision of the vision and values of the university, building strategic plans of TNU, and sharing of experiences with leaders of TNU and TNU member-universities. As results: 04 strategic plans, research & Innovation, 10 official Decisions related to strategic plan;
- Development of the Strategic Plan focused on promoting University Autonomy and improving the role of University Council; and promoting employment placement and

restructuring of organizational set-up (restructuring the organizational set-up of TNU as well as its TNU member-universities). As results: 03 projects related to university Restructure;

- Building and implementing 07 projects related to improving working efficiency, skills of staff, promoting international cooperation activities, scientific research and supporting entrepreneurship for students.
- The strategic plan is developed with the participation of all stakeholders. Strong commitment to the execution of strategic plans.

▶ **University Quality Assurance**

- Regulations on survey activities to get feedback from learners, lecturers, alumni and employers developed and promulgated.
- Training materials on survey design method developed.
- Procedures for using survey results for improving the quality of the academic programs developed for member universities.
- Successfully implemented the project "Capacity building for staff and lecturers of TNU International School on setting output standards and training programs to meet social needs and international integration"
- 55 staff and lecturers of TNU International School in 08 training programs registered to evaluate according to AUN-QA standards. Staff and lecturers have improved their capacity in terms of output standards in designing curriculum to meet the needs of society and international integration;
- TNU International School has issued its own guidance on setting output standards of the program with the contributions of faculty and students.
- More than 200 staffs and lecturers have improved capacity on QA activities, survey design methods and introduction of survey data processing methods.

▶ **Curriculum development and renewal**

- 51 academic programs were revised
- 05 academic programs developed
- 04 graduation requirements of 4 academic programs were revised in the direction of meeting social needs and international integration
- The curriculums have been revised and developed with more active participation of enterprises:
- Applying new teaching methods, linking training in specialized knowledge with fostering life and career skills for learners.

▶ **Promoting gender equity**

- Signing Agreements on promotion of gender equity with member universities
- Developing network of female leaders with the different Universities in Northeast and Northwest of Vietnam

- Raising awareness of domestic violence for young lecturers and students before marriage
- Establishing group of volunteers for supporting female students of ethnic minorities of the Faculty of Business Administration – TNU - TUEBA
- Supporting female students of ethnic minorities in TNU – University of Education to access safe and appropriate part-time jobs

▶ **Promoting linkage between Enterprises and Universities**

- Developing strategy for connecting enterprises and universities to narrow the gap between learners and the market;
- Establishing Support Center for Incubation - Start up and Supply of Human resources as result of application project led by participant of Aus4skills.
- Organizing Symposium on "Promoting sustainable linkages between enterprises and universities" which connected 03 departments; 13 researches & training units; 23 groups, companies, institutions and enterprises.

e) **Dissemination strategy**

One of the post-core activities are to organize workshops in TNU umbrella organization including its member universities with experts from Australian Universities to share knowledge and experiences obtained from training courses. From 2018 to 2020, there were 10 workshops organised, as follows:

- 20th March 2018: Workshop on “Innovative Curriculum: Experience from Australian Universities” by TNU-University of Economics and Business Administration (TUEBA) in cooperation with Queensland University of Technology (QUT);
- 30th March 2018: International workshop on “Supporting Student Success with New Pedagogical Approaches” by TUEBA in cooperation with QUT;
- 31st May 2018: International Workshop on “Sharing Experiences and Establishing Network of Female Leaders in Universities in Northeast and Northwest of Vietnam” by TNU in collaboration with Flinders University (Australia);
- 17th August 2018: Workshop for Quality Assurance of University by TNU in cooperation with QUT;
- September 2018: Training workshop on “Managing Change in Vietnamese Universities” conducted by TNU–University of Economics and Business Administration (TUEBA) as proponent in collaboration with Queensland University of Technology (QUT).
- 2019: Training in entrepreneurship between TNUE and TUEBA with University of Sunshine Coast
- 2019: Training in curriculum development - TNUE and TUEBA with Southern Cross University.
- December 2019: Workshop on “Learning outcomes and curriculum development” by TNU University of Education in cooperation with QUT;
- December 2020: Online workshop on “Developing Curriculum for Online Teaching and Learning” by TNU University of Education in collaboration with Queensland University of Technology (QUT).

