Workshop Documents

MULTIPLIER TRAINING WORKSHOP ON IMPLEMENTATION OF GREENING TVET INSTITUTES

Ho Chi Minh City, 11.07.2018
Department of Labor Invalids and Social Affairs Ho Chi Minh City
159 Pasteur, Ward 6, District 3, Ho Chi Minh City
Tel +84 (0) 28 3829 1302
Fax +84 (0) 28 3829 4032
Website http://www.sldtbxh.hochiminhcity.gov.vn

Programme “Reform of TVET in Viet Nam”
No 1, Alley 17, Ta Quang Buu Street, Hai Ba Trung District, Hanoi, Viet Nam
Tel +84 (0) 24 39 74 64 71
Fax +84 (0) 24 39 74 65 70
Website www.tvet-vietnam.org
www.giz.de/vietnam

Design and Lay-outing: Nguyen Minh Cong, GIZ

Photo: Ralf Baecker, Berlin

Date and place: Ho Chi Minh City, July 2018
Programme “Reform of TVET in Viet Nam”

Workshop Document

MULTIPLIER TRAINING WORKSHOP ON IMPLEMENTATION OF GREENING TVET INSTITUTES

Ho Chi Minh City, 11.07.2018
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Training Workshop on Development of a DVET “Action Plan on Greening TVET”

**Date:** July 11th, 2018

**Participants:** Representatives of DoLISA HCMC and selected TVET institutes

**Venue:** Victory Hotel, Ho Chi Minh City

**Expected results:**

After completion of the workshop, the participants:
- are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;
- are familiar with real examples of how the greening process can be implemented at TVET institutes;
- have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener learning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DoLISA HCMC participants);
- are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener learning and training environments.

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**Opening remarks**

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<td>8:40-8:50</td>
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<td>Mr. Christian Knuppertz-Technical Advisor-Programme “Reform of TVET in Vietnam”-GIZ</td>
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<td>8:50-9:00</td>
<td>Overview Presentation of DoLISA Ho Chi Minh</td>
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## Introduction: Characteristics and elements of green TVET institutes

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<td>Interactive teaching session on terms and reasons</td>
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<td>Input presentation on the greening TVET institutes concept</td>
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## Implementing the greening TVET institutes approach

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<td>Group work with divided responsibilities, group presentations and plenary discussion on implementing the greening TVET institutes approach &amp; derivation of recommendations</td>
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<td>16:00-16:30</td>
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<td>Dr Klaus Dieter Mertineit-International Expert of GIZ</td>
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OPENING REMARKS

Workshop on TVET Greening in TVET Institutes in Hochiminh City

Dear …………………………………………………………………………………;
…………………………………………………………………………………………………;
…………………………………………………………………………………………………;

Distinguished guests!

On behalf of the Hochiminh City’s DOLISA, I would like to express our sincere thanks to GIZ in Vietnam for its coordination in organizing the workshop on the “TVET Greening in TVET Institutes in Hochiminh City”, which aims to expose TVET institutes to greening models in TVET, green growth and sustainable development. This is the matter of global concern because, within the current trend of development and integration, the green economy is the target to be met by many countries including Vietnam. A green economy requires green-quality human resources for development.

The purposes of our workshop today are as follows:

First, provide TVET institutes with a wide-ranging and helpful understanding of TVET greening, and raise their full awareness on the impacts of green technology and green economy on the TVET system;

Second, exchange and share information on several pilot models and how to realize greening within TVET institutes in order to meet the labor demands of a green economy, thus providing them with options for TVET greening within their own institutes as well as necessary tools and materials for making TVET institutes a green training environment.

Third, propose several practical solutions to greening activities in TVET institutes, and work out challenges/obstacles to be addressed with a view to contributing to green human resource training for development purposes and giving TVET institutes a chance to closely look at TVET greening model.

Ladies and Gentlemen!

For a better quality of human resources for the fourth industrial revolution, we shall not only accelerate the reform of the TVET system, prioritize the development of key and spearhead industries/occupations or promote employment/socially-driven TVET, but also place an emphasis on TVET greening that combines with mindset/policy changes and application of green, sustainable and creative elements into implementation activities. That is the key to fully tap on all potentials for green growth and sustainable development.
Let’s hope that each of us in this workshop today shall have the opportunity to get a comprehensive understanding of the TVET greening, and become an expert on TVET greening in our own institute/organization, thus helping meet the goals that we have set.

