

Final Delivery  
Educado Project - PSP2  
2024.2

**Students:**

<b>Maria Fernanda Bastos Campani</b>	<b>222014320</b>
<b>Amanda Ribeiro Teixeira Lima</b>	<b>190083786</b>
<b>Antônio Augusto Maciel Guimarães</b>	<b>190084421</b>
<b>Wellingto dos Santos Conceição</b>	<b>211026969</b>
<b>Bruno Schmitt de Castro</b>	<b>231029485</b>
<b>Henrique Matos Felício</b>	<b>202043586</b>

**Professor:**

**Sub Chefe do Departamento de  
Engenharia de Produção - UnB  
Prof. .Márcia Terezinha Longen  
Zindel**

## 01. Why?

To democratize access to basic financial education and quality health and safety training for waste pickers in recycling cooperatives;

## 02. Goal?

To deliver a scientific article on "Analysis of Learning Needs for Content Development" & to create 3 complete courses: Personal Finance, Frauds & Scams, & Health and Safety for waste pickers in recycling cooperatives;

## 03. Impact?

To contribute to reducing socioeconomic inequalities by providing access to quality education through free, engaging, enjoyable, quick, and relevant courses tailored for waste pickers, enabling them to access financial education.

# Sprints Division

**S0** Project backlog and PM Canvas;

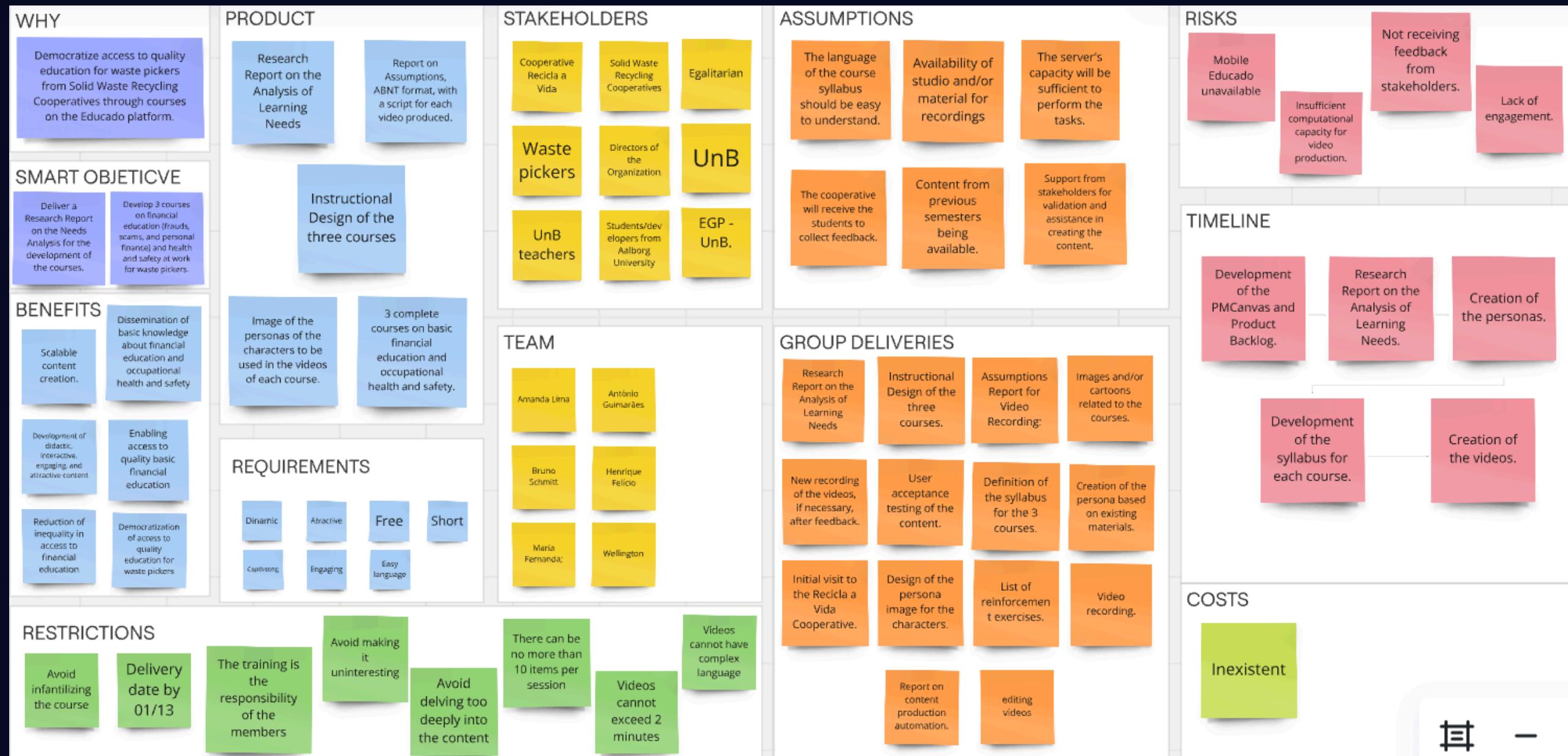
**S1** Preparation of the Learning Needs Analysis Report;

