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Deliverable 3.1

Digital Training Resources for Inclusive and Sustainable TVET

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Authors	Sergio Lagarde (MUNDUS)
Reviewers	Isabel Gonçalves (MQ), Margherita Trestini (APODISSI)
Abstract	<p>Deliverable D3.1 presents the digital training resources developed under Task 3.1 for Module A – Pedagogical Upskilling and Inclusive Teaching Methods. The 20-hour module strengthens the pedagogical, digital and inclusive teaching competences of TVET trainers involved in the GROW project and prepares them for the delivery of practical, blended and work-oriented vocational training.</p> <p>The training package comprises six Learning Units covering digital pedagogy, use of the Smart Step eLearning Platform, Work-Based Learning, TVET-industry</p>

	<p>cooperation, inclusive teaching, and inclusive recruitment, workplace learning and employment. For each Learning Unit, training materials were produced in English and Portuguese, including slide presentations and recorded lessons. A bilingual end-of-module assessment was also developed. The resources have been uploaded to the Smart Step eLearning Platform for use during the GROW Train-the-Trainer programme and subsequent training activities.</p> <p>The design of Module A responds to the training needs identified under WP2 follows the Gender and Social Inclusion Guidelines, as set out in D1.2, and the common GROW guidelines established for the development of the Train-the-Trainer materials.</p>
Keywords	TVET, digital pedagogy, hybrid learning, Smart Step, work-based learning, public-private partnerships, gender equality, social inclusion, Train-the-Trainer, Erasmus+

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NATURE OF THE DELIVERABLE		OTHER
DISSEMINATION LEVEL		
PU	Public, fully open, e.g. web (Deliverables flagged as public will be automatically published in CORDIS project's page)	PU
SEN	Classified, information as referred to in Commission Decision 2001/844/EC	
CLASSIFIED R-EU / EU-R	EU RESTRICTED under the Commission Decision No2015/ 444	
CLASSIFIED C-UE / EU-C	EU CONFIDENTIAL under the Commission Decision No2015/ 444	
CLASSIFIED S-UE / EU-S	EU SECRET under the Commission Decision No2015/ 444	

* R: Document, report (excluding the periodic and final reports)

DEM: Demonstrator, pilot, prototype, plan designs

DEC: Websites, patents filing, press & media actions, videos, etc.

DATA: Data sets, microdata, etc.

DMP: Data management plan

ETHICS: Deliverables related to ethics issues

SECURITY: Deliverables related to security issues

OTHER: Software, technical diagram, etc.

EXECUTIVE SUMMARY

Task 3.1 of the GROW project focuses on strengthening the pedagogical and digital competences of TVET trainers who will support the delivery of the GROW training programme in **Nigeria and Mozambique**. Its main output is **Module A – Pedagogical Upskilling and Inclusive Teaching Methods**, a **20-hour module** designed to provide trainers with practical methods and resources for delivering vocational education through classroom, digital, blended and workplace-based learning.

Module A was created in response to the results of the training needs assessment carried out under WP2. **D2.1** identified a need for stronger trainer preparation, greater use of **practical teaching methods**, **closer cooperation between TVET institutions and employers**, **improved digital confidence and better capacity to combine face-to-face and online learning**. **D2.2** subsequently translated these findings into curriculum recommendations, including **modular delivery**, **competency-based learning**, **Work-Based Learning**, **digital learning** and **the integration of gender equality and social inclusion**.

Module A was organised into six Learning Units: **LU1 – Digital Pedagogy for Practical TVET**; **LU2 – Using the Smart Step eLearning Platform**; **LU3 – Designing Effective Work-Based Learning**; **LU4 – Building TVET–Industry Partnerships**; **LU5 – Inclusive Teaching in TVET**; and **LU6 – Inclusive Recruitment, WBL and Employment**. These six units together cover the three goals of Task 3.1: tools and digital pedagogy; Work-Based Learning and cooperation with employers and public-sector actors; and gender equality and social inclusion in TVET.

The module uses the teaching sequence in all six units. Each Learning Unit starts with learning objectives, shows the main ideas through short sections and practical examples and ends with an applied activity or checkpoint, a summary and a reflection question. This design was chosen to go beyond theory and to motivate trainers to use what they learn in their own institutions and in future GROW courses.

Digital learning forms both part of the content and part of the delivery approach. Trainers learn ways to choose tools that fit learning goals and learner needs to design blended learning activities and to use the **Smart Step eLearning Platform**. The Platform lets trainers access courses, share resources, support communication and track learner progress. The Platform also gives access to community and career-related features that can support classroom and workplace learning.

Work-Based Learning is presented as a planned activity with clear outcomes, workplace tasks, responsibilities, supervision, safety rules and assessment evidence. This is supplemented with guidance on creating cooperation between TVET institutions, companies, public authorities and other groups that can help with workplace learning, site visits, expert participation, curriculum relevance and employment pathways.

Gender equality and social inclusion are integrated across the module rather than addressed only as a separate subject. The materials look at barriers that affect participation, accessible digital learning, gender stereotypes, safe learning environments, fair participation in activities, clear recruitment and selection, learner retention, access to workplace learning, and transition to employment or entrepreneurship.

A full bilingual set of training materials was created for Module A. All six Learning Units are available as slide presentations in English and Portuguese, and a recorded lesson was produced in both languages for each unit. **A 20-question end-of-module quiz was also made in English and Portuguese**. The digital materials have been uploaded to the **Smart Step eLearning Platform and Project Website** and constitute the training package used for the implementation of Module A within the GROW Train-the-Trainer programme.

This deliverable documents the design and development process for Module A and shows the training resources created under Task 3.1. Together, these resources give trainers a shared foundation, for delivering the rest of the GROW training programme in a practical, accessible and inclusive way.

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ABBREVIATIONS

ADDIE - Analyze, Design, Develop, Implement, and Evaluate

C&D - Construction and Demolition

CDW - Construction and Demolition Waste

D2.1 - GROW Deliverable 2.1 - Training Needs Report

D2.2 - GROW Deliverable 2.2 - EU-Africa Green Skills Frameworks (ESCO) and CDW Existing Training Analysis for Adoption in GROW

D3.1 - GROW Deliverable 3.1 - Digital Training Materials

D5.1 - GROW Deliverable 5.1 - Gender and Social Inclusion Guidelines

EN - English

ESCO - EU-Africa Green Skills Frameworks

EU - European Union

GROW - Green Construction Waste Remediation & Recycling Vocational Training in Sub-Saharan Africa

LU - Learning Unit

PT - Portuguese

ToT - Train-the-Trainer

TVET - Technical and Vocational Education and Training

VET - Vocational Education and Training

WBL - Work-Based Learning

WP - Work Package

1. INTRODUCTION

The **GROW project** aims to boost education and training in Nigeria and Mozambique so that people can manage **construction and demolition waste more sustainably**. The development of training in this area depends on more than just the quality of the curriculum; it also depends on the ability of trainers to teach the content in ways that are practical, easy to access and focused on the needs of the job market.