May I wish you a lot of good health!

May I wish our workshop today a good success!

Thank you very much!
Over the past years, Hochiminh City has, in synergy with the country’s development, experienced a constant expansion with the establishment of many export processing zones/industrial parks attracting the investments from numerous multinational corporations; and a number of new urban areas and facilities have been built and shaped. This has brought a new face for the City, but at the same time implied a big threat that is the environmental pollution. Although the City has mobilized a lot of resources and achieved certain results, pollution has been on the rise even at critical levels here and there, hence causing different impacts on economic development and people’s health and lives. Pollution of different types (e.g. water layer; air; noise, light, etc. pollution) is currently at the alarming levels in the City.

In general, the City’s environmental quality has not been significantly improved as required, and several targets have not been met. The environmental protection of urban/residential areas and waste management have not been coupled with socio-economic and cultural development master plans; regulations on the prevention of pollution sources have not been strictly implemented; and environmental protection-related projects/schemes have not been integrated into the land use plans. Up to now, many countries (including Vietnam) have issued “green growth” strategies for environmental protection purposes. Within this context, the stronger awareness and skill/industrial style training for workers during the fourth industrial revolution is of uttermost importance.

The “2030 Agenda for Sustainable Development” was adopted by the leaders of 154 member states during the 70th session of the United Nations’ General Assembly. The Agenda consists of 17 sustainable development goals, including an important one concerning “education quality”. Vietnam has also integrated comprehensive greening aspects into its sustainable development strategies and policies as demonstrated in the Prime Minister’s promulgation of the National Green Growth Strategy for the period 2011-2020 with a vision to 2050 (Decision No. 1393/QD-TTg dated 25 September 2012) and the National Green Growth Action Plan for the period 2014-2020 (Decision No. 403/QD-TTg dated 20 March 2014).

The National Green Growth Strategy (Activity 15) as well as the National Green Growth Action Plan (Activity 38) affirm that TVET can contribute to the achievement of the Strategy’s objectives by building up a workforce that is capable of meeting the requirements of greening the economy in Vietnam.

Education in general and TVET in particular play an important role in the transition towards sustainable development as it is the skilled workforce that can handle energy- and resource-associated issues in the workplace in the most effective manner as well as prevent the risks/damages to the environment. It is the skilled workforce that is needed for production activities and proper application of environmentally-friendly technologies.

The TVET is the key to sustainable development and one of the priority areas as set by the Government of Vietnam to successfully implement the Green Growth Strategy. In the context of a greening economy and society, the TVET does not only provide workers with necessary skills to work well in the workplace but also increase their essential knowledge
and competencies to cope with current and future social, economic and ecological challenges, thus contributing to the country’s sustainable development.

* Current situation of greening TVET institutes in Hochiminh City.

At present, the TVET is facing a number of challenges, especially in Hochiminh City as the country’s economic hub. In Hochiminh City, there are currently 517 TVET institutes (of which: 50 TVET colleges, 65 secondary TVET schools, 65 TVET centers, 278 enterprises with TVET components and 59 other establishments) with a total of 462,908 students/trainees as at 31 December 2018 (of which: 34,521 college-level students, 25,079 secondary-level students and 403,308 trainees at elementary and less-than-3 month levels). It shows that despite many difficulties, the TVET in Hochiminh City has witnessed stronger development than it was in the past.

In the past years, the City’s Party Commission and People’s Committee have promulgated various action programs and plans for a better quality of human resources in general and TVET in particular. These decisions have provided TVET institutes with useful orientations towards enrollment/training of the City’s key industries/occupations, hence creating favorable conditions for and assisting TVET institutes in addressing barriers and meeting annual targets.

Apart from the emphasis placed on a better quality of vocational skill training, the TVET institutes have also given high importance on fostering industrial styles and environmental protection approaches, e.g. 5S and Kaizen for their students. However, the training of these soft skills has not been systematically delivered with different programs/methods used by different TVET institutes. The integration of green aspects into curriculum/occupational skill standards and TVET greening has not been done according to international criteria within TVET institutes in Hochiminh City, and requires the support and experience-sharing from development partners and local/foreign experts, especially those from GIZ.