**S2** Instructional Design Document for the Three Courses  
(Division and logical sequence of the courses: introductory texts, number of sessions, SMART objectives, learning goals);

**S3** Development of the Content for the Three Courses  
(28 scripts, 28 quizzes with answers);

**S4** Video Production: Recording, Editing of Animated Videos, and IA-generated videos.

# Sprint 0 - PM Canvas



# Sprint 0 - Product Backlog

**Central do Projeto**

Tema:
Projeto Educado PSP2

Programa:
Educado
Disciplina:
PSP -2
Turma:
1
Grupo:
Educado

TIME DO PROJETO	
NOME	FUNÇÃO
Maria Fernanda	Líder
Amanda Lima	Equipe
Antônio Guimarães	Equipe
Henrique Felicio	Equipe
Wellington Santos	Equipe

**ESCOPO DEFINIDO**

O escopo do projeto consiste em desenvolver três cursos para catadores de resíduos sólidos, focando em educação financeira e segurança no trabalho. Ele inclui definição de personas, criação de conteúdo programático interativo, produção de materiais visuais e vídeos, com validação contínua junto a stakeholders. O objetivo é oferecer um aprendizado relevante e engajadora, facilitando o entendimento e promovendo a usabilidade prática dos conteúdos.

PROBLEMAS MAPEADOS
→
IMPACTOS PREVISTOS

Indisponibilidade do Mobile Educado (ainda não está funcionando), deve começar a funcionar só nas próximas semanas;

Capacidade computacional para automatização dos vídeos pode não ser o suficiente;

cooperativa, o que já se mostrou problema

Criação de conteúdo de forma escalável;

Difusão do conhecimento básico sobre educação financeira (fraudes, golpes e finanças pessoais), bem como saúde e segurança do trabalho;

Difusão de ensinamentos pedagógicamente atrativos;

Viabilizar o acesso à educação financeira básica de qualidade;

Redução da desigualdade do acesso à educação financeira para classes sociais economicamente desfavorecidas

PLANEJAMENTO
→
OBJETIVOS SMART

MÉTRICA	TARGET	STATUS
Entregar um documento, no formato ABNT, de Análise de Necessidades de Aprendizagem de Conteúdo de no máximo 20 páginas para a produção dos três cursos, até dia 13 de janeiro de 2024		
Entregar três cursos completos sobre educação financeira fundamental (fraudes, golpes e finanças pessoais), bem como saúde e segurança do trabalho para trabalhadores da Cooperativa Recicla a Vida, interativos e atrativos, de modo a reter a atenção do público até dia 13 de janeiro de 2024.		

LINKS IMPORTANTES

Link PM Canvas: <https://miro.com/app/board/uXjVLjVe3a0/>
Outro

# Sprint 1 - Learning Needs Analysis Report

- We studied how to design a form to engage stakeholders, understand their personas, and capture perceptions and feelings directly.
- Created a form using Google Forms;
- The survey was conducted at the **Recicla Mais Brasil Cooperative** in the Federal District on **November 18, 2024**;
- The research was carried out by Professor Márcia, Maria Fernanda & Bruno Schmitt;
- The questionnaire included **46 questions** divided into:
  1. Sociodemographic information;
  2. Level of technical knowledge on the course topics;
- A total of **13/45 waste pickers** were interviewed.