The work completed under WP2 established the basis for this approach. **D2.1** found gaps in hands-on preparation, trainer capacity, digital readiness and the cooperation between training providers and industry. It also stressed the importance of applied teaching, workplace exposure and stronger use of tools. **The present deliverable** took those findings and put them into the proposed GROW curriculum, recommending blended learning, competency-based assessment, practical activities, Work-Based Learning and greater involvement of companies and other sector actors. As a Result, Module A was created as the direct teaching answer to these needs.

Module A – Pedagogical Upskilling and Inclusive Teaching Methods, with a total duration of **20 hours**, trains TVET trainers to mix classroom teaching, online learning, workshop activities and learning on the job. It also covers cooperation with companies and public authorities while introducing practical ways to help women, young people and other under-represented groups join the training path fairly.

Three areas form the basis of Task 3.1- Virtual Learning & Gender, Social Inclusiveness in TVET programme. The first concerns the **use of digital tools and digital pedagogy**, including hybrid learning and the **use of the Smart Step eLearning Platform**. The second focuses on Work-Based Learning and the partnership between TVET institutions, employers and public-sector actors. The third deals with gender equality and social inclusion in teaching, recruitment, workplace learning and employment.

To cover these areas practically, Module A was divided into **six Learning Units** and supported by a **bilingual package of digital training resources**. Slide presentations and recorded lessons were made in English and Portuguese for each Learning Unit along with an assessment at the end of the module. The materials have been uploaded to the Smart Step eLearning Platform and Website and will be used in the **GROW Train-the-Trainer course: Sustainable management of Construction and Demolition Waste**..

2. OBJECTIVES

The main objective of this report is to present the digital training resources developed under Task 3.1 and to document the design of Module A – Pedagogical Upskilling and Inclusive Teaching Methods.

More specifically, the deliverable aims to:

- present the structure and learning objectives of the 20-hour Module A;
- explain how the findings of D2.1 - TVET schools needs assessment and D2.2 - Stakeholders mapping and Construction Sector Value Chain Skill Gaps Analysis informed the design of the module;
- document the six Learning Units developed under Task 3.1;
- present the English and Portuguese slide presentations and assessment resources developed for Module A; and

These are not D3.1 objectives but rather Module A objectives

- strengthen trainers' ability to use digital and blended learning methods in practical TVET;
- support the use of the Smart Step eLearning Platform as part of the GROW learning process;
- provide trainers with methods for designing, supervising and assessing Work-Based Learning;
- strengthen cooperation between TVET institutions, employers, public authorities and other relevant stakeholders;
- integrate gender equality and social inclusion into teaching, recruitment, learner support, WBL and transition to employment;

- provide a reusable pedagogical resource base for the delivery of the GROW Train-the-Trainer programme and subsequent GROW training activities.

3. METHODOLOGY

The development of Module A - Pedagogical Upskilling and Inclusive Teaching Methods followed an organised approach. It linked the needs identified during WP2 with the creation of training materials needed for Task 3.1. This process was based on the **ADDIE - Analyze, Design, Develop, Implement, and Evaluate** model used by GROW. The analysis done in WP2 set the foundation while Task 3.1 focused on designing and building the training content.

Four key inputs were used to guide the work: the findings from **D2.1 – Training Needs Report**, the curriculum recommendations from **D2.2 - EU-Africa Green skills frameworks (ESCO) and CDW existing training analysis for adoption in GROW**, the objectives set for Task 3.1, and the GROW Guidelines for the development of the training contents for the GROW course "Sustainable Management of C&D Waste. These documents helped shape the module's structure, learning outcomes, teaching methods, practical activities, digital tools and assessment plan.

A simple rule guided the process: the materials must help trainers use what they learn. **For this reason Module A was not made up of theoretical presentations.** Each Learning Unit includes core ideas along with real-world examples, hands-on tasks, and reflection exercises. These elements are meant to be applied when delivering the GROW course.

3.1 From Training Needs to Training Design

The starting point for Module A was the training needs assessment carried out under D2.1. This assessment identified challenges in Nigeria and Mozambique such as limited practical preparation, insufficient links between training and the workplace, uneven digital readiness and the need to strengthen trainers capacity.

The findings also showed starting points in the two countries. In Nigeria the need is strongly linked to **improving practical and operational training** within a sector where waste-management activities already exist but remain insufficiently formalised. For this reason, in Mozambique the priority is to build an **introductory base and progressively connect new knowledge** with practical and locally relevant examples.

The training needs Report (D2.1) recommended a **modular and practice-oriented training offer** based on clear learning outcomes and job-relevant competences. This recommendation also identified **trainer upskilling** as a condition for successful implementation, especially in relation to practical teaching methods, links with industry and confidence in the use of digital and blended learning.

D2.2 - EU-Africa Green skills framework (ESCO) and CDW existing training analysis for adoption in GROW - built on these findings and recommended blended delivery, competency-based learning, practical simulations, Work-Based Learning, stronger cooperation with industry and the integration of gender equality and social inclusion. These recommendations provided the basis for defining the content and teaching approach of Module A.

3.2 Definition of Module A

Module A – Pedagogical Upskilling and Inclusive Teaching Methods are developed as a **20-hour component of the GROW Train-the-Trainer programme**. Its purpose is to strengthen the capacity of TVET trainers to deliver practical, learner-centered and inclusive training using a combination of digital and workplace-based methods.

The module consists of six Learning Units (LUs):

- **LU1 – Digital Pedagogy for Practical TVET**

- LU2 – Using the Smart Step eLearning Platform (<https://smartstep-community.com/en/>)
- LU3 – Designing Effective Work-Based Learning
- LU4 – Building TVET-Industry Partnerships
- LU5 – Inclusive Teaching in TVET
- LU6 – Inclusive Recruitment, WBL and Employment

The structure follows the three areas assigned to Task 3.1. LU1 and LU2 address digital pedagogy and hybrid learning; LU3 and LU4 focus on Work-Based Learning and cooperation with employers and other external actors; and LU5 and LU6 address gender equality and social inclusion from the learning environment through recruitment, retention, workplace learning and employment.

3.3 Learning Outcomes and Competency-Oriented Design

Learning outcomes were defined for the module and for each Learning Unit before the detailed training content was developed. This helped make sure that all decisions about what to include, the activities to use and the digital tools selected stayed connected to what trainers should be able to do after finishing the training.

At the module level, participants are expected to be able to design learner-centered learning activities and blended learning experiences. They should be able to choose tools that match teaching needs. They must also know how to use the Smart Step Platform as part of delivering a course. Participants should organise Work-Based Learning work with companies and public authorities, recognise barriers that might stop learners from participating and apply inclusive practices throughout every step of the learner pathway.

The content of each **Learning Unit** was then arranged around these expected results. Concepts are introduced enough to support practical application. **Practical activities** let participants try out methods in situations that connect directly to the **GROW course**. This approach reflects one of the findings from D2.1: training should close the gap between theoretical knowledge and real-life practice. Module A therefore focuses on designing, applying, and reviewing teaching practices rather than just giving information in a passive way.

3.4 Common Structure of the Learning Units

A common instructional sequence was used in all six Learning Units to keep things consistent for both participants and trainers. Each Learning Unit follows the pattern. It starts with an introduction to the topic then lists the learning objectives. After that, there are thematic sections that cover key ideas. These are followed by examples to consolidate the acquired knowledge. Then comes an applied activity or checkpoint to use away. A summary wraps up the points. There is also a reflection question meant to spark discussion during synchronous sessions. Finally, there is a section with references and web resources for reading.