- December 2020: Online workshop on “Teacher Competencies for Education 4.0” by TNU University of Education in collaboration with Queensland University of Technology (QUT) and University Sunshine Coast (USC).

f) Follow-up and sustainability

After the project, Thai Nguyen University obtained an opportunity to communicate and understand the mindset of the Australian team, gained valuable feedback, and explored interactively the Australian standards and assumptions upon which each training group is working. Besides, considerable interactions and deliberations were appropriately provided during the workshop sessions. Knowledge and skills of the participants were broadened, considering that some of the training concepts were found to be new and strange.

19. International Mobility Fair - University of Barcelona

a) Project description

The **University of Barcelona's International Mobility Fair** has been selected for its potential to be transferred to and implemented by its Vietnamese counterparts.

This practice is also structured to highlight the basic elements shared by European models: university vision and strategy, skills development, human resources, knowledge transfer structures and sustainable funding.

Table 3. Institution responsible for the best practice

Name of the institution	City	Country	Website
University of Barcelona	Barcelona	Spain	https://www.ub.edu/web/ub/es

Table 4. Details of the person responsible for the best practice

Name and Surname	Position	Unit/Faculty/School	Email	Practice Website
Esther Oriol	Project Manager	International Development	eoriol@ub.edu	https://www.ub.edu/firamobilitatinternacional/

Figure 36. Poster



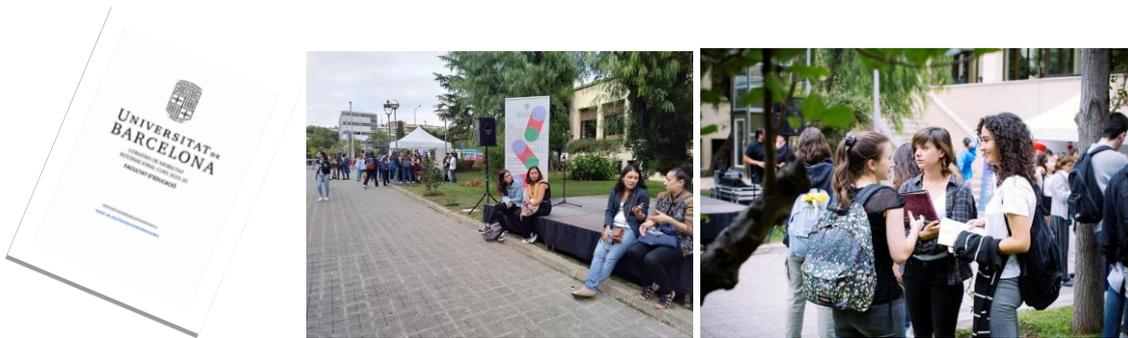
Executive summary of the best practice

The University of Barcelona's International Mobility Fair is an activity aimed at students that provides information about the different international mobility options available to UB students. The event, which in its first edition held in October 2019 took place in the gardens of the Penyaforç-Montserrat Dorms from 12 to 5 pm, was accompanied by a program of leisure activities that gave the Fair a festive character.

The ultimate aim of the Fair is to awaken students' interest in mobility by making visible all the destinations within their reach. With this aim in mind, the UB published brochures in time for the Fair for each of its twenty-seven centers, containing information on the different mobility agreements in place. By consulting these brochures, students will be able to find out all the universities where they can carry out a mobility stay, organized by courses and countries, and with various interesting information, such as the language of instruction.

The fair was divided into several spaces. In the first, or welcome area, students found these brochures organized by faculties and were able to consult the information.

Photo 23. The University of Barcelona's International Mobility Fair



A second space was dedicated to Europe and a third space was dedicated to the rest of the countries of the World. In both cases, information was available from several universities, organized geographically. In collaboration with ESN Barcelona UB, the Erasmus student association, students from all over the world who are currently studying at the UB - known as ambassadors - answered questions and gave talks.

Photo 24. The University of Barcelona's International Mobility Fair



There was also information on the various mobility supports offered by UB services, from the Office of Mobility and International Programs itself to the Language Services, the School of Modern Languages and the Doctoral School. The Fulbright Commission also presented its grant program.

A fourth space was dedicated to the guest country, which in this first edition of the fair was China. The UB has currently signed agreements with 35 Chinese universities. Students were able to check out the options available to them for a stay in the Asian country. The Confucius Institute had its own stand in this area of the fair, and there was also a Chinese consular representation. Recreational activities such as an exhibition of kung-fu and traditional Chinese music and a Chinese food area completed the recreational offer.