# Sprint 1 - Google Forms

Perguntas Respostas 13 Configurações

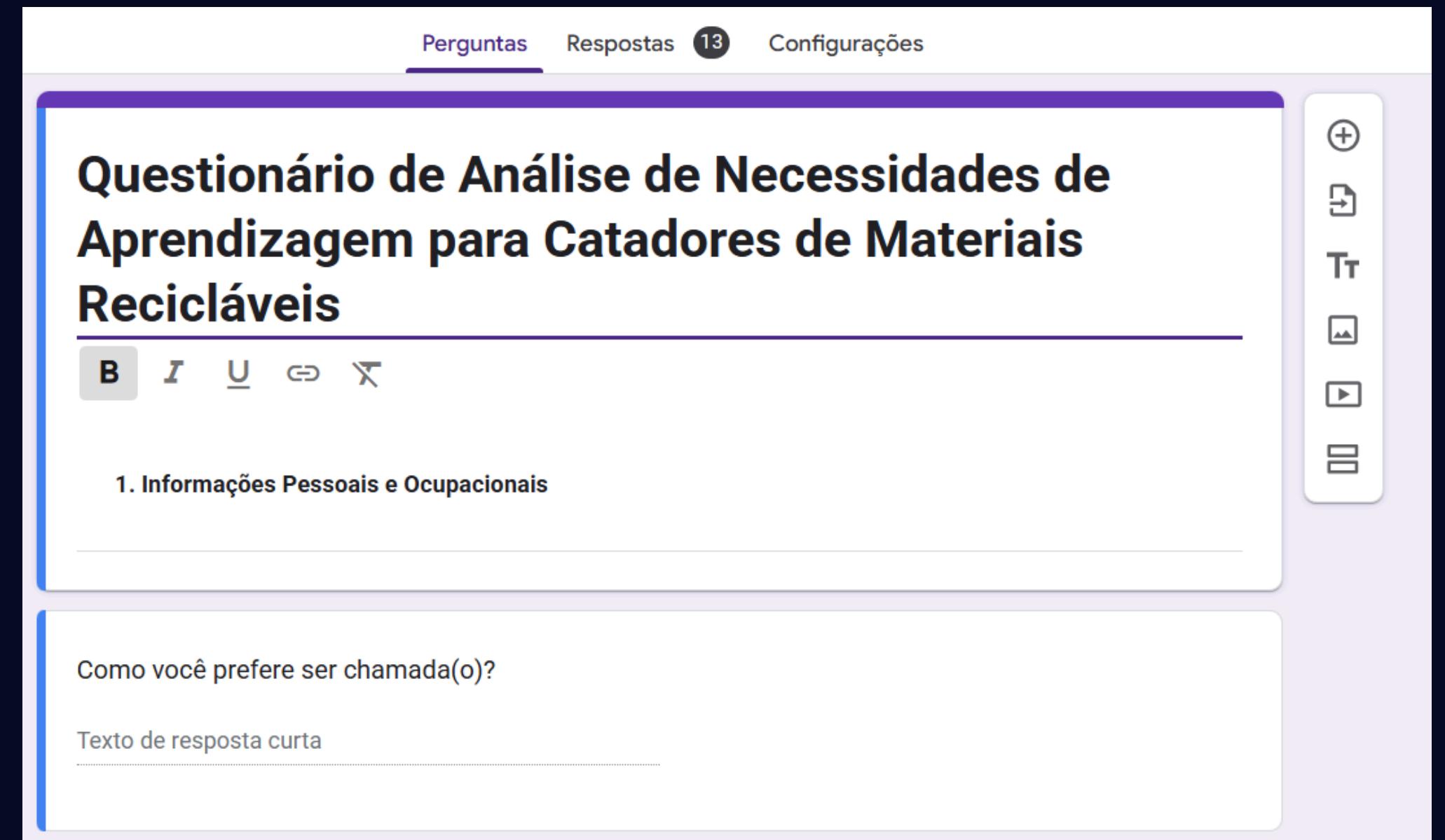
## Questionário de Análise de Necessidades de Aprendizagem para Catadores de Materiais Recicláveis

B I U ↲ X

1. Informações Pessoais e Ocupacionais

Como você prefere ser chamada(o)?

Texto de resposta curta



# Visit to the Recicla Mais Brasil Cooperative

November 18, 2024



# Key Findings from the Survey

- 76.9% of interviewees identify as female;
- 46.2% are brown, 30.8% are black, and 23.1% are white;
- 46.2% have incomplete elementary education (Fundamental I) and have been away from school for 20+ years;
- 46.2% have 4+ dependents in their household;
- 76.9% are the primary earners for their family;
- 53.9% have been working w/ the Recicla Mais Brasil Cooperative for less than 1 year;
- The average income ranges from R\$ 500 to R\$ 2,824, with the minimum wage being R\$ 1,410;
- All would like to learn something to increase their income.