The applied activities were created with teaching needs in mind. Trainers can adapt them to consolidate the acquired knowledge. These activities include preparing a blended lesson, learning how to use Smart Step in teaching, designing a Work-Based Learning experience, checking a lesson using an inclusion checklist, and building a learner-pathway action plan.

This repeated structure helps trainers see a learning path. It also gives them examples of teaching methods they can reuse. When they prepare their GROW lessons, they already have models to follow. This makes lesson planning easier and more effective.

3.5 Development of the Digital Training Materials

Module A was developed under the common **GROW Guidelines for Development of ToT Training Module Content**. These guidelines were applied to the production of the bilingual slide and video resources and helped ensure consistency across the six Learning Units in structure, visual presentation, accessibility, language coverage and assessment.

- One PowerPoint file is required for each Learning Unit, using the common GROW template and visual style.
- Slide text should use Lato, normally at 28 pt or larger, and each slide should remain concise, with a maximum of approximately 150-200 words.
- Photographs, images, diagrams and tables should be used where appropriate; text-only slides should retain visual variety through the agreed template elements.
- Language should be accessible, concise and appropriate for instructors working with VET learners at basic or intermediate education levels.
- Any AI-assisted content must be critically reviewed by the responsible partner, which retains responsibility for accuracy.
- After PowerPoint development, each LU should have a recorded summary lesson, with clear narration.
- The guidelines require at least two synchronous sessions per module and one end-of-module quiz. For a 20-hour module, the quiz may contain up to 20 multiple-choice questions, with four options and one correct answer.

3.6 Bilingual Adaptation and Local Use

Module A was produced as a bilingual training package to support implementation in Nigeria and Mozambique. All six Learning Unit presentations and all six recorded lessons are available in English and Portuguese. The end-of-module quiz was also prepared in both languages.

The two language versions follow the same learning outcomes, teaching sequence and visual structure. Translation was accompanied by review and adaptation where necessary so that terminology remained clear and suitable for vocational training use.

Using a common bilingual structure allows the project to maintain consistency across the two target countries while leaving trainers sufficient flexibility to use locally relevant examples, discussions and workplace applications during delivery.

4. CONCLUSION

Task 3.1 resulted in the development of a complete 20-hour training module designed to **strengthen the pedagogical, digital and inclusive teaching capacity of TVET trainers involved in GROW**. Module A turns the needs found in **the Construction Waste Value Chain analysis and Technical Skills Needs Assessment** into hands-on tools that trainers can use during the Train-the-Trainer programme and later adapt for their own schools.

The **six Learning Units** cover teaching, how to use the Smart Step eLearning Platform, Work-Based Learning, TVET–industry cooperation, inclusive teaching and inclusive recruitment, WBL and employment. Together, the six Learning Units give trainers methods to combine classroom teaching, online lessons, workshops, and workplace learning, all while keeping a focus on real practice.

The module also helps trainers plan Work-Based Learning work with businesses and public authorities and integrate **gender equality and social inclusion** into every step of the learner journey. Inclusion starts with recruiting and participation continues through workplace learning, finishing the course and transitioning into the workplace.

The final Module A package includes six Learning Unit slide presentations in English and six in Portuguese, six recorded lessons in each language, and an end-of-module quiz available in both languages. All materials have been uploaded to the Smart Step eLearning Platform and the Website. The recorded lessons are provided separately from this document due to their file size and format.

5. ANNEXES

Note on the recorded lessons

Module A includes twelve recorded lessons: one English and one Portuguese version for each of the six Learning Units. Due to the size and format of the video files, the recorded lessons are not embedded in this document. They are available on the Smart Step eLearning Platform (<https://smartstep-community.com/en/>).

The image displays a series of 16 pages from a digital pedagogy manual, organized into four main units. Each page features a green header with the 'GROW' logo and a central image of a person working. The pages include sections for 'Objectives', 'Activities', 'Reflections', and 'References'.

- Unit 1: Digital Pedagogy for Practical TVET**
 - 1. What is digital pedagogy and why does it matter in TVET?
 - 2. Designing hybrid and blended learning
 - 3. Selecting accessible digital tools
 - 4. Active and inclusive online learning
 - 5. Applying digital pedagogy to a GROW lesson
 - 6. Summary and reflection
- Unit 2: Designing Hybrid and Blended Learning**
 - 1. What is digital pedagogy and why does it matter in TVET?
 - 2. Designing hybrid and blended learning
 - 3. Selecting accessible digital tools
 - 4. Active and inclusive online learning
 - 5. Applying digital pedagogy to a GROW lesson
 - 6. Summary and reflection
- Unit 3: Active and Inclusive Online Learning**
 - 1. What is digital pedagogy and why does it matter in TVET?
 - 2. Designing hybrid and blended learning
 - 3. Selecting accessible digital tools
 - 4. Active and inclusive online learning
 - 5. Applying digital pedagogy to a GROW lesson
 - 6. Summary and reflection
- Unit 4: Applying Digital Pedagogy to a GROW Lesson**
 - 1. What is digital pedagogy and why does it matter in TVET?
 - 2. Designing hybrid and blended learning
 - 3. Selecting accessible digital tools
 - 4. Active and inclusive online learning
 - 5. Applying digital pedagogy to a GROW lesson
 - 6. Summary and reflection

5.2 LU2 EN and PT Version

The image displays a grid of 12 screenshots of the GROW Learning Unit 2 interface, organized into two columns: English (left) and Portuguese (right). Each column contains six screenshots showing different sections of the course.

English Version (Left Column):

- Module A: Pedagogical Updelling & Inclusive Teaching Methods:** The first screenshot shows the title page with the GROW logo and a background image of a construction site.
- Learning Unit 2: Using the Smart Step eLearning Platform:** The second screenshot shows the title page for the learning unit.
- Contents:** The third screenshot shows a list of topics to be covered in the unit.
- Objectives:** The fourth screenshot shows the learning objectives for the unit.
- 1. Getting Started with Smart Step:** The fifth screenshot shows the first step of the course, 'Getting Started with Smart Step'.
- 2. Accessing Courses and Monitoring Progress:** The sixth screenshot shows the second step of the course, 'Accessing Courses and Monitoring Progress'.

Portuguese Version (Right Column):

- Módulo A: Aperfeiçoamento pedagógico e métodos de ensino inclusivos:** The first screenshot shows the title page with the GROW logo and a background image of a construction site.
- Unidade de Aprendizagem 2: Utilizar a plataforma de e-learning Smart Step:** The second screenshot shows the title page for the learning unit.
- Conteúdos:** The third screenshot shows a list of topics to be covered in the unit.
- Objetivos:** The fourth screenshot shows the learning objectives for the unit.
- 1. Começar a utilizar o Smart Step:** The fifth screenshot shows the first step of the course, 'Começar a utilizar o Smart Step'.
- 2. Acessar os cursos e acompanhar o progresso:** The sixth screenshot shows the second step of the course, 'Acessar os cursos e acompanhar o progresso'.

The interface is designed to be user-friendly and accessible, with clear navigation and a focus on learning outcomes. It includes a 'Thank you' message at the end of the unit.

