

# Podcast transcript: TIPOTE-podcast 1

## Children sing intro:

Welcome everyone, welcome to our home.

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Let's be, let's run, to joy and happiness.

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## Fernanda (AI Voice-Over):

Hello.

Welcome to the podcast of the Tipote Project.

My name is Fernanda and I am the co-host of this series of podcasts.

The other assistant is called Duarte.

## Duarte (AI Voice-Over):

Hello, my name is Duarte and I am helping Fernanda to present this podcast.

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## Fernanda (AI Voice-Over), introduction to Tipote:

The Tipote Project, from 2024 to 2026, focuses on inclusive education in Mozambique. Tipote comes from the words TIPOTE, Towards Inclusive and Practice Oriented Teacher Education, aimed at the education of inclusive and practical teachers.

The goal is to improve the teaching programs of teachers at two universities, at UP-Maputo and Iset One World, in collaboration with the University of Applied Sciences of Jamk and the University of Lapland, Finland. The project involves almost 40 specialists who share knowledge, innovate and test new teaching methods. The project aims to ensure that all children, regardless of their origin, have the right to education. This involves the creation of inclusive learning communities where everyone is welcome and respected. Tipote has two main approaches, first, training, strengthening skills and technology at UP-Maputo and Iset One World through training sessions, study and practice visits in digital pedagogy. This includes updating hardware and software for better digital learning. Second, development of practices, testing new tools and methods in real situations using the Living Lab methodology. Educator teams, students, teachers and community members work together to solve educational challenges and develop innovative solutions. The project is funded by the Ministry of Foreign Affairs of Finland and coordinated by the School of Professional Teacher Education of Jamk. This podcast series was produced by Jari Järvinen in collaboration with the project specialists. The podcast is spoken in Portuguese because it is the official language of Mozambique and because the target audience is Mozambicans.

Some of the speech sounds generated by artificial intelligence were used in the introductions and when asking questions. This first part presents the project and explains its objectives. It also defines the concept of inclusion and the relations and perceptions of the different actors in the project.

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**Duarte (AI Voice-Over):**

First, we have a project manager for an interview.  
Would you introduce yourself?

**Hanna, & Fernanda's translation (AI Voice-Over):**

Hello, my name is Hanna Laitinen. I am a senior teacher at Jamk University of Applied Science, School of Professional Teacher Education. This means that I am involved in the training of teachers in Finland, mainly with the training of future teachers of professional teaching in their pedagogical competences.

**Duarte (AI Voice-Over):**

Can you say a few words about the Tipote -project and what it means for your institution?

**Hanna, & Fernanda's translation (AI Voice-Over):**

Jamk, like all Finnish universities of applied science, are not only educating their students, but are also involved in various efforts to produce services, as well as research and development. Now, this TIPOTE project is part of the research and development portfolio of Jamk. Since it is funded by the Ministry of Foreign Affairs of Finland, it gives Jamk the opportunity to participate in the cooperation program for the development of Finland and in the global commitment to promote the right of everyone to education in all countries, in this case, in Mozambique.

For us at Jamk, it is an opportunity to contribute to the development of the quality of education in Mozambique, but it also gives us the opportunity to be part of a process where we can learn by working with our Mozambican partners.

**Duarte (AI Voice-Over):**

In your opinion, what is the relevance of the project and what are the expected impacts?

**Hanna, & Fernanda's translation (AI Voice-Over):**

The relevance of Tipote comes from the fact that inclusive education, which is the focus of Tipote, is seen as a crucial center in Mozambique, both at the ministerial level, but also at the level of the two partner institutions of Tipote, which are the Maputo Pedagogical University and the ISET One World.

So, the expected impact of Tipote is that, by being involved in this project, these two higher education institutions will be able to strengthen their teacher training programs so that future teachers have more competencies and understanding of inclusive education.

And of course, by inclusive education, we mean education that takes into account everyone's needs, that helps everyone, all children and all young people to learn, regardless of their potential learning difficulties, or deficiencies or any other characteristic that can, in one way or another, influence their learning ability, so that teachers are more able to teach all students.

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**Duarte (AI Voice-Over):**

Next, we will have a coordinator from the University of Lapland as a guest. As he speaks Finnish, Fernanda will translate her speech into Portuguese. You may introduce yourself and your institution.

**Outi, & Fernanda's translation (AI Voice-Over):**

Hello everyone. My name is Outi Kyrö-Ämmälä.