- The **top three** courses of interest are:
  - Work Health and Safety;
  - Personal Finances;
  - Recycling Techniques;
- **38.5%** prefer to learn through practical workshops;
- All participants spend at least 1 hour on the internet/ day & have internet access;
- **61.6%** feel **uncomfortable/ somewhat uncomfortable** using a **smartphone**;
- Other interests include:
  - Reading & writing;
  - Communication & negotiation;
  - Languages;
  - Crafts & cooking;
  - Financial apps;
  - Leadership and manicure.

# Sprint 2 - Instructional Design for the 3 Courses

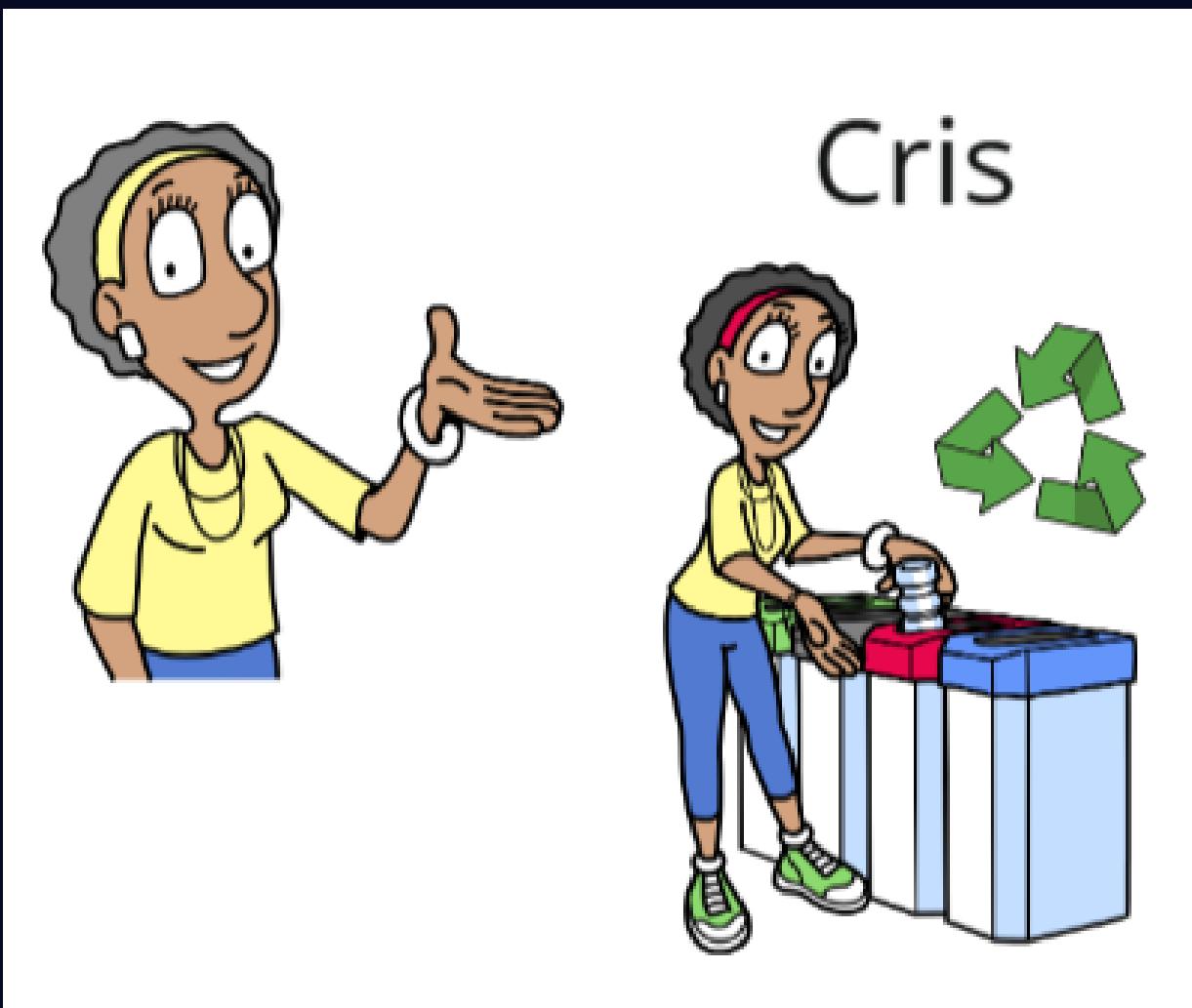
Course 1 - Personal Finances	Course 2 - Frauds and Scams	Course 3 - Work Health and Safety
<b>5 Sections</b>	<b>5 Sections</b>	<b>4 Sections</b>
<b>1 Introductory Text in Each Section</b>	<b>1 Introductory Text in Each Section</b>	<b>1 Introductory Text in Each Section</b>
<b>1-3 sections, with an average of 2 videos per section</b>	<b>1-3 sections, with an average of 2 videos per section</b>	<b>1-3 sections, with an average of 2 videos per section</b>
<b>1 exercise list w/ answers, consisting of 5-10 questions per section</b>	<b>1 exercise list w/ answers, consisting of 5-10 questions per section</b>	<b>1 exercise list w/ answers, consisting of 5-10 questions per section</b>
<b>Video format: Hand-drawn animation</b>	<b>Video format: Generated by AI</b>	<b>Video format: Filmed with real people</b>