5.3 LU3 EN and PT Version

Module A
Pedagogical Upskilling & Inclusive Teaching Methods

GROW strengthens TVET institutions in Sub-Saharan Africa to advance a greener construction sector and reduce construction and demolition waste.

Learning Unit 3
Designing Effective Work-Based Learning

Contents

1. Understanding Effective Work-Based Learning
2. Choosing an appropriate WBL model
3. Designing the WBL experience
4. Mentoring, safety and inclusion
5. Monitoring and assessing workplace learning
6. Summary and reflection

Objectives

At the end of Learning Unit 3, learners should be able to:

- Explain the purpose of Work-Based Learning in TVET.
- Identify different WBL models and activities.
- Define practical and assessment learning outcomes.
- Design a structured workplace learning experience.
- Prepare learners and employers to participate.
- Integrate safety and inclusion considerations.
- Monitor and assess workplace competencies.
- Adapt WBL activities to the GROW context.

1. Understanding Effective Work-Based Learning

1.1 Learning Through Real Work Activities

Work-Based Learning is an educational approach in which learners develop knowledge, technical skills and professional behaviours through practical experience in the real workplace.

Effective WBL activities:

- Clear learning outcomes.
- Relevant activities/tasks.
- Effective workplace learning conditions.
- Clear roles and responsibilities of supervisors.
- Progressive opportunities to practice.
- Regular feedback and coaching.
- Monitor and assess workplace performance.
- Reflect on the experience.

Key message: Workplace learning does not automatically ensure learning. The experience must be designed to ensure learning.

1.2 Effective WBL is Structured and Purposeful

An effective WBL experience should be:

- **Aligned:** Tasks are connected with the curriculum and learner needs.
- **Practical:** Learners perform or observe authentic professional activities.
- **Integrated:** Activities relate to learners' academic and professional knowledge.
- **Progressive:** Tasks are structured to build skills and knowledge over time.
- **Safe:** Learners are protected from harm and have access to support.
- **Reflective:** Learners reflect on their experience and learn from it.

1.3 WBL Connects the GROW Course with the CDW Sector

GROW partners use WBL to provide:

- Learners with an opportunity to gain practical experience in the CDW sector.
- Employers with a chance to recruit and train future employees.
- Communities with a chance to benefit from the skills and knowledge of learners.
- A chance to reduce construction and demolition waste.

2. Choosing an Appropriate WBL Model

2.1 Select the Model According to the Learning Objective

WBL MODELS

KEY PRINCIPLE: The choice of WBL model depends on the learning objective.

3. Designing the WBL Experience

3.1 Follow a Structured WBL Cycle

The WBL cycle follows the following steps:

1. Analyse: Identify the competencies required by learners and the workplace.
2. Define: Write clear, measurable learning outcomes.
3. Prepare: Select activities, duration, experience and safety measures.
4. Match: Assign learners to appropriate tasks and working conditions.
5. Implement: Deliver training in a structured and progressive manner.
6. Monitor: Establish regular communication and provide feedback.
7. Assess: Evaluate workplace performance using agreed methods.
8. Improve: Collect feedback and use it to improve WBL activities.

3.2 Ensure WBL Experience Meets a Structured Plan

A WBL plan should specify:

- Learning outcomes: What should the learner be able to do when?
- Workplace activities: Which tasks will support these outcomes?
- Duration and schedule: When and for how long will the experience take place?
- Responsibilities: What is expected from the learner, trainer and workplace expert?
- Resources: Which tools, rules and resources are required for the workplace?
- Monitoring arrangements: How and when will progress be reviewed?
- Assessment arrangements: How will the learner demonstrate achievement?

Key message: The plan must be understood and agreed upon before the experience begins.

4. Mentoring, Safety and Inclusive Support

4.1 Mentoring, Safety and Inclusive Support

MENTORING, SAFETY AND INCLUSIVE SUPPORT

KEY PRINCIPLE: A structured WBL experience must ensure the safety and inclusion of all learners.

5. Monitoring and Assessing Workplace Learning

5.1 Monitoring, Safety and Inclusive Support

MENTORING, SAFETY AND INCLUSIVE SUPPORT

KEY PRINCIPLE: A structured WBL experience must ensure the safety and inclusion of all learners.

Summary & Reflection

In this Learning Unit, you have learned that:

- WBL connects vocational education with authentic professional practice.
- Effective WBL requires a structured and purposeful approach.
- Workplace learning outcomes should be clear, measurable and achievable.
- Workplace learning activities should be relevant, practical and progressive.
- Workplace learning conditions should be safe and inclusive.
- Workplace learning should be monitored and assessed.

References and Bibliography

Thank you

Module A
Aperfeiçoamento pedagógico e métodos de ensino inclusivos

GROW reforça as instituições de EFP na África Subsaariana para promover um setor da construção mais verde face ao aumento das resíduos de construção e demolição.

Unidade de Aprendizagem 3
Conceber uma Aprendizagem Eficaz em Contexto de Trabalho

Conteúdos

1. Compreender a aprendizagem eficaz em contexto de trabalho
2. Escolher um modelo de WBL adequado
3. Conceber a experiência de WBL
4. Mentoria, segurança e inclusão
5. Monitorizar e avaliar a aprendizagem no local de trabalho
6. Síntese e reflexão

Objetivos

No final da Unidade de Aprendizagem 3, os aprendizes deverão ser capazes de:

- Explicar o propósito da Aprendizagem no Trabalho (AET) no contexto da EFP.
- Identificar diferentes modelos e atividades de WBL.
- Definir resultados de aprendizagem claros e mensuráveis.
- Preparar os aprendizes e os empregadores para a participação.
- Integrar a segurança e a inclusão nas atividades de WBL.
- Monitorizar e avaliar o desempenho dos aprendizes no local de trabalho.
- Adaptar as atividades de WBL ao contexto da EFP.

1. Compreender a Aprendizagem Eficaz em Contexto de Trabalho

1.1 Aprender através de atividades reais de trabalho

A aprendizagem no trabalho é uma abordagem educativa que permite aos aprendizes desenvolver conhecimentos, competências técnicas e comportamentais através da experiência prática no local de trabalho.

1.2 Uma WBL eficaz é estruturada e com objetivos claros

Uma experiência de WBL eficaz deve ser:

- **Alinhada:** As tarefas devem estar alinhadas com o currículo e as necessidades dos aprendizes.
- **Prática:** Os aprendizes devem realizar ou observar atividades profissionais reais.
- **Integrada:** As atividades devem relacionar-se com o conhecimento académico e profissional dos aprendizes.
- **Progressiva:** As tarefas devem ser estruturadas para construir competências e conhecimentos ao longo do tempo.
- **Segura:** Os aprendizes devem estar protegidos de danos físicos ou psicológicos e ter acesso a apoio.
- **Reflexiva:** Os aprendizes devem refletir sobre a sua experiência e aprender com ela.

1.3 A WBL liga o curso GROW ao setor dos resíduos de C&D

O GROW utiliza a WBL para proporcionar:

- Aos aprendizes uma oportunidade de ganhar experiência prática no setor dos resíduos de construção e demolição (C&D).
- Aos empregadores a possibilidade de recrutar e formar futuros colaboradores.
- À comunidade a oportunidade de beneficiar das competências e conhecimentos dos aprendizes.
- A possibilidade de reduzir os resíduos de construção e demolição.