For faster greening activities in the City’s TVET institutes, their heads, managers and trainers should have better understanding of the significance of TVET greening, green growth and various terminologies such as “green”, “greening”, “green economy”, “TVET greening”, “sustainable development”, etc.

The today’s workshop on “TVET Greening in TVET Institutes in Hochiminh City” will provide opportunities for the City’s TVET institutes to learn from and share experiences for more effective TVET. From here, it will help define performance criteria, as well as greening processes and solutions in several TVET institutes that provide training of environment-related occupations. The DOLISA will also quickly advise the Hochiminh City People’s Committee on providing TVET institutes with directions and guidance on how to ensure not only improved TVET quality but also a deeper understanding of green environment protection for the period 2018 – 2020 for trainers, teachers and students, thus contributing to the supply of a labor force that is capable of meeting the requirements of greening economy and sustainable development in Vietnam in general and Hochiminh City in particular.

Following are examples of expected activities to be implemented in the City’s TVET institutes in the coming time:

- Carry out activities which are to raise the awareness of managers, trainers, teachers and students in TVET institutes on green growth, sustainable development, environment protection, TVET greening through training, communication, publications, etc.
- Integrate the requirements for green skills training via developing standards for learning outcomes to be mainstreamed into the training programs by TVET institutes.

- Develop several learning contents (modules/subjects) on (optional or compulsory, depending on each training area) green skills to be selected and used by TVET institutes in their own training programs.

- Develop training programs and organize training activities for several occupations in the areas of environment, environmental protection, renewable energy, etc. to meet labor demand of the green economy.

* Issues to be further clarified in this Workshop:

- Which aspects (activities, knowledge, skills) need to be integrated into the requirements (outcome standards) of occupations; the “green” content to be integrated in each specific training program by TVET institutes during their design and development of a training program.

- Which (typical) subjects/modules should be emphasized so that TVET institutes can integrate, on optional (or mandatory) basis, into their training programs, depending on each discipline/area and training level.

- Which (proposed) training areas (occupations) should be given special priority (i.e. they may require state policy support as specialized training areas) to meet the labor demand in the green economy.

- What are methods for developing quality assessment/accreditation criteria related to greening aspects and environmental protection in TVET institutes?

TVET Division
DOLISA
Objectives

After completing the workshop participants

- are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;
- are familiar with real examples of how the greening process can be implemented at TVET institutes;
- have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener learning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DVET participants);
- are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener learning and training environments.
Agenda

- Welcome and overview of the workshop’s objectives and content
- Opening remarks: Statements of representatives of DoLISA HCMC and GIZ
- Introduction: Characteristics and elements of green TVET institutes
- Implementing the greening TVET institutes approach
- Recommendations
- Closing: summary, outlook, feedback and farewell

Welcome and introduction to the topic

Presentation of participants / expectations

Please interview your colleagues and visualise your answers in regard to the two last questions on moderation cards:

- Who is part of our group (names, functions, institutions)?
- Why should TVET institutes become green?
- What experience do you have with greening TVET (institutes)?
- The training workshop will be a good one if …
- Our contribution to achieve the training workshops’ objectives is …
Introduction: Characteristics and elements of green TVET institutes

Terms, reasons, concepts and examples

- What do we mean by “greening” TVET institutes?
- What is the difference between “green” and “greening”?
- Why should TVET institutes in Viet Nam become “green”?

Please discuss in your group:
- What are the characteristics of “green” TVET institutes?
Please find at least 6 aspects and visualise them on a sheet of paper.

Please join another group and discuss your findings.
Please visualise your results on another sheet of paper.