# Sprint 3 -Course Development

<b>Introductory Texts</b>	<p>Short text of up to 5 lines in order to introduce and awake interest in the user.</p>
<b>Images</b>	<p>Some courses have an associated image.</p>
<b>Videos Scripts</b>	<p>Three documents, each around 20 pages, were created to guide the videos, following the project backlog guidelines &amp; restrictions (language, persona, video duration, etc.).</p>
<b>Exercise Lists + Responses</b>	<p>In order to reinforce the learning of waste pickers, promoting positive reinforcement when answering correctly, &amp; creating a positive learning experience.</p>

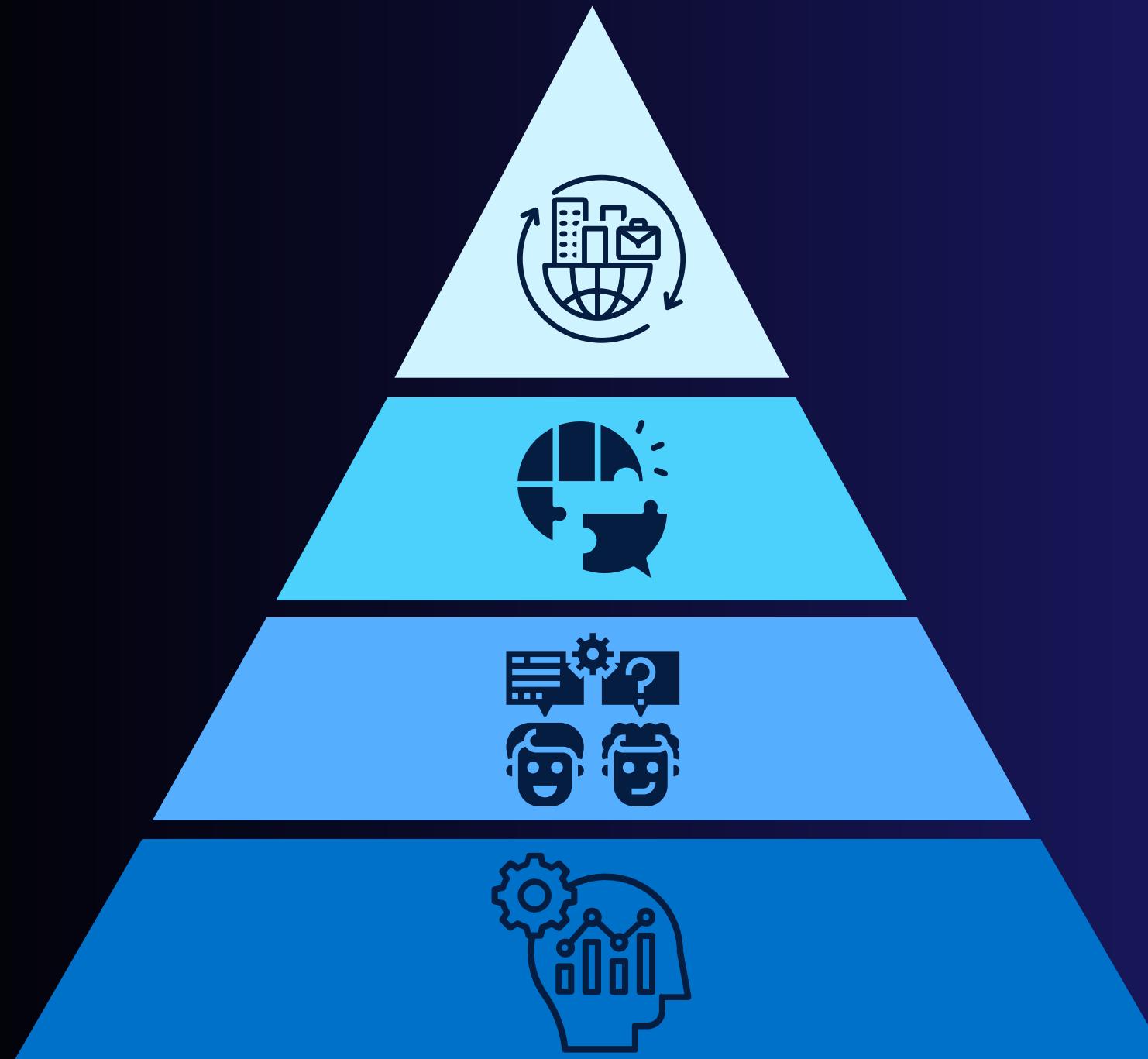
# Sprint 03 - Course Development

Example of Design Created for Personal Finances Course:



# Sprint 04 - Videos

## Video Creation Process:



- Background audio recording;
- Editing in the VideoScribe application;
- Tailoring language and relevance for waste pickers;
- An average of 5 hours per edit.
- Click on “[video](#)” in order to view an example of a hand-drawn animation [video](#).

# Sprint 04 - Videos

**Untitled Project**

The screenshot shows a video editing interface with the following details:

- Scene Settings:**
  - Background color: A color palette with various options.
  - Scene entrance transition: Set to "None".
- Timeline:** Shows a sequence of 11 frames (C1 to C11) with their respective start and end times and frame numbers. The frames include:
  - C1: 00:45.0 → 00:47.0
  - 1: 00:47.0 → 00:48.0
  - 2: 00:48.0 → 00:50.0
  - 3: 00:50.0 → 00:51.0
  - 4: 00:51.0 → 00:52.5
  - 5: 00:52.5 → 00:53.5
  - 6: 00:53.5 → 00:54.5
  - 7: 00:54.5 → 00:56.0
  - 8: 00:56.0 → 00:57.0
  - 9: 00:57.0 → 00:58.5