2. Escolher um Modelo de WBL Adequado

2.1 Escolher o modelo de WBL de acordo com os objetivos de aprendizagem

MODELOS DE WBL

PRINCÍPIO CHAVE: A escolha do modelo de WBL depende dos objetivos de aprendizagem.

3. Conceber a Experiência de WBL

3.1 Seguir um ciclo estruturado de WBL

O ciclo de WBL segue os seguintes passos:

1. Analisar: Identificar as competências exigidas pelos aprendizes e no local de trabalho.
2. Definir: Escrever resultados de aprendizagem claros e mensuráveis.
3. Preparar: Selecionar atividades, duração, experiência e medidas de segurança.
4. Match: Atribuir aprendizes a tarefas e condições de trabalho adequadas.
5. Implementar: Fornecer formação de uma forma estruturada e progressiva.
6. Monitorizar: Estabelecer comunicação regular e fornecer feedback.
7. Avaliar: Avaliar o desempenho dos aprendizes no local de trabalho.
8. Melhorar: Coletar feedback e usá-lo para melhorar a WBL.

3.2 Ter a experiência de WBL baseada num plano estruturado

Um plano de WBL deve especificar:

- Resultados de aprendizagem: O que devem ser capazes de fazer os aprendizes?
- Atividades de aprendizagem: Quais tarefas irão apoiar estes resultados?
- Responsabilidades: O que é esperado dos aprendizes, dos tutores e dos especialistas do local de trabalho?
- Recursos: Quais ferramentas, regras e recursos são necessários para a experiência?
- Monitorização e avaliação: Como e quando serão avaliados os aprendizes?
- Arranjos de avaliação: Como se avaliará o progresso dos aprendizes no local de trabalho?

4. Mentoria, Segurança e Apoio Inclusivo

4.1 Mentoria, segurança e apoio inclusivo

MENTORIA, SEGURANÇA E APOIO INCLUSIVO

PRINCÍPIO CHAVE: Uma experiência de WBL estruturada deve garantir a segurança e a inclusão de todos os aprendizes.

5. Monitorizar e Avaliar a Aprendizagem no Local de Trabalho

5.1 Monitorizar, segurança e apoio inclusivo

MENTORIA, SEGURANÇA E APOIO INCLUSIVO

PRINCÍPIO CHAVE: Uma experiência de WBL estruturada deve garantir a segurança e a inclusão de todos os aprendizes.

Síntese e reflexão

Nesta unidade de Aprendizagem, aprendizes que:

- Compreendem a importância da aprendizagem no trabalho (AET) no contexto da EFP.
- Identificam diferentes modelos e atividades de WBL.
- Definem resultados de aprendizagem claros e mensuráveis.
- Preparam os aprendizes e os empregadores para a participação.
- Integraram a segurança e a inclusão nas atividades de WBL.
- Monitorizaram e avaliaram o desempenho dos aprendizes no local de trabalho.
- Adaptaram as atividades de WBL ao contexto da EFP.

Referências e Recursos Web

Obrigado

5.4 LU4 EN and PT Version

Module A
Pedagogical Upskilling & Inclusive Teaching Methods

Presented by: MANUEL - Engenheiro

GROW strengthens TVET institutions in Sub-Saharan Africa to advance a green construction sector and rising construction and demolition waste.

Learning Unit 4
Building TVET-Industry Partnerships

Contents

1. Understanding TVET-Industry Partnerships
2. Mapping and prioritising potential partners
3. Creating mutual value
4. Formulating and managing cooperation
5. Applying the partnership cycle to GROW
6. Summary and reflection

Objectives

At the end of Learning Unit 4, learners should be able to:

- Explain the value of TVET-Industry cooperation.
- Identify relevant public and private stakeholders.
- Analyse the interests and potential contribution of each partner.
- Identify appropriate models of cooperation.
- Present a clear partnership proposal.
- Outline responsibilities through a cooperation agreement.
- Monitor and sustain a TVET-Industry partnership.
- Creating a total partnership action plan for GROW.

1. Understanding TVET-Industry Partnerships

1.1 Structural Cooperation for Skills and Employment

A TVET-Industry partnership is a structured collaboration between a vocational education provider and/or a more relevant employer.

Partners can include:

- Public authorities
- Employers and/or contractors
- Trade unions and professional associations
- Academic institutions
- Community organisations
- Non-governmental organisations

TVET institutions gain:

- Access to potential future employees
- Opportunities to influence relevant training
- Practical learning opportunities
- Support in addressing skills shortages
- Increased visibility and social impact
- Relevant employment pathways

Industry partners gain:

- Access to potential future employees
- Opportunities to influence relevant training
- Practical learning opportunities
- Support in addressing skills shortages
- Increased visibility and social impact
- Relevant employment pathways

1.2 Partnerships Create Benefits for Everyone

TVET institutions gain:

- Access to potential future employees
- Opportunities to influence relevant training
- Practical learning opportunities
- Support in addressing skills shortages
- Increased visibility and social impact
- Relevant employment pathways

Industry partners gain:

- Access to potential future employees
- Opportunities to influence relevant training
- Practical learning opportunities
- Support in addressing skills shortages
- Increased visibility and social impact
- Relevant employment pathways

1.3 GROW Requires a Multi-Stakeholder Ecosystem

Support actors may include:

- Public authorities
- Employers and/or contractors
- Trade unions and professional associations
- Academic institutions
- Community organisations
- Non-governmental organisations

2. Mapping and Prioritising Potential Partners

2.1 Select Partners According to the Training Need

IDENTIFY AND PRIORITISE PARTNERS

KEY PRINCIPLE

3. Creating Mutual Value

3.1 Move from Occasional Contact to Strategic Cooperation

TVET-Industry cooperation can develop progressively:

1. Informal: Informal interaction about skills needs and employment opportunities
2. Exchange: Exchange information to gain skills, knowledge and/or experience
3. Exchange: Exchange information, skills, knowledge and/or experience
4. Co-design: Co-design learning activities, courses and/or training materials
5. Co-design: Co-design learning activities, courses and/or training materials
6. Co-design: Co-design learning activities, courses and/or training materials

3.2 Present a Clear and Mutually Beneficial Proposal

When approaching potential partners, consider:

- The challenge: Which training or value creation need should be addressed?
- The shared objectives: What should the cooperation achieve?
- The potential benefits: What will the institution and partner be together?
- The contribution of the TVET institution: Location, facilities, staff, equipment, expertise, etc.
- The contribution of the partner: Resources, expertise, equipment, staff, etc.
- The expected benefits: What value will each participant receive?
- The expected benefits: What value will each participant receive?

4. Turn Good Intentions into Clear Commitments

4.1 Turn Good Intentions into Clear Commitments

FORMALISING AND MANAGING COOPERATION

KEY PRINCIPLE

5. Apply the Partnership Cycle to GROW

Checklist

Partnership design challenge: (Optional)

1. The first step is to identify the need for the partnership.
2. The second step is to identify the potential partners.
3. The third step is to identify the potential benefits.
4. The fourth step is to identify the potential risks.
5. The fifth step is to identify the potential challenges.
6. The sixth step is to identify the potential opportunities.
7. The seventh step is to identify the potential threats.
8. The eighth step is to identify the potential strengths.
9. The ninth step is to identify the potential weaknesses.
10. The tenth step is to identify the potential opportunities.