Please join another group and discuss your findings
Please visualise your results on moderation cards and present them on a pin board.
Introduction: Characteristics and elements of green TVET institutes

Green TVET institutes

- take on responsibility for a sustainable future
- live what they preach and are role models for eco-friendliness
- follow a whole-institution approach that means including sustainability principles in every aspect of school life, such as
  - teaching content and methodology
  - school governance
  - human resources development
  - campus and facility management
  - cooperation with partners and the broader communities
- involve their internal as well as external stakeholders (particularly enterprises) into the greening process
- contribute to a sustainable development of their region

Reference concepts

Dr. Klaus-Dieter Mertineit
Introduction: Characteristics and elements of green TVET institutes

UNESCO Roadmap

Action field 2
- Develop sustainability plans and strategies
- Integrate sustainability into values and structures of the institution
- Be a role model for greening
- Integrate green aspects into the training programmes
- Involve students in transforming the institution
Introduction: Characteristics and elements of green TVET institutes

Key elements and fields of action

1. Please form groups.
2. Inform yourself about the key elements and fields of action of the greening TVET institutes concept (brochure, pp. 33-41).
3. Please assign the activities on your worksheet (energy, water or waste) to the correct key areas of the green TVET institutions concept.
4. Please coordinate your results with a second group which is dealing with the same subject. Prepare a common presentation on a pin board.

Introduction: Characteristics and elements of green TVET institutes

Terms, reasons, concepts and examples

- What good practices do exist and what fields of action do they consider?
- What initiatives and experience on greening TVET institute are represented in the workshop?
Introduction: Characteristics and elements of green TVET institutes

Task: Allocation and assessments of practical examples

In the following, some practical examples of greening TVET institutes will be presented.

1. Please decide: Which field(s) of action are considered in the presented example?
2. Please assess every example considering the following scale:
   - green = we like it
   - yellow = we partly like it
   - red = we do not like it

Please give reasons for your decision.
Introduction: Characteristics and elements of green TVET institutes

Improvement of waste management

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Introduction: Characteristics and elements of green TVET institutes

Efficient and careful handling of hazardous substances
Introduction: Characteristics and elements of green TVET institutes
Greening a TVET institute based on an environmental management system

Introduction: Characteristics and elements of green TVET institutes
Renewable energies and energy efficiency: core topics in VET and school development

Dr. Klaus-Dieter Mertineit
Introduction: Characteristics and elements of green TVET institutes

Installation of solar heaters in the neighbourhood

- Establish Green Club in the college
- Waste separation at source
- Kitchen garden
- Compost
- Bio gas from toilet and litter
- Rain water collection
- Solar energy
- Make use of the Recycle waste machine (the collecting CFC gas machine in Air-conditioning workshop)
- Implementing “5S” program
- Student should not use plastic bag
- Improve the Green space in the college
- Organize Environment Day for student to clean up the college
Introduction: Characteristics and elements of green TVET institutes

- Green Club
- Separate waste
- Classification of waste from its source
- Kitchen garden / compost
- Bio gas from toilet and litter
- Rain water collection
- Solar energy
- Use of eco-friendly products and materials
- Effective and efficient use of energy
- Green Office
- Training in green skills for teachers + students
- Environmental contest and common understanding
- Classification and storage of hazardous waste
- Building a store house for hazardous waste
- Contracting hazardous waste treatment agencies

Dr. Klaus-Dieter Mertineit
Introduction: Characteristics and elements of green TVET institutes

- Encourage students riding bicycles in events
- Encourage students participate in the “Earth hour”
- Organize festival competition on environmental protection
- Conduct propaganda and education
- Use solar energy for lighting
- Re-use industrial fuel
- Use wind energy
- Use bicycles for traveling to the College
- Greening practical workshops
- Protect water resource

LILAMA, Dong Nai

Introduction: Characteristics and elements of green TVET institutes

- Use bicycles instead of motorbikes
- Launch campaign of “Green Summer”
- Launch Green Saturday/Sunday
- Environmentally friendly building
- Set up barrel system for containing rain water in buildings
- Set up lighting system using solar energy

LILAMA, Dong Nai
Introduction: Characteristics and elements of green TVET institutes

Which examples do you like most?

Implementing the greening TVET institutes approach

Implementation of the greening TVET institute approach

Please form seven groups.

1. Discuss in your group: How would you proceed? What would you do firstly, secondly … and so on.

2. Please take the brochure (pp. 42 – 48) and inform yourself about
   - Group 1: Step 1
   - Group 2: Step 2
   - Group 3: Step 3
   - Group 4: Step 4
   - Group 5: Step 5
   - Group 6: Step 6
   - Group 7: Step 7

Prepare yourself to explain the respective step to the other participants later.
Implementing the greening TVET institutes approach

Procedure: Greening TVET institutes in seven steps

1. Assign a **process manager** who takes on responsibility and manages and operates the process.
2. Establish a **green committee** as the central forum for steering the greening activities.
3. Inform and involve **stakeholders**.
4. Develop a **green policy and strategy** (considering the whole-institution approach).
5. Conduct an **environmental review** on the environmental impacts of the TVET institute.
6. Develop a **greening programme** with objectives, activities, schedules and responsibilities.
7. **Implement, monitor, evaluate and consolidate** the greening activities.