Photo 25. The University of Barcelona's International Mobility Fair



b) Target groups

The University of Barcelona has a long tradition of relations and collaboration with universities in other countries and offers students the possibility of carrying out more than 2550 exchanges to 64 countries, 855 host universities and 187 different courses.

The different international exchange programs improve the quality of higher education and provide academic and professional benefits that contribute to the comprehensive development of the individual.

Starting point

The opportunity to organize the Mobility Fair for the first time arises from the fact that we have this great offer of mobility which, until now, has been disseminated through two channels:

- A decentralized system consisting of an International Relations office in each of the University's faculties (17 in total).
- A web portal with information on all destinations managed centrally by the University's Office of Mobility and International Projects.

The system, despite guaranteeing the availability of information to interested students at all times, requires proactivity on their part: they must go in person to the international relations offices in each case or look for the information individually through the web.

Likewise, there is a need to "democratize" the interest of students in mobility, bringing to them all the available offers in a festive, pleasant, open-air and recreational context. The final idea is that they are seduced by the possibility of mobility and that, in turn, they see this option as something within the reach of any student.

c) Project objectives

The objectives defined at the time of the creation of the Fair's organizing committee were the following:

- To hold a fair in a relaxed and festive atmosphere where students could learn about the different options for international mobility.
- To become MOTIVATORS for students to awaken their interest in mobility and encourage them to contact the International Relations Offices of each Faculty to find out more.
- To locate in the garden of the Colegio Mayor (Dorms) an exhibition area where students can get information via:
 - Paper catalogues
 - Screens with Internet access
 - Informers
 - UB Staff
 - Student volunteers
- To elaborate a communication campaign in the networks, information by mail and posters and video-advertisements in the Faculties.

Indicators

The indicator of success of the Fair at institutional level will be the increase in the number of mobility applications for the 2020-21 and 2021-22 academic years.

The added value for students, direct beneficiaries of the activity, will be measured through the following indicators

- Number of catalogues with the available mobility offer printed
- Number of catalogues with the available mobility offer distributed at the end of the Fair
- Number of attendees
- Number of faculties involved

Development and execution of the Best Practice

Stages of implementation

- Design of the activity
- Contact with stakeholders and ambassadors
- Communication with partner universities
- Location map of stands and suppliers
- Implementation

Design of the activity

For the design of the activity and based on the detection of needs and definition of objectives, a framework document was drawn up in which the strategy and areas of action were defined.

To begin with, all the information material available on the existing agreements with universities around the world was redesigned and a model brochure was designed where, individually for each faculty, the different mobility options available according to the studies taken were collected. The strategy for its design, correction and printing was drawn up in time for the day of the fair.

The appropriate date for the event was also defined so that it would take place after the start of the academic year, but before the opening of the mobility calls.

An area of the University that did not belong to any of the Faculties was chosen as the venue to create the feeling that the content was for all students, whatever their field. Thus, the garden of the Penyafort-Montserrat Dorms, a UB residence located right on the Campus and with a pleasant garden area accessible from the street, was chosen.

Four exhibition areas were defined in this space:

1. Reception area

- Tent with brochures containing all existing mobility agreements arranged by faculties so that students know which destinations are available.
- Informers: International Staff

2. China guest country

- Tent with information on all the universities with which we have an agreement
- Presence of Chinese student's association
- Presence of the Confucius Institute (own space)
- Food truck Chinese food

- Music (traditional and contemporary)
- 3. Europe
 - Tent with UB students and Erasmus students to talk about their experience (ESN)
 - UB Faculty Informers.
- 4. Rest of the world
 - Marquee with information from the university's Mobility Office.

Contact with stakeholders and ambassadors

At an internal level, a working group was created comprising all the Units of the University of Barcelona with responsibilities within the international mobility circuit and its dissemination.

In addition, 950 "incoming" students were invited to the Mobility Fair via email to participate as ambassadors of their university at the Fair.

Communication with partner universities

An e-mail was sent to all international universities with current mobility agreements to invite them to send the promotional material they consider of interest to be disseminated during the Mobility Fair.

Map of stand location and contact with providers.