Summary & Reflection

References and Bibliography

Thank you

Module A
Pedagogical Upskilling & Inclusive Teaching Methods

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Unidade de Aprendizagem 4
Criar Parcerias entre a EFP e a Indústria

Conteúdos

1. Compreender as parcerias entre a EFP e a indústria
2. Mapear e priorizar potenciais parceiros
3. Criar valor mútuo
4. Formular e gerir a cooperação
5. Aplicar o ciclo de parcerias ao GROW
6. Síntese e reflexão

Objetivos

No final da Unidade de Aprendizagem 4, os formandos deverão ser capazes de:

- Explicar o valor da cooperação entre a EFP e a indústria.
- Identificar os atores públicos e privados relevantes.
- Analisar os interesses e a potencial contribuição de cada parceiro.
- Identificar modelos adequados de cooperação.
- Apresentar uma proposta clara e mutuamente benéfica.
- Definir responsabilidades através de um acordo de cooperação.
- Monitorizar e sustentar uma parceria EFP-indústria.
- Elaborar um plano de ação para a parceria EFP-indústria.

1. Compreender as Parcerias entre a EFP e a Indústria

1.1 Cooperação estruturada para competências e emprego

Cooperação entre EFP e indústria pode desenvolver-se progressivamente:

1. Informal: Interação informal sobre necessidades de competências e emprego
2. Troca: Troca de informação para ganhar competências, conhecimento e/ou experiência
3. Troca: Troca de informação, competências, conhecimento e/ou experiência
4. Co-design: Co-design de atividades de aprendizagem, cursos e/ou materiais de aprendizagem
5. Co-design: Co-design de atividades de aprendizagem, cursos e/ou materiais de aprendizagem
6. Co-design: Co-design de atividades de aprendizagem, cursos e/ou materiais de aprendizagem

1.2 As parcerias criam benefícios para todos

As instituições de EFP obtêm:

- Acesso a potenciais futuros colaboradores
- Oportunidades de influenciar a formação relevante
- Oportunidades de aprendizagem prática
- Apoio na resolução de problemas de competências
- Aumento da visibilidade e impacto social
- Caminhos de emprego relevantes

Os parceiros da indústria obtêm:

- Acesso a potenciais futuros colaboradores
- Oportunidades de influenciar a formação relevante
- Oportunidades de aprendizagem prática
- Apoio na resolução de problemas de competências
- Aumento da visibilidade e impacto social
- Caminhos de emprego relevantes

2. Mapear e Priorizar Potenciais Parceiros

2.1 Selecionar parceiros em função das necessidades de formação

IDENTIFICAR E PRIORIZAR PARCEIROS

PRINCÍPIO CHAVE

3. Criar Valor Mútuo

3.1 Passar de um contacto ocasional para uma cooperação estratégica

A cooperação entre a EFP e a indústria pode desenvolver-se progressivamente:

1. Informal: Interação informal sobre necessidades de competências e emprego
2. Troca: Troca de informação para ganhar competências, conhecimento e/ou experiência
3. Troca: Troca de informação, competências, conhecimento e/ou experiência
4. Co-design: Co-design de atividades de aprendizagem, cursos e/ou materiais de aprendizagem
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6. Co-design: Co-design de atividades de aprendizagem, cursos e/ou materiais de aprendizagem

3.2 Apresentar uma proposta clara e mutuamente benéfica

Quando abordar potenciais parceiros, considere:

- O desafio: Qual formação ou criação de valor precisa de ser resolvida?
- Os objetivos comuns: Qual é o objetivo da cooperação?
- Os benefícios esperados: O que cada parceiro ganha com a cooperação?
- A contribuição da instituição de EFP: Localização, instalações, pessoal, equipamento, experiência, etc.
- A contribuição do parceiro: Recursos, experiência, equipamento, pessoal, etc.
- Os benefícios esperados: Que valor cada parceiro recebe?
- Os benefícios esperados: Que valor cada parceiro recebe?

4. Transformar Boas Intenções em Compromissos Claros

4.1 Transformar boas intenções em compromissos claros

FORMALIZAR E GERIR A COOPERAÇÃO

Quando abordar potenciais parceiros, considere:

- O desafio: Qual formação ou criação de valor precisa de ser resolvida?
- Os objetivos comuns: Qual é o objetivo da cooperação?
- Os benefícios esperados: O que cada parceiro ganha com a cooperação?
- A contribuição da instituição de EFP: Localização, instalações, pessoal, equipamento, experiência, etc.
- A contribuição do parceiro: Recursos, experiência, equipamento, pessoal, etc.
- Os benefícios esperados: Que valor cada parceiro recebe?
- Os benefícios esperados: Que valor cada parceiro recebe?

5. Aplicar o Ciclo de Parcerias ao GROW

Ponto de controlo

Para os momentos, deverá ser capaz de:

- 1. Identificar os atores públicos e privados relevantes
- 2. Analisar os interesses e a potencial contribuição de cada parceiro
- 3. Identificar modelos adequados de cooperação
- 4. Apresentar uma proposta clara e mutuamente benéfica
- 5. Definir responsabilidades através de um acordo de cooperação
- 6. Monitorizar e sustentar uma parceria EFP-indústria
- 7. Elaborar um plano de ação para a parceria EFP-indústria

Síntese e reflexão

Referências e recursos Web

Obrigado

Module A: Pedagogical Upskilling & Inclusive Teaching Methods

1. Understanding Inclusive Teaching

1.1 Every learner should have a fair opportunity to succeed

Inclusive teaching recognizes that learners have different:

- Backgrounds and educational backgrounds
- Levels of knowledge and skills
- Learning styles and preferences
- Gender and social responsibilities
- Access to resources and support
- Opportunities to participate

Inclusive teaching recognizes that learners have different backgrounds and educational backgrounds. It recognizes that learners have different levels of knowledge and skills. It recognizes that learners have different learning styles and preferences. It recognizes that learners have different gender and social responsibilities. It recognizes that learners have different access to resources and support. It recognizes that learners have different opportunities to participate.

1.2 Gender and Social Inclusion: Are CACW Principles

GROW is committed to:

- Ensuring that all learners have a fair opportunity to succeed
- Providing a safe and supportive learning environment
- Recognizing and valuing the contributions of all learners
- Providing a safe and supportive learning environment
- Recognizing and valuing the contributions of all learners

1.3 Learners May Face Visible and Invisible Barriers

VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

2. Developing Inclusive Content and Materials

2.1 Representation influences learners' experiences

When viewing GROW materials, ask:

- Who created and who represented in the material?
- Who created and who represented in the material?
- Who created and who represented in the material?

2.2 Representation influences learners' experiences

When viewing GROW materials, ask:

- Who created and who represented in the material?
- Who created and who represented in the material?
- Who created and who represented in the material?

