

ANNEX 5 – STEP 5 TOOLKIT: TEACHING AND LEARNING

This toolkit operationalises **Step 5** of the *Meaningful Youth Engagement (MYE) Framework*, focusing on participatory, inclusive, and technology-enabled teaching practices in TVET. It equips instructors and institutions with structured approaches to lesson design, delivery, reflection, and feedback, ensuring that learning is experiential, equitable, and aligned with occupational standards.

The tools in this annexe will empower instructors and institutions to plan lessons collaboratively with learners, deliver engaging and hands-on learning experiences through projects and blended models, integrate inclusion and accessibility into all teaching practices, and use learner feedback to sustain continuous improvement and relevance. Together, they establish a holistic approach to competency-based, inclusive, and future-ready TVET pedagogy that ensures learning is participatory, practical, and responsive to the evolving needs of students and industry.

TOOL 1: PARTICIPATORY LESSON PLANNING FRAMEWORKS

Purpose:

To provide a structured approach for instructors to plan lessons **collaboratively with learners**, incorporating practical, participatory, and inclusive teaching methods. This framework ensures that learning is learner-centred, context-relevant, and directly aligned with occupational standards and industry requirements.

1. Objectives

- Enhance learner engagement through co-created lesson design.
- Translate occupational standards and competencies into classroom activities.
- Encourage critical thinking, teamwork, and problem-solving among learners.
- Build instructors' capacity for participatory and reflective teaching practice.

2. Target Users

- TVET instructors and facilitators.
- Curriculum developers and quality-assurance officers.
- Departmental heads overseeing teaching quality.
- Peer mentors and instructional coaches supporting lesson improvement.

3. When to Use

- During pre-term lesson planning sessions or at the start of a new module.
- When developing new competency-based units or integrating work-based learning.
- To revise or align lesson content with learner feedback or industry updates.

4. Core Principles of Participatory Lesson Planning

- 1. **Co-creation:** Learners and instructors jointly identify learning needs, topics, and delivery methods.
- 2. **Flexibility:** Lessons adapt to learners’ pace, interests, and contexts (e.g., informal apprenticeships, workplace learning).
- 3. **Relevance:** Every lesson links to practical, real-world applications and competencies.
- 4. **Inclusion:** Lesson plans integrate gender, disability, and diversity considerations.
- 5. **Reflection:** Continuous feedback and improvement are built into the teaching cycle.

5. Lesson Planning Framework Template

Lesson Component	Key Questions / Prompts	Examples
1. Competency / Learning Outcome	What occupational standard or skill does this lesson address?	“Demonstrate safe installation of solar panels.”
2. Learner Input	What do learners already know or want to learn about this topic?	Learners share previous experience or interests.
3. Learning Activities	Which participatory methods will be used (group work, demonstration, role play, simulation)?	Hands-on group assembly of a solar system.
4. Resources / Materials	What tools, equipment, or digital content are needed?	Wiring kit, safety gear, instructional video.
5. Inclusion Measures	How will you ensure all learners can participate equally?	Assign diverse group roles, use visual aids for low-literacy learners.
6. Assessment Strategy	How will learning be measured (practical test, peer assessment, reflection log)?	Demonstration + checklist evaluation.
7. Reflection and Feedback	How will learners provide feedback on the session?	End-of-class reflection cards or digital survey.

6. Steps for Co-Designing Participatory Lessons

Step	Description	Responsible	Expected Output
1. Preparation	Identify learning outcomes and occupational competencies.	Instructor + Learners	Draft competency list

2. Learner Consultation	Conduct a brief discussion or survey on learner expectations and preferred methods.	Instructor + Learners	Summary of learner input
3. Co-Design Session	Collaboratively outline the lesson sequence, teaching aids, and activities.	Instructor + Learners	Co-created lesson outline
4. Delivery	Facilitate lessons using participatory and experiential methods.	Instructor	Implemented session
5. Reflection & Feedback	Discuss what worked well and what could improve.	Learners + Instructor	Updated lesson plan for next iteration

7. Participatory Methods to Integrate

- **Think-Pair-Share:** Learners discuss in pairs before sharing with the class.
- **Rotational Demonstrations:** Students rotate stations to perform tasks.
- **Peer Teaching:** Learners take turns leading short segments.
- **Simulation Games:** Replicate workplace settings or emergencies.
- **Problem-Based Scenarios:** Use real-world challenges as learning cases.