A list of suppliers of exhibition, audiovisual and printing material was established. The location of the different tents in the garden space of the residence was defined to ensure the flow of visitors in a smooth and appropriate manner. The location of a stage and a schedule of talks that would take place during the day of the fair were defined, as well as the schedule which ran from noon to 5 pm so that students could access in both morning and afternoon shifts.

Set up

The agendas of all those involved were coordinated in order to establish a timetable for implementation

d) Project results (tangible and intangible)

The first edition of the International Mobility Fair took place on 10 October 2019 in the garden of Penyafort Montserrat Dorms from noon to 5pm.

Undergraduate, Master's and Doctoral students from all UB faculties took part and its aim was to stimulate their interest in international mobility.

The indicators collected are as follows:

- 1,100 brochures with mobility offers for faculties available
- 467 brochures collected by attendees
- 21 Faculties involved
- Faculties with the most attendance: Biology, Economics and Business and Pharmacy (the closest to the Fair's venue).
- 2 student associations involved (European Student Network -ESN-, Chinese Students Association).
- Fundamental involvement of transversal units (Marketing, Communication, Language Services, Language School)

The opening ceremony was attended by the UB Vice-Rector for Communication, Dr Francisco Esteban, the Rector's Delegate for Mobility, Dr Aurèlia Mañé, and the Chinese Consul General in Barcelona, Mrs. Nan LIN.

Photo 26. The University of Barcelona's International Mobility Fair – the opening ceremony



With regard to the activity in the marquees, 1.200 brochures of available agreements (from 20 Faculties and Affiliated Centers) were distributed, and there was a presence of informers and brochures from the School of Modern Languages, informers and brochures from the UB Language Services, informers and brochures from the Barcelona City Council and the International Mobility Department of the Generalitat de Catalunya's Department of Youth.

In the marquee of China, the guest country, brochures from 30 Chinese universities with which we have an agreement were exhibited, with the presence of informers who are members of the Chinese students' association. In the tent of the Confucius Institute there was information about Chinese culture and Chinese calligraphy activity. There was also an exhibition of Kung Fu, percussion and traditional dance and the Chinese Gastronomy area was open all day.

In the Europe zone, 2 tents were set up where brochures from 40 European universities were exhibited. Volunteers from ESN and international students were present to talk about their experience. WIPO professionals were also present to inform about procedures and grants.

In the tent from the rest of the world, catalogues of universities from all over the world were distributed (10 from the American continent, 16 from Asia, and 4 from Australia and New Zealand), there was presence of WIPO Informers as well as a delegation of the Fulbright / Education USA Commission.

Reference links:

Video of the Student Mobility Fair: <https://youtu.be/rwpI8Fh0fEM>

Presentation for information sessions on General Agreements (student mobility): http://www.ub.edu/uri/Documents/experiencia_conv_generals_2019.pdf

e) Follow-up and sustainability

After the first edition of the University of Barcelona's International Mobility Fair, the impact was evaluated in a working group meeting and a report was drawn up with the conclusions of this evaluation with the aim of improving it in future editions of the fair.

Among the strong points included in the report, the following should be highlighted:

- The good coordination between transversal units for the organization and promotion of the fair.
- The involvement of the International Relations Offices of the universities.
- The number of students who attended.
- The location and the synergies created with the Colegio Mayor.
- Use an external service for the assembly and disassembly of infrastructures.

Among the aspects to be improved, we can highlight:

- The work shifts of the informers: they did not stop from noon to 4:30pm.
- Specify in more detail the role of the Office of International Relations' staff present.
- Establish an exclusive welcome point and place other interlocutors such as the Language Services, the School of Modern Languages, the City Council and even the Fulbright Commission in another position to avoid them having to act as informers.
- Make informal information points distributed to decongest the tents: two chairs and a coffee table or similar would be sufficient.
- Prepare a satisfaction survey to be distributed among the attendees at the end of the visit. There can be raffle as a way of motivating people to participate.

The transformative nature of the best practice

Characterize the practice described in terms of the elements that make up the concept of transformative internationalization: how does the practice meet the criteria outlined below?