3. Facilitating Inclusive Learning Activities

3.1 Design Participation instead of Waiting for it

Engage learners and support their study:

- Use interactive, open-ended and participatory questions
- Control individual, pair and group work
- Control individual work
- Assign roles and responsibilities
- Assign roles and responsibilities
- Assign roles and responsibilities

3.2 Make Digital and Blended Learning Accessible

Offer activities in multiple devices:

- Offer activities in multiple devices
- Offer activities in multiple devices
- Offer activities in multiple devices

4. Safe and Respectful Learning

4.1 Turn Good Intentions into Clear Commitments

At the end of Learning Unit 3, learners should be able to:

- Explain the meaning of inclusion and gender-responsive teaching
- Identify gender dimensions in construction learning
- Oversee inclusive learning materials and examples
- Facilitate inclusive learning activities
- Create safe and accessible learning environments
- Review a GROW lesson using an inclusion checklist

4.2 Gender and Social Inclusion: Are CACW Principles

GROW is committed to:

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- Providing a safe and supportive learning environment
- Recognizing and valuing the contributions of all learners

4.3 Learners May Face Visible and Invisible Barriers

VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

5. Review Your GROW Lesson

5.1 Every learner should have a fair opportunity to succeed

Inclusive teaching recognizes that learners have different:

- Backgrounds and educational backgrounds
- Levels of knowledge and skills
- Learning styles and preferences
- Gender and social responsibilities
- Access to resources and support
- Opportunities to participate

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VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

4. Safe and Respectful Learning

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- Explain the meaning of inclusion and gender-responsive teaching
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VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

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5.3 Learners May Face Visible and Invisible Barriers

VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

5. Transforming Inclusive Intentions into Clear Commitments

5.1 Every learner should have a fair opportunity to succeed

Inclusive teaching recognizes that learners have different:

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5.3 Learners May Face Visible and Invisible Barriers

VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

6. Review Your GROW Lesson

6.1 Every learner should have a fair opportunity to succeed

Inclusive teaching recognizes that learners have different:

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6.3 Learners May Face Visible and Invisible Barriers

VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

6. Review Your GROW Lesson

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6.3 Learners May Face Visible and Invisible Barriers

VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

7. Review Your GROW Lesson

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VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

7. Review Your GROW Lesson

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- Recognizing and valuing the contributions of all learners

7.3 Learners May Face Visible and Invisible Barriers

VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

8. Review Your GROW Lesson

8.1 Every learner should have a fair opportunity to succeed

Inclusive teaching recognizes that learners have different:

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VISIBLE AND INVISIBLE BARRIERS

KEY PRINCIPLE

8. Review Your GROW Lesson

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Inclusive teaching recognizes that learners have different:

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- Access to resources and support
- Opportunities to participate

8.2 Gender and Social Inclusion: Are CACW Principles

GROW is committed to:

[illegible]

5.7 QUIZ - EN

QUIZ MODULE A - Multiple Choice Questions (Correct answer in Bold)

LU1. Digital Pedagogy for Practical TVET

1. What should a trainer define before selecting a digital tool?

- A. The most popular application
- B. The learning outcome**
- C. The colour of the presentation
- D. The number of online platforms available

2. Which sequence best represents a blended learning experience?

- A. Online lecture → online lecture → final examination
- B. Practical activity → registration → presentation
- C. Preparation before class → guided practice during class → application after class**
- D. Video conference → attendance check → course certificate

3. Which is the best digital strategy for learners with limited connectivity?

- A. Requiring continuous high-definition video
- B. Using several platforms for every activity
- C. Excluding learners who cannot join live sessions
- D. Providing downloadable, mobile-friendly and low-data alternatives**

4. What is the main role of digital pedagogy in practical TVET?

- A. To replace all workshops and workplace activities
- B. To prepare, support and extend practical learning**
- C. To reduce communication between trainers and learners
- D. To make every learning activity fully asynchronous

LU2. Using the Smart Step eLearning Platform

5. What is Smart Step designed to combine?

- A. Only recorded lectures and examinations
- B. Construction project management and accounting
- C. Online learning, community interaction and career development**
- D. Workplace inspections and environmental permits

6. Where can learners view their enrolled courses and monitor their progress?

- A. Contact Us
- B. Members

C. Your Courses**D. Activity Feed****7. How should Smart Step be integrated into a GROW lesson?**

- A. It should replace all classroom and field activities
- B. It should only be used to issue certificates
- C. It should be used without support from the trainer
- D. It should connect online resources with classroom, practical and follow-up activities**

LU3. Designing Effective Work-Based Learning**8. What makes a workplace experience an effective learning experience?**

- A. The learner is present at a company for several days
- B. The company is well known
- C. The experience has clear outcomes, relevant tasks, supervision and assessment**
- D. The learner completes only observation activities

9. Which WBL model is most appropriate when learners follow an experienced worker to understand their daily tasks?

- A. Online learning
- B. Job shadowing**
- C. Final assessment
- D. Classroom lecture

10. Which of the following provides appropriate evidence for assessing workplace learning?

- A. The company's general website
- B. The learner's registration form
- C. The trainer's course presentation
- D. A learner logbook and workplace observation checklist**

LU4. Building TVET–Industry Partnerships**11. What should a TVET institution do first when searching for an industry partner?**

- A. Prepare a long-term contract
- B. Request financial support
- C. Define the training need or challenge to be addressed**
- D. Send the same proposal to every company

12. Which proposal is most likely to create a sustainable partnership?

- A. A proposal that only explains what the TVET institution needs
- B. A proposal that identifies a shared objective and benefits for both organisations**
- C. A proposal without defined responsibilities
- D. A proposal based only on informal communication

13. What should be included in a TVET–industry cooperation agreement?

- A. Only the names of the participating organisations
- B. Only the financial contribution of the company
- C. General intentions without specific activities
- D. Objectives, activities, responsibilities, safety measures and monitoring arrangements**

LU5. Inclusive Teaching in TVET

14. Why does treating every learner in exactly the same way not always produce equality?

- A. Learners should have different learning outcomes
- B. Some learners should receive lower-quality training
- C. Learners may face different barriers and require appropriate support or adaptations**
- D. Inclusive teaching removes technical standards

15. Which practice promotes equitable participation in a practical workshop?

- A. Assigning leadership roles only to the most confident learners
- B. Giving technical tasks mainly to male learners
- C. Rotating technical and leadership roles among learners**
- D. Allowing learners to work only with friends

16. Which measure makes digital learning more inclusive?

- A. Requiring every learner to use a computer
- B. Using videos without captions or transcripts
- C. Offering activities only through live video conferences
- D. Providing mobile-friendly, downloadable and low-data materials**

LU6. Inclusive Recruitment, WBL and Employment

17. What is GROW's minimum target for female participation in training and WBL cohorts?

- A. 10%
- B. 20%
- C. 30%**
- D. 50%

18. What should an institution do if its initial recruitment does not reach the female participation target?

- A. Continue without making changes
- B. Reduce the participation target
- C. Conduct additional targeted outreach and review the recruitment process**
- D. Replace the selection criteria with informal recommendations

19. Which approach is most effective for preventing learner dropout?

- A. Waiting until the end of the course to review attendance
- B. Removing learners after their first absence
- C. Monitoring only final examination results
- D. Monitoring attendance and participation early and offering targeted support**