8. Inclusion and Accessibility Guidelines

- Provide clear visual or audio aids for diverse learning styles.
- Use gender-neutral examples and language.
- Adapt lesson pacing for learners with disabilities.
- Integrate role models and case studies featuring women and marginalised groups in STEM-TVET fields.

9. Expected Outputs

- Completed participatory lesson plan aligned with occupational standards.
- Lesson summary: Integrating learner feedback and improvement actions.
- Enhanced learner motivation, participation, and competency mastery.
- Documentation of inclusive and participatory classroom practices.

TOOL 2: PROJECT-BASED LEARNING (PBL) TEMPLATES

Purpose:

To guide instructors and learners in designing, implementing, and assessing **project-based learning** (PBL) activities that connect classroom instruction with real-life industry or community challenges. The tool promotes **experiential learning**, **creativity**, and **collaborative problem-solving** aligned with occupational standards.

1. Objectives

- Promote hands-on learning that develops both technical and transversal (soft) skills.
- Strengthen the connection between theory and practice through real-life projects.
- Foster teamwork, innovation, and self-directed learning among students.
- Encourage inclusion by ensuring all learners contribute based on their strengths.

2. Target Users

- TVET instructors and trainers.
- Learners and apprentices.
- Institutional coordinators for entrepreneurship or innovation projects.
- Industry mentors and community partners supporting applied projects.

3. When to Use

- During module delivery to consolidate learning outcomes.
- As part of continuous assessment in competency-based curricula.
- During internships, apprenticeships, or entrepreneurship incubation projects.
- To promote youth-led innovation in solving local or industry challenges.

4. Core Elements of Project-Based Learning

1. **Real-World Relevance:** Projects address genuine community or industry problems.
2. **Learner Ownership:** Students plan and execute projects with minimal instructor intervention.
3. **Collaboration:** Emphasis on group work, peer learning, and shared accountability.
4. **Inquiry and Innovation:** Students research, experiment, and design solutions creatively.
5. **Reflection:** Learners analyse what they did, how they learned, and what could improve.

5. Project-Based Learning Template

Component	Description / Prompts	Example
Project Title	Give the project a concise, descriptive title.	“Designing a Low-Cost Solar Dryer for Rural Farmers.”
Module / Unit	Link to the course or competency area.	Renewable Energy Systems
Project Duration	Indicate the expected timeline.	4 weeks
Project Objective	Define what the project aims to achieve.	Develop a functional prototype of a solar dryer.
Expected Learning Outcomes	List the technical and soft skills targeted.	Solar design principles, teamwork, and documentation.
Key Activities / Tasks	Outline the main project stages.	1. Research designs 2. Build a prototype 3. Test and refine 4. Present results
Required Resources	Specify materials, equipment, and partners.	Solar panels, tools, and local farmers.
Group Composition	Indicate team size and diversity approach.	5 learners (gender-balanced, mixed abilities).
Instructor Role	Define facilitation and guidance responsibilities.	Mentor and monitor progress, provide technical feedback.
Assessment Criteria	Identify how success will be evaluated.	Functionality, teamwork, innovation, and sustainability.
Reflection & Feedback	Describe how learners will reflect on learning.	Group presentation and reflection journal.

6. Implementation Steps

Step	Key Actions	Responsible Person(s)	Expected Output
1. Project Selection	Identify project topics relevant to local industry or community needs.	Learners (guided by Instructor)	Approved project concept
2. Planning & Grouping	Form diverse groups, assign roles, and set timelines.	Learners (guided by Instructor)	Group work plan
3. Execution	Implement project activities, document progress, and troubleshoot challenges.	Learners (guided by Instructor)	Project prototype or deliverable
4. Presentation	Showcase results through exhibitions or demonstration sessions.	Learners	Completed project
5. Reflection & Evaluation	Conduct peer review, feedback sessions, and final evaluation.	Learners (guided by Instructor)	Project report and reflection log

7. Assessment Rubric (Sample)

Criterion	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Relevance	The project addresses real-world problems effectively.	Mostly relevant, minor gaps.	Limited relevance.	Lacks real-world application.
Innovation	Demonstrates creativity and original thinking.	Some innovative ideas.	Conventional approach.	Minimal innovation.
Technical Competence	High-quality, functional, and accurate output.	Minor technical errors.	Frequent errors.	Non-functional.
Teamwork	Strong collaboration and equal contribution.	Some imbalances in roles.	Uneven contribution.	Weak collaboration.
Presentation & Reflection	Clear, confident, and reflective presentation.	Adequate presentation.	Minimal reflection.	Poorly presented or incomplete.