Table 5. Quality Control Questionnaire

Characteristic of the practice	High	Medium	Low	Justification
The practice integrates the dimensions of internationalization or interculturality.	X			It aims to encourage students' interest in international academic mobility
The practice generates significant changes in its direct beneficiaries	X			The objective is to change the perception of mobility to understand this option as something viable and of general interest.
The results of the practice were extended to other institutional actors	X			The presence of China as a guest country opened up the possibility of creating language competence courses for "incoming" Chinese students

Practice takes on, in an innovative way, the internal or external challenges of higher education		x		An innovation that introduces practice is the participation of bodies outside the University in activities to promote mobility: Barcelona City Council and the International Mobility consultancy of the Catalan Government's Department of Youth.
The practice generates added value for the University	X			External visibility of the internationalization of the University, through the media and social networks, as well as the generation of synergies between transversal units of the institution itself and with local and regional administration agents

f) Dissemination strategy

The organization of the Mobility Fair was disseminated externally through social networks and the media. The following communication plan was drawn up for its correct implementation.

Press

- News on the UB website, Intranet and Faculty websites
- UB News Bulletin (mailing to all students)
- Agenda of the website
- Banners
- UB website

Figure 37. Dissemination on MónUB Intranet



Figure 38. Dissemination on MónUB Intranet

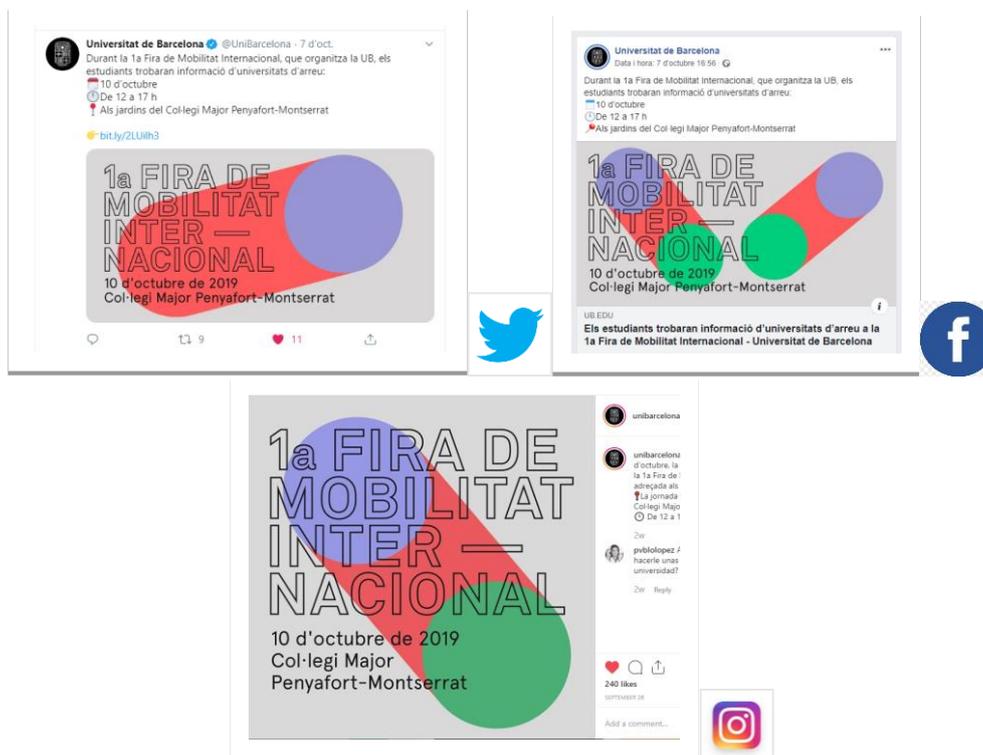


- UB News Bulletin (mailing to all students)

Social Networks

- Instagram Stories (animation)
- Facebook, Twitter and Instagram

Figure 39. Dissemination on Social Networks



Other

- Digital Signage in the Faculties
- Postcards (2500)
- Tarpaulin on the fence of the hall of residence
- ORIS, direct information to each Faculty

Photo 26. Dissemination activities



This is a practice that has only been carried out for one cycle, but it is perfectly replicable to any university that wants to improve the information offered to students and encourage international mobility.

20. Livelihood development of minority ethnic communities in Tuan Giao - Vietnam National University of Agriculture

a) Project description

Project title: Enhancing capacity for local agricultural extension services towards sustainable livelihood development of minority ethnic communities in Tuan Giao district, Dien Bien province
Funding source: The Australian Alumni Grants Fund (AAGF)

The Australian Alumni Grants Fund (AAGF) has been established to fund proposals from Vietnamese alumni of Australian education institutions to consolidate and apply their professional knowledge and skills and strengthen linkages between Australia and Vietnam through undertaking applied research, organizing training courses and workshops. This is one of activities under Australian Alumni Strategies in Vietnam, managed by the Australian Program with Vietnam for Human Resource Development (Aus4Skills).