20. Which action best supports an inclusive transition from training to employment?

- A. Offering career guidance only to the highest-performing learners
- B. Assigning women mainly to administrative placements
- C. Ending contact with learners after course completion
- D. Providing career guidance, mentoring, employer connections and follow-up of employment outcomes**

5.8 QUIZ - PT**QUIZ DO MÓDULO A – Perguntas de Escolha Múltipla**

(Resposta correta a negrito)

LU1. Pedagogia Digital para uma EFP Prática**1. O que deve um formador definir antes de selecionar uma ferramenta digital?**

- A. A aplicação mais popular
- B. O resultado de aprendizagem**
- C. A cor da apresentação
- D. O número de plataformas online disponíveis

2. Que sequência representa melhor uma experiência de aprendizagem mista?

- A. Aula online → aula online → exame final
- B. Atividade prática → inscrição → apresentação
- C. Preparação antes da aula → prática orientada durante a aula → aplicação após a aula**
- D. Videoconferência → controlo de presenças → certificado do curso

3. Qual é a melhor estratégia digital para formandos com conectividade limitada?

- A. Exigir a visualização contínua de vídeos em alta definição
- B. Utilizar várias plataformas em todas as atividades
- C. Excluir os formandos que não conseguem participar nas sessões em direto
- D. Disponibilizar alternativas descarregáveis, adaptadas a dispositivos móveis e com baixo consumo de dados**

4. Qual é o principal papel da pedagogia digital na EFP prática?

- A. Substituir todas as atividades realizadas em oficinas e locais de trabalho
- B. Preparar, apoiar e ampliar a aprendizagem prática**

- C. Reduzir a comunicação entre formadores e formandos
- D. Tornar todas as atividades de aprendizagem completamente assíncronas

LU2. Utilização da Plataforma de eLearning Smart Step

5. O que foi a plataforma Smart Step concebida para combinar?

- A. Apenas aulas gravadas e exames
- B. Gestão de projetos de construção e contabilidade
- C. Aprendizagem online, interação com a comunidade e desenvolvimento profissional**
- D. Inspeções no local de trabalho e licenças ambientais

6. Onde podem os formandos consultar os cursos em que estão inscritos e acompanhar o seu progresso?

- A. Contact Us
- B. Members
- C. Your Courses**
- D. Activity Feed

7. Como deve a Smart Step ser integrada numa aula do GROW?

- A. Deve substituir todas as atividades realizadas na sala de aula e no terreno
- B. Deve ser utilizada apenas para emitir certificados
- C. Deve ser utilizada sem o apoio do formador
- D. Deve ligar os recursos online às atividades realizadas na sala de aula, às atividades práticas e às atividades de acompanhamento**

LU3. Conceção de uma Aprendizagem Eficaz em Contexto de Trabalho

8. O que transforma uma experiência no local de trabalho numa experiência de aprendizagem eficaz?

- A. O formando estar presente numa empresa durante vários dias
- B. A empresa ser conhecida
- C. A experiência ter resultados claros, tarefas relevantes, supervisão e avaliação**
- D. O formando realizar apenas atividades de observação

9. Qual é o modelo de aprendizagem em contexto de trabalho mais adequado quando os formandos acompanham um trabalhador experiente para compreender as suas tarefas diárias?

- A. Aprendizagem online
- B. Observação em contexto de trabalho (job shadowing)**
- C. Avaliação final
- D. Aula em sala

10. Qual das seguintes opções constitui uma evidência adequada para avaliar a aprendizagem em contexto de trabalho?

- A. O website geral da empresa
- B. O formulário de inscrição do formando
- C. A apresentação do curso utilizada pelo formador

D. Um diário de aprendizagem do formando e uma lista de verificação para a observação no local de trabalho

LU4. Construção de Parcerias entre a EFP e a Indústria

11. O que deve uma instituição de EFP fazer primeiro quando procura um parceiro da indústria?

- A. Preparar um contrato de longo prazo
- B. Solicitar apoio financeiro
- C. Definir a necessidade de formação ou o desafio a abordar**
- D. Enviar a mesma proposta a todas as empresas

12. Qual das seguintes propostas tem maior probabilidade de criar uma parceria sustentável?

- A. Uma proposta que explique apenas as necessidades da instituição de EFP
- B. Uma proposta que identifique um objetivo comum e benefícios para ambas as organizações**
- C. Uma proposta sem responsabilidades definidas
- D. Uma proposta baseada apenas em comunicação informal

13. O que deve ser incluído num acordo de cooperação entre uma instituição de EFP e a indústria?

- A. Apenas os nomes das organizações participantes
- B. Apenas a contribuição financeira da empresa
- C. Intenções gerais sem atividades específicas
- D. Objetivos, atividades, responsabilidades, medidas de segurança e mecanismos de monitorização**

LU5. Ensino Inclusivo na EFP

14. Por que razão tratar todos os formandos exatamente da mesma forma nem sempre produz igualdade?

- A. Os formandos devem ter resultados de aprendizagem diferentes
- B. Alguns formandos devem receber formação de menor qualidade
- C. Os formandos podem enfrentar diferentes barreiras e necessitar de apoio ou adaptações adequadas**
- D. O ensino inclusivo elimina os padrões técnicos

15. Qual das seguintes práticas promove uma participação equitativa numa oficina prática?

- A. Atribuir funções de liderança apenas aos formandos mais confiantes
- B. Atribuir as tarefas técnicas principalmente aos formandos do sexo masculino
- C. Alternar as funções técnicas e de liderança entre os formandos**
- D. Permitir que os formandos trabalhem apenas com os seus amigos

16. Qual das seguintes medidas torna a aprendizagem digital mais inclusiva?

- A. Exigir que todos os formandos utilizem um computador
- B. Utilizar vídeos sem legendas nem transcrições
- C. Disponibilizar atividades apenas através de videoconferências em direto
- D. Disponibilizar materiais adaptados a dispositivos móveis, descarregáveis e com baixo consumo de dados**

LU6. Recrutamento, Aprendizagem em Contexto de Trabalho e Emprego Inclusivos

17. Qual é a meta mínima do GROW para a participação feminina nos grupos de formação e de aprendizagem em contexto de trabalho?

- A. 10%
- B. 20%
- C. 30%**
- D. 50%

18. O que deve uma instituição fazer se o seu recrutamento inicial não atingir a meta de participação feminina?

- A. Continuar sem realizar alterações
- B. Reduzir a meta de participação
- C. Realizar ações adicionais de divulgação direcionada e rever o processo de recrutamento**
- D. Substituir os critérios de seleção por recomendações informais

19. Qual é a abordagem mais eficaz para prevenir o abandono da formação?

- A. Esperar até ao final do curso para analisar a assiduidade
- B. Excluir os formandos após a primeira falta
- C. Monitorizar apenas os resultados do exame final
- D. Monitorizar desde cedo a assiduidade e a participação e disponibilizar apoio direcionado**

20. Qual das seguintes ações apoia melhor uma transição inclusiva da formação para o emprego?

- A. Disponibilizar orientação profissional apenas aos formandos com melhor desempenho
- B. Encaminhar as mulheres principalmente para colocações administrativas
- C. Terminar o contacto com os formandos após a conclusão do curso
- D. Disponibilizar orientação profissional, mentoria, contactos com empregadores e acompanhamento dos resultados de emprego**