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General principles

1. Combine top-down and bottom-up approach.
2. Assign promoters on both strategic and operational level.
3. Follow a systematic approach.
4. Create of a suitable organisational structure.
5. Cooperate with OHAS, quality and facility management.
6. Link individual and organisational learning.
7. Live the greening process.
Implementing the greening TVET institutes approach

Preconditions

- Support is needed on political and administrative level.
- The benefits for participating TVET institutes must be clear (e.g. image, label).
- Organisational and personal preconditions have to be created in TVET institutes as well as on political and administrative level.
- The process should be organized as a campaign.
- TVET institutes interested in participating in the campaign should be supported e.g. by means of tools and guidelines, consultation, training, exchange of experience. Is e-learning an option?
- Preferably, industry supports the campaign. In any case, the economy should be involved.
- Successes should be documented and disseminated.
- The process should be monitored and evaluated continuously.

Implementing the greening TVET institutes approach

Tools / materials that can support the transformation of TVET institutes
Implementing the greening TVET institutes approach

Tools / materials that can support the transformation of TVET institutes

Approach

- analysis of the Green Growth Strategy, the Action Plan and the corresponding concept of Green Economy and Cleaner Production
- analysis of relevant German training regulations and framework curricula for vocational schools as well as
- analysis of occupational standards of the selected occupational fields supported by the Vietnamese-German TVET programme
  - Milling Machine Operator
  - Construction Mechanics Technician
  - Industrial Electronics Technician
  - Mechatronics Fitter
  - Sewage Engineering Technician

The course consists of three modules with two to three units each (overall: eight units):

Module 1: TVET for a greening economy
  - Green(ing) Economy
  - Greening TVET
  - Characteristics of green TVET institutions

Module 2: Reference systems and sector specific approaches
  - Environmental Management System
  - Eco-Schools Programme

Module 3: Topics, people and procedure
  - Potential topics and focal areas
  - Involving people
  - Procedure

Every unit’s structure is: preview – content – content pages & tasks - key messages – final test.
Implementing the greening TVET institutes approach

Tools / materials that can support the transformation of TVET institutes

4 steps to become a green TVET institute:
1. Understanding the process
2. Planning for the greening of TVET
3. Implementing the institutional greening plan
4. Monitoring progress and assessing results

Implementing the greening TVET institutes approach

Basic Module on „Environmental Protection and Energy & Resource Efficiency“

- Efficient use of resources and waste management
- Efficient use of energy
- Chemicals (water polluting substances, fumes, dusts and smokes)
- Laws and regulations (relevant)
- Environmental Management System (basic level)

- Focus is on practice; theory as far it is necessary for understanding
- Consequences of behaviour made visible
- Company visits part of the concept
Implementing the greening TVET institutes approach

Task

TVET institutes

1. What do you want to do to implement and disseminate the greening TVET institutes approach in your college? Please describe the next steps.

2. What challenges have to be faced that could affect the implementation?

3. Which supportive structures, tools and human capacity development activities should be developed and/or provided to support your activities?

DoLISA

1. What do you want to do to coordinate/facilitate the greening TVET institutes approach in your province (and on national level)? Please describe the next steps.

2. What challenges have to be faced that could affect the implementation?

3. Which supportive structures, tools and human capacity development activities should be developed and/or provided to support your activities as well as the TVET institutes?

Recommendations

- Which existing examples, tools and materials can be used by TVET institutes to transform their colleges into greener learning and training environments?

- What examples, tools and materials should be developed and provided additionally?