  - 10: 00:58.5 → 00:59.5
  - 11: 00:59.5 → 01:00.0
- Scenes Panel:** Lists nine scenes with their descriptions and duration ranges:
  - Scene 4: 00:19.0 → 00:34.5 (E o que sobra pode ser chamado de Lucro)
  - Scene 5: 00:34.5 → 00:38.5 (Renda - Despesas = Lucro (o que sobra))
  - Scene 6: 00:38.5 → 00:45.0 (Renda - Despesas = Lucro (o que sobra))
  - Scene 7: 00:45.0 → 01:03.0 (Quem é Cris tem para ganhar o que?)
  - Scene 8: 01:03.0 → 01:09.0 (Renda - Despesas = Lucro (o que sobra))
  - Scene 9: 01:09.0 → 01:19.5 (Renda - Despesas = Lucro (o que sobra))
  - Scene 4: 00:19.0 → 00:34.5 (E o que sobra pode ser chamado de Lucro)
  - Scene 5: 00:34.5 → 00:38.5 (Renda - Despesas = Lucro (o que sobra))
  - Scene 6: 00:38.5 → 00:45.0 (Renda - Despesas = Lucro (o que sobra))
- Scene Preview:** A large preview window shows a woman recycling, with a pink dashed box highlighting the area. Inside the box, there are icons for a recycling bin, a wallet, a house, a globe, a lightning bolt, and a faucet. Text overlays indicate monthly earnings: R\$ 1410,00 por mês, R\$ 500,00 por mês, R\$ 50,00 por mês, R\$ 100,00 por mês, and R\$ 80,00 por mês.



## Next Steps:

- Conducting further research to analyze content needs to expand the database;
- Usability testing by users, primarily providing feedback on the most effective video format;
- Resolving technical issues with the Educado website;
- Continuous validation with all stakeholders.



Therefore, with this Project, we  
can contribute to the  
democratization of access to  
quality education for all.



EGALITARIAN

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UnB | Faculdade de  
Tecnologia

Is there any question?!