8. Inclusion and Accessibility Guidelines

- Form mixed-gender and mixed-ability teams to promote peer support.
- Provide adaptive roles (e.g., documentation, design, testing) for learners with disabilities.
- Use low-cost, locally available materials to ensure equitable participation.
- Include community mentors from underrepresented groups to promote visibility and role modelling.

9. Expected Outputs

- Completed project prototypes, reports, or presentations.
- Learner reflection logs or journals.
- Assessment records documenting individual and team learning outcomes.
- Enhanced learner confidence, creativity, and employability skills.

TOOL 3: BLENDED LEARNING PLATFORMS

Purpose:

To help TVET institutions, instructors, and learners integrate digital learning tools with traditional in-person teaching, creating hybrid learning environments that promote flexibility, accessibility, and continuity of learning. The tool ensures that teaching remains learner-centred, interactive, and inclusive across both physical and virtual platforms.

1. Objectives

- Support the transition from traditional classroom delivery to hybrid or digital modes.
- Enhance access to learning materials through online, offline, and mobile technologies.
- Improve learner engagement using interactive, multimedia, and self-paced modules.
- Build instructor capacity in digital pedagogy and online facilitation.

2. Target Users

- TVET instructors, ICT officers, and e-learning coordinators.
- Learners enrolled in competency-based and modular programs.
- Curriculum developers and academic administrators.
- Industry mentors providing remote supervision or virtual coaching.

3. When to Use

- During the normal course delivery for theory-practice integration.
- When learners are dispersed across regions or institutions.
- During disruptions (e.g., pandemics, mobility limitations).
- As part of flexible or continuing education initiatives.

4. Components of a Blended Learning System

Component	Description	Example Tools / Platforms
1. Learning Management System (LMS)	Central digital platform for hosting, tracking, and evaluating learning content.	Moodle, Google Classroom, Canvas, TalentLMS
2. Digital Content Library	Repository of digital resources (videos, slides, manuals, simulations).	YouTube EDU, TVET digital libraries, Khan Academy
3. Communication Tools	Facilitate interaction between instructors and learners.	Zoom, Google Meet, WhatsApp, Slack
4. Assessment and Feedback Tools	Online or blended assessment mechanisms for formative and summative evaluation.	Google Forms, Mentimeter, Quizizz
5. Learner Support System	Provides technical, academic, and psychosocial support.	Helpdesk, mentorship chatbots, counselling calls
6. Data Analytics Module	Tracks learner engagement and performance in real time.	LMS dashboards, Power BI, Excel-based trackers

5. Phases of Implementing Blended Learning

Phase	Key Activities	Lead Responsibility	Expected Outputs
1 – Preparation and Planning	Conduct readiness assessment (digital infrastructure, internet access, instructor capacity).	ICT & Academic Unit	Institutional readiness report
2 – Content Development	Convert existing materials into digital formats; ensure accessibility and interactivity.	Instructors / Curriculum Team	Digital learning resources
3 – Platform Setup	Configure LMS, create class groups, and upload learning materials.	ICT Officer / E-Learning Coordinator	Functional learning platform
4 – Capacity Building	Train instructors and learners in using the platform and digital pedagogy.	HR / Academic Affairs	Trained facilitators and learners
5 – Delivery and Support	Conduct blended sessions, provide mentorship, and troubleshoot challenges.	Instructor / Support Staff	Active blended courses
6 – Monitoring and Evaluation	Review participation data, feedback, and learning outcomes.	M&E Officer	Performance dashboard and improvement plan

6. Blended Lesson Plan Template

Section	Prompts / Guide	Example
Learning Outcome	What competency is being targeted?	“Assemble a working solar inverter.”
Mode Distribution	What proportion of learning is online vs in-person?	60% practical (in-person), 40% theory (online).
Digital Resources	List videos, readings, or tools.	Video tutorial on circuit design; digital manual.
Learning Activities	Define classroom and online tasks.	Group practical + online quiz.
Assessment	Specify formative and summative tools.	Upload photos of the project + online test.
Feedback Mechanism	How will learners and instructors communicate?	WhatsApp group and LMS discussion board.

7. Inclusion and Accessibility Guidelines

- Ensure low-bandwidth compatibility (compressed videos, downloadable files).
- Provide printed or offline copies for learners with limited connectivity.
- Offer screen-reader compatible materials for visually impaired learners.
- Encourage gender balance in access to digital devices and participation.
- Include captions or sign-language translation for recorded sessions.