Under AAGF – Round 2, 2018, an Australian Alumni group of VNUA gathered members from different disciplines to conduct successfully the project. Through various and effective activities such as interview, survey, training, TOT the project was evaluated as one of 11 excellent projects.

b) Project objectives

The North West of Vietnam including Dien Bien is one of the poorest regions in the country with about 80% of households deriving their income from agriculture and forestry. The region is home of about 65% of ethnic minority people. These people are living mainly in mountainous and remote areas. Tuan Giao district is the gate of Dien Bien to the East with total natural area of 113,000 ha, about 18,000 households of more than 80,000 people belonging to 9 ethnic groups. The poverty rate of the district is very high (52%) compared to other regions of the country. Beside forestry plantation, maize, soybean, cassava and cattle production are identified as advantaged products of the district.

However, developing agricultural forestry production in this district faces both limited technical and market capacity of local community and inappropriate extension approach that can help people to escape from poverty. Due to lack of technical knowledge, the expansion of crop production, such as maize and cassava, has also increased soil erosion and sedimentation of waterways leading to

unsustainable crop-livestock system. For example, ACIAR (2015) pointed out current grazing based livestock systems being in competition for land with the expanding crop production on the hill slopes.

Although many poverty reduction efforts from the Vietnamese government and international development agencies like ACIAR, JICA and NGOs, adoption and scale out of sustaining farming system remain limited. There have been common agreements that limited capacity of both local extension services and communities, and weak market based extension development strategies are main hindering factors.

Therefore, training on enhancing capacity for local agricultural extension services will be crucial to address above difficulties for sustainable livelihood development of local communities, especially minority ethnic people.

- **Main activities of the project**

- Assessment of capacity of local agricultural extension services on integrated farming systems and participatory extension approach.
- Implementation of TOT training courses on strengthening capacity for local extension actors on market based integrated farming systems and participatory extension approach
- Pilot of participatory trainings on market based integrated farming systems at community level and designing adaptable extension strategies for local extension systems to scale-out successful extension innovation towards sustainable development of local communities;
- Sharing innovative extension approach among development stakeholders and local policy makers.

- **Main results**

- 02 TOT training and 01 pilot training were organized and highly appreciated and satisfied by the participants with the content and the way of organizing the training.
- 35 local extension workers were trained for crop cultivation, animal husbandry and market approaches as well as methods of imparting knowledge to farmers.
- 150 farmers, most of whom are of Thai ethnicity, were trained directly by the grassroots agricultural extension staff with the support of the Australian alumni group.
- The project team also compiled a TOT manual for training and provided for the staff of the Department of Agriculture and Rural Development of Tuan Giao District to train farmers in the Northwest mountainous region.
- The project strengthens the connection between Vietnam National University of Agriculture and the Department of Agriculture and Rural Development of Tuan Giao district to carry out capacity building and sustainable development training activities in the future.

- c) **Dissemination strategy**

The team has developed a TOT manual for training as the output and outcomes of the project. The manual were transferred to local relevant stakeholders in Tuan Giao and other districts in Dien Bien for future extension interventions in December 2019 right after the project finishes. It can be also

used as teaching material for both undergraduate and master students at VNUA and other universities. The team also published a bulletin on VNUA's website to share the activity outcomes with other colleagues and Australian Alumni at VNUA.

d) Follow up and sustainability

This model is a lesson to develop a TOT training model for agricultural extension workers at the district and mountainous levels in other areas in Vietnam; The TOT training model is particularly effective for ethnic minority agricultural extension workers.

This method and approach continues to be incorporated into the learning and training content for students majoring in agricultural extension of Professional Oriented Higher Education.

Photo 27. TOT training on crop cultivation and animal husbandary



Photo 28. TOT training on improving capacity of market approach



Photo 29. Display of the project in the event 'Welcome Home Ceremony' by Australian Embassy Vietnam in Hanoi in 11/2020 with participation of Australian Alumni who had just come home and who were representatives for 11 excellent projects funded by AAGF Round 2-2018

