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Deliverable 3.1

Digital Training Resources for Inclusive and Sustainable TVET

Revision Version: 1.0

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Abstract	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. The training package comprises six Learning Units covering digital pedagogy, use of the Smart Step eLearning Platform, Work-Based Learning, TVET–industry

	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. 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.
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.

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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.

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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

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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;

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- 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**

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- **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.

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- 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/).**

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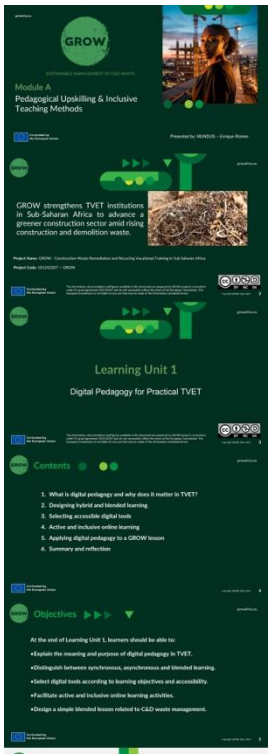
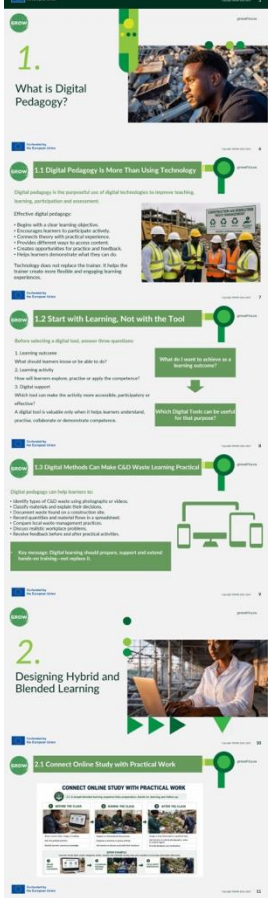
5.1 LU1 EN and PT Version





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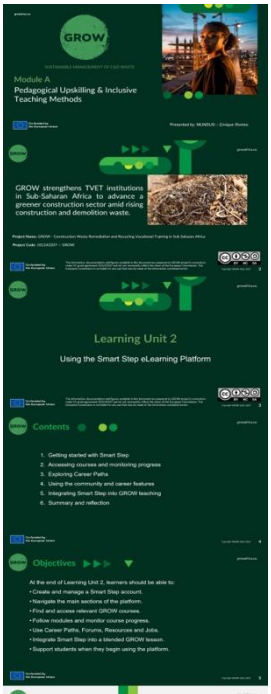
5.2 LU2 EN and PT Version



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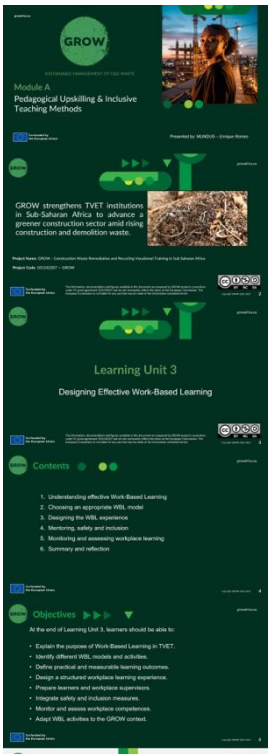
5.3 LU3 EN and PT Version



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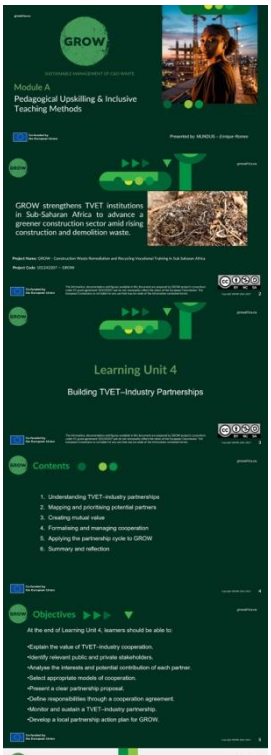
5.4 LU4 EN and PT Version



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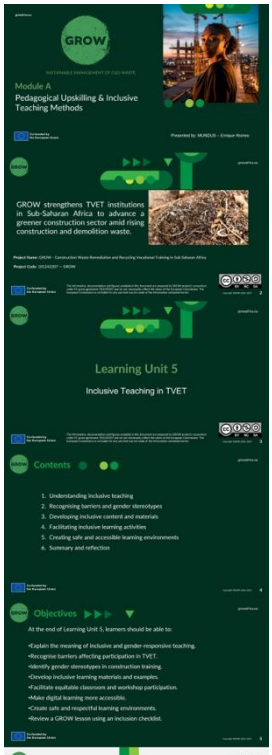
5.5 LU5 EN and PT Version



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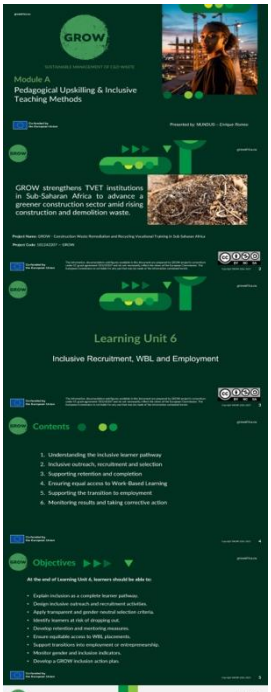
5.6 LU6 EN and PT Version



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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

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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?

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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

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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

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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

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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

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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

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