- What other support is needed?
Multiplier Training Workshop on Implementation of Greening TVET Institutes

11 July 2018

Objectives

After completing the workshop participants

- are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;
- are familiar with real examples of how the greening process can be implemented at TVET institutes;
- have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener learning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DVET participants);
- are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener learning and training environments.
Agenda
Wednesday, 11 July 2018

- Welcome and overview of the workshop’s objectives and content
- Opening remarks: Statements representatives of DVET and GIZ
- Introduction: Characteristics and elements of green TVET institutes
- Implementing the greening TVET institutes approach
- Recommendations
- Closing: summary, outlook, feedback and farewell
GREENING INITIATIVES AT HVCT

- Efficient use of natural light;
- Introduction of regulations on and promotion of waste classification and treatment;
- Operations of a wastewater treatment plant;
- More tree-planting;
- Less use and re-use of stationery of different kinds;
GREENING INITIATIVES AT HVCT

GREENING ACTIVITIES

- Air-con operating period should be between one hour after opening and one hour before office closing time;
- Efficient use of elevators;
- Set-up of a “Green Environment Club”
- Rainwater storage project;

GREENING ACTIVITIES

- Integration of environmental education into extracurricular activities;
- Basic and further training for teachers and students on green skills;
- Set-up of a “Green Office of Excellence”;
- Better awareness on green TVET and green skills.
SOLUTIONS

- Solution 1. Raising the awareness on “greening the economy” for the College’s staff and students;
- Solution 2. Integrating green skills into TVET programs;
- Solution 3. Conducting greening-driven scientific research and technology transfer;

- Solution 4. Further training for teaching staff and students on green skills;
- Solution 5. Establishing the College’s Green Environment Club;
- Solution 6. Excluding environmentally-unfriendly materials during the College’s construction, repairs and procurement of equipment.
RECOMMENDATIONS

- MOLISA and DVET should take lead in the preparation of the strategy for green skill development within TVET institutes;

- DVET should formulate national framework for green skills; and provide training on green skill requirements for teaching staff from TVET institutes;

THANK YOU VERY MUCH!

DR. NGUYỄN THI HẰNG
Phone: 0903 010 336
Email: hangnt@hvct.edu.vn
ADDRESS REPORT

At the workshop on “Greening Vocational Education Institutions” on July 11, 2018
Organized by the Department of Labour - Invalids and Social Affairs of Ho Chi Minh City

Topic:
JOINING HANDS TO GREEN HO CHI MINH COLLEGE OF ECONOMICS

Every member studying and working at the Ho Chi Minh College of Economics is interested in the surrounding issues that have been happening at the college. One of the top issues is to green the college to protect health of each member as well as the whole community. Good health is the capital for people to quickly adapt to the rules of life and principles of society in the increasingly competitive world, which is day by day getting changed.

The college always uses energy and resources efficiently. Specifically, each member of the college has a sense of responsibility to work together to build a cleaner working and living environment. For example, sufficient water use is made with the knowledge that there is a quarter of the world’s population facing a lack of clean water for their daily life.

In order to ensure clean and healthy drinking water for all the members, the college has equipped itself with state-of-the-art water purification systems for the remarkable fact that more than 70% of human body volume is water.

The college has also invested in the network system and general work management software. This saves significant costs of printing paper and ink, electrical power consumption and other facilities for printing and publishing activities.

Lighting systems consists of energy-saving light bulbs, which are used only in places where there is insufficient sunlight. Many flamboyants of many years growth have been planted in the school yard in order to get the air cool down and increase the amount of oxygen during the day that the plants discharge during their metabolism.

Changed hygienic appliances are equipped with optical sensors to save resources. Trash bins are placed so as to get classified waste at source to save the sorting and recycling efforts at the recycling plant.

The aforementioned activities are of a few that the college’s members do as they see the college where they work as their second loving home.
In the trend of development and global integration, a green economy is the target of many countries, including Vietnam. With a desire to provide a green labour force for the green economy, Nguyen Truong To Technical College is always looking forward to realizing the objective of “greening” in vocational education activities, thus joining hands to contribute to environmental protection.

Along with our investments in all aspects, the college continues training teachers; raising standards of vocational skills and industrial manner; applying information technology in development of teaching materials and modules; focusing on building a green, clean and beautiful environment; and improving relevant technological processes.

As an integration into each vocational training program, students are provided with at least 30 learning hours to centre around discussing issues related to occupational health, safety and hygiene of workplace, energy savings and efficiency. At the same time, the college’s youth union regularly organises life-skills workshops and launches campaigns of “Planting green trees on campus” and “Sorting industrial refuse from practical workshops”.