8. Ethical and Data Protection Considerations

- Obtain consent before recording learners or instructors.
- Protect learner data and privacy in compliance with data-protection laws.
- Use secure institutional accounts for all communication.
- Promote respectful online engagement through digital citizenship guidelines.

9. Expected Outputs

- Fully functional institutional blended-learning platform.
- Repository of digitised, inclusive instructional materials.
- Regular data reports on learner participation and completion rates.
- Improved learner satisfaction, retention, and performance.

TOOL 4: INCLUSIVE PEDAGOGY TOOLKITS

Purpose:

To provide instructors and TVET institutions with **practical guidance, checklists, and classroom tools** for integrating gender equality, disability inclusion, and equity principles into day-to-day teaching. The toolkit supports educators in transitioning from awareness to practice-based inclusion, ensuring that all learners, regardless of gender, disability, socio-economic background, or location, benefit equally from learning opportunities.

1. Objectives

- Embed inclusion and equity principles in lesson planning and delivery.
- Strengthen instructors' ability to identify and address learning barriers.
- Promote diversity, participation, and peer collaboration in the classroom.
- Align pedagogy with institutional inclusion policies and national frameworks.

2. Target Users

- TVET instructors and master craftspersons.
- Departmental heads and inclusion officers.
- Curriculum and assessment developers.
- Peer mentors and instructional coaches.

3. When to Use

- During lesson planning and delivery stages.
- During refresher trainings and staff development programs.
- In classroom observations, peer reviews, or mentoring sessions.
- When addressing gender or disability-related barriers reported by learners.

4. Core Dimensions of Inclusive Pedagogy

Dimension	Description	Key Classroom Strategies
1. Physical Accessibility	Ensuring classrooms and learning spaces are usable by all learners.	Provide clear aisles, adequate lighting, and assistive devices; seat mobility-impaired learners near exits.
2. Curriculum and Content	Ensuring materials and examples reflect diversity.	Use case studies featuring women, persons with disabilities, and diverse cultural contexts.
3. Teaching Methods	Using varied approaches to reach different learning styles.	Combine visual, auditory, and kinesthetic activities; use group work and peer mentoring.
4. Communication	Using inclusive, respectful, and gender-neutral language.	Avoid stereotypes; encourage all voices equally.
5. Assessment	Providing fair and flexible evaluation opportunities.	Offer alternative demonstrations (oral, written, practical).
6. Learning Support	Providing help for learners who need extra guidance.	Set up peer study groups or mentoring sessions.

5. Instructor Inclusion Checklist

Use this quick checklist before and during lessons:

Inclusion Element	Yes / No	Notes / Actions Required
The classroom is physically accessible and well-lit.		
Lesson examples include both male and female role models.		
Learners with disabilities have the necessary assistive tools.		
Teaching resources are available in different formats (visual/audio).		
Group activities mix learners by gender and ability.		
Feedback is given constructively and equally to all students.		
There is zero tolerance for bullying or discriminatory language.		

6. Inclusive Teaching Cycle

Phase	Instructor Role	Learner Role	Example Practice
1. Planning	Identify learner diversity, adapt lessons, and prepare inclusive materials.	Share needs/preferences via pre-lesson survey.	Instructor checks for assistive tool requirements.
2. Delivery	Use participatory, flexible, and gender-sensitive methods.	Engage actively and collaborate with peers.	Group work on a problem-solving project.
3. Reflection	Gather feedback, self-assess the inclusiveness of delivery.	Reflect on challenges and progress.	Post-class reflection form.
4. Adjustment	Modify future lessons based on feedback.	Suggest improvements.	Revise the activity to support students who learn at a slower pace.

7. Inclusion in Practical Training

- Arrange workstations to allow all learners equal access to tools and machinery.
- Assign group roles based on strengths, not stereotypes.
- Provide adaptive equipment (e.g., adjustable workbenches, safety gloves for smaller hands).
- Involve female and disabled instructors or mentors as role models.
- Encourage mixed teams during project-based or workshop activities.

8. Ethical and Safeguarding Considerations

- Protect confidentiality when discussing learner challenges or disabilities.
- Enforce zero-tolerance policies on harassment, bullying, or stigma.
- Ensure inclusive participation in decision-making within class settings.
- Respect cultural differences without reinforcing exclusionary norms.