In addition, the college usually promotes movements to call for saving electricity and water, such as “Don’t turn air conditioning systems on between 07:30 and 10:30”, “Turn off power when leaving classrooms”, “Saving water is saving money”, and “Make use of one-side printed paper for further use”.

Such small actions bring great benefits, helping staff, faculty and students get acquainted with and develop their own green life skills. They concurrently create a team of skilled workers for the labour market to support the development of the green economy./.
Final evaluation: training / further training

Dear participant,
You have taken part in a GIZ training event. To help us further enhance the alignment of such training with your needs, we would ask you to participate in this survey and share your experience and any suggestions you might have for improvements. Naturally, we evaluate all questionnaires anonymously and will not be passing on your data to any third party. The data is statistically grouped and evaluated to allow us to provide information on the quality of our training. For this reason, we would ask you to answer all the questions in the survey.
Thank you for your help and support!
Your GIZ team

Please read the following statements and indicate your level of agreement by marking the appropriate box. You have six possible answers ranging from “totally disagree” to “totally agree”. If you cannot answer or do not wish to, please tick the “no answer” box.

1. General information

<table>
<thead>
<tr>
<th>Workshop title:</th>
<th>Multiplier Training Workshop on Implementation of Greening TVET Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue:</td>
<td>Ho Chi Minh City</td>
</tr>
<tr>
<td>Duration:</td>
<td>11 July 2018</td>
</tr>
</tbody>
</table>

2. Content relevance and transfer possibilities

<table>
<thead>
<tr>
<th>The topics and content of the workshop are important for my work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
</tr>
</tbody>
</table>

Please list topics that the workshop did not deal with, but would have been important for your work.
### Final Evaluation: Training / Further Training

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the workshop successfully met my expectations.</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>I know how I can apply the workshop content in my work.</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>I know how I can pass on what I learnt to my colleagues.</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>I can also make good use of what I have learnt in other contexts.</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>The workshop has enabled me to continue working independently on</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>the subject.</td>
<td></td>
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<td></td>
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</tbody>
</table>

Have you already got concrete ideas of how to apply what you have learnt?  Yes □  No □

Please describe the initial steps you will take to implement your ideas.

What support do you require in this process? And by whom?

### 3. Contents

<table>
<thead>
<tr>
<th>My assessment on the following course units:</th>
<th>Very low</th>
<th>Very high</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>Welcome and opening remarks</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>Introduction: Characteristics and elements of green TVET institutes</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>Implementing the greening TVET institutes approach</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>Recommendations</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
<tr>
<td>Workshop in general</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
<td>□□□□□□□</td>
</tr>
</tbody>
</table>
4. Working and learning methods

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contents and outcomes of the workshop were clear throughout.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>The participants were able to bring their own experience and examples into the workshop.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>The material (presentations of participants) helped me to understand the content better.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>The working and learning methods were appropriate to the tasks and suitably varied.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>I could relate the programme units to the context of my own work and life.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
</tbody>
</table>

The workshop was ... too long □ ... too short □ ... just right □

5. Facilitator

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator obviously had considerable expertise in his own field and was well prepared.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>The facilitator could listen to the participants and answered their questions.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
</tbody>
</table>

6. Participants

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The atmosphere among the participants was always cooperative.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>I was able to benefit from the experience of other participants.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>I will continue to exchange views on this subject with some of the other participants.</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
</tbody>
</table>

7. Achievement of objectives

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants have ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>are familiar with real examples of how the greening process can be implemented at TVET institutes;</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
<td>□ □ □ □</td>
</tr>
</tbody>
</table>
have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener learning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DVET participants);

are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener learning and training environments.

What competences or expertise have you acquired in addition to the workshop's explicit outcomes?

8. Organisation

<table>
<thead>
<tr>
<th>How satisfied are you with...</th>
<th>Not satisfied at all</th>
<th>Very pleased</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>the overall organisation of the workshop?</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>the coordination of the workshop (by Dr Mertineit)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the workshop venue?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the language understanding?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the information you received in the run-up to the workshop?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What other information / documents would you have needed as well?

Since there are lots of aspects a survey like this cannot cover, we would ask you to add any comments or recommendations below that you might have for future study visits and training courses.

Thank you!

Your GIZ team