9. Expected Outputs

- Inclusive Lesson Plans and Instructor Self-Assessment Records.
- Improved learner engagement, participation, and satisfaction.
- Documented evidence of gender and disability mainstreaming in teaching.
- Strengthened institutional accountability to inclusion goals.

TOOL 5: LEARNER FEEDBACK INSTRUMENTS

Purpose:

To provide structured tools and templates for collecting, analysing, and using learner feedback to improve lesson delivery, instructional quality, and training relevance. The instruments ensure that learner voices directly inform teaching practice, curriculum refinement, and institutional planning.

1. Objectives

- Enable learners to express views on teaching quality, inclusiveness, and course relevance.
- Provide instructors with actionable feedback for continuous improvement.
- Strengthen learner-teacher trust, transparency, and accountability.
- Generate data for institutional quality-assurance and reporting systems.

2. Target Users

- TVET learners and apprentices.
- Instructors, program coordinators, and M&E officers.
- Institutional quality-assurance and inclusion officers.

3. When to Use

- At the end of each module, term, or training cycle.
- After major changes in curriculum or teaching approach.
- During periodic course evaluations or accreditation reviews.

4. Types of Learner Feedback Instruments

Instrument Type	Purpose / Focus	Format & Tools
1. Course Evaluation Form	Collects structured feedback on teaching methods, relevance, inclusion, and resources.	Paper / digital survey (Google Forms, KoboToolbox).
2. Reflection Journal / Logbook	Captures learners' personal learning experiences and challenges.	Individual learner notebooks or digital portfolios.
3. Focus Group Discussion (FGD)	Provides qualitative insights on teaching methods and course satisfaction.	Facilitated small-group sessions (6–10 learners).
4. Suggestion Box / Digital Channel	Allows anonymous feedback and continuous inputs.	Physical box or WhatsApp/email submission.
5. Peer-to-Peer Feedback Tool	Encourages learners to assess teamwork, collaboration, and inclusiveness.	Peer review sheets or online peer-rating forms.

5. Sample Learner Feedback Form

Institution: _____ Course / Module: _____
Instructor: _____ Date: _____

Section	Sample Questions (Rate 1–5 or Comment)
A. Course Content and Delivery	1. The course content was relevant to my training needs. (1–5) 2. The lessons were clearly explained and easy to follow. (1–5)
B. Instructor Performance	3. The instructor encouraged active participation. (1–5) 4. The instructor was respectful and inclusive. (1–5)
C. Learning Environment	5. The learning environment was safe, accessible, and comfortable. (1–5) 6. Equipment and materials were adequate. (1–5)
D. Inclusion and Participation	7. All learners, regardless of gender or ability, were treated equally. (1–5) 8. I felt free to express my opinions during lessons. (1–5)
E. Suggestions for Improvement	Open comment: _____

6. Implementation Steps

Step	Key Activities	Responsible Unit	Expected Output
1 – Planning	Select feedback tools (surveys, FGDs, logs) and determine timing.	M&E / Academic Unit	Feedback plan and timeline
2 – Data Collection	Administer surveys or discussions, ensuring anonymity.	Instructors / Enumerators	Completed feedback forms
3 – Analysis	Summarise data, identify trends and improvement areas.	M&E Officer / QA Team	Feedback summary report
4 – Action Planning	Develop a response plan to address key issues raised.	Department Heads / Instructors	Teaching improvement plan
5 – Feedback to Learners	Share what changes were made as a result of feedback (“closing the loop”).	Academic Coordinator	Learner-instructor feedback brief

7. Data-Use and Reporting Template

Feedback Theme	Learner Concern / Observation	Proposed Action	Responsible Person	Timeline	Status / Notes
Teaching methods	Lessons are too theoretical – need more practice.	Introduce weekly hands-on sessions.	Instructor	Next term	In progress
Inclusion	Some female students are hesitant to lead group tasks.	Establish rotation of group leadership roles.	Instructor + Mentor	Immediate	Done
Resources	Insufficient tools for group work.	Request additional equipment from management.	Department Head	Q3	Pending

8. Ethical and Inclusion Considerations

- Guarantee **anonymity and confidentiality** of respondents.
- Ensure **equal opportunity** for all learners (gender, disability, background) to give feedback.
- Avoid punitive reactions to critical feedback; use it constructively.
- Present results in accessible formats (visual charts, local-language summaries).

9. Expected Outputs

- Completed learner-feedback database or dashboard.
- Regular feedback reports integrated into institutional review meetings.
- Continuous improvement plans for teaching and course delivery.
- Strengthened learner-teacher collaboration and accountability culture.