I work as a university lecturer at the Faculty of Education of the University of Lapland. I mainly work in the teacher education. We train classroom teachers and also special education teachers. I also teach some disciplines related to special pedagogy. In recent years, my interest in research has been especially in inclusive pedagogy. And on the other hand, the professional development of the teacher. The University of Lapland is the northernmost university in the European Union. We have four faculties. In addition to the Faculty of Education, we have the Faculties of Law and Social Sciences and also the Faculty of Art and Design. In addition, the university includes a Arctic center as an integral part. And the Research Institute in Tourism. From the point of view of the Faculty of Education, the main partner of cooperation within our university is the teacher training school, where all the students teachers perform supervised internships. Thank you.

**Duarte (AI Voice-Over):**

You can say a few words about the Tipote project and what it means to your institution.

**Outi, & Fernanda's translation (AI Voice-Over):**

It is a pleasure to work on the Tipote project.

Especially because we previously collaborated on the TEPATE project with many of the participants of this project. The University of Lapland is a university in the north, but the goal is to serve the whole world. Therefore, international activities and projects are also essential from the point of view of the university. Of course, working on the project is also a learning process for me. I learned a lot in these projects located in the countries of South Africa. The training of teachers is global in the sense that education is visible all over the world. The teacher, as an educator and teacher, touches all countries and parts of the world. In that sense, this topic is very important.

In that sense, this topic is somehow easy to deal with all over the world, but on the other hand, extremely challenging. Because all countries have their own cultural, operational and teaching practices.

**Duarte (AI Voice-Over):**

In your opinion, what is the relevance of the project and what are the expected impacts?

**Outi, & Fernanda's translation (AI Voice-Over):**

In the Tipote project, the focus is on inclusive education, which is a very important theme for me in the field of education. On the other hand, the focuses on digital pedagogy and STEM subjects are also very close to my heart. It is a pleasure to have participated in the development of issues related to these topics. The essential thing is that we, the Finnish actors, can somehow provide inputs, ideas and thoughts to South

African partners, so that they can develop their activities to better face today's challenges.

**Duarte (AI Voice-Over):**

What would you like to say most about the project or even about inclusion in general?

**Outi, & Fernanda's translation (AI Voice-Over):**

Inclusion is a very complex and broad theme.

And that is why I consider it extremely important that we have a common understanding of what we want to say. For example, with inclusive pedagogy or inclusive education.

These concepts are closely linked to values. Therefore, I see it as something extremely significant that, during the project, we have deep discussions about values. Through this, we built not only a common understanding of inclusion, but we also perhaps adjusted our own attitudes, thoughts and prejudices towards greater inclusion. I see that this project and the central themes in it are extremely important. Not only in Mozambique, but also in Finland and globally. Therefore, this is really a learning path for me too, that we are going through together in this project.

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**Duarte (AI Voice-Over):**

Next, we will have an interview with a coordinator of the University of Maputo.

Can you tell us more about who and what institution it represents?

**Sarita:**

Good afternoon to all listeners in Mozambique and in other parts of the world.

My name is Sarita Monjane Henriksen.

I am a professor associated with the area of sociolinguistics and curriculum planning at the University of Maputo. In addition, I am also the director of the Cooperation Office at this same university. I would like to start by saying that the University of Maputo, which is located in the province of Maputo, in the city of Maputo, is a higher education institution with about 14,000 students. We are an institution focused on the training of teachers for high school education.

In addition to our main mission of training teachers and educators for high school education, we also offer a variety of courses for the national market.

I am also a local coordinator, an institutional coordinator of the Tipote project, which is a project that aims to promote inclusive education and oriented towards practice.

**Duarte (AI Voice-Over):**

Can you say a few words about the Tipote project and what it means to your institution?

**Sarita:**

Tipote is a consortium, a project involving two universities in the global north.

I am talking about the Universities of Jamk Applied Sciences of Jyväskylä and the University of Lapponia. On the Mozambican side, there are also two partners, obviously the University of Maputo and the Institute Superior Iset One World.

These partners have been cooperating in the context of another project

that aimed to promote the balance between theory and practice in the training of teachers, which was called TEPATE.

The TEPATE project had its time horizon from 2020 to 2024. In fact, it ended on August 1, 2024.

Based on the work experience, the collaboration between these four higher education institutions, we thought it would be good to continue this collaboration, because the challenges of education were not completely solved with the TEPATE project.

For all of you who have clear information about the Mozambican landscape, the Mozambican reality that exists here, you should know that we face many challenges. One of these challenges that we intend to solve with the creation, materialization, I would say implementation of the TEPATE project is the issue of inclusive education. We feel very privileged, very happy with the opportunity to contribute as partners to the TEPATE project, to the achievement of its objectives.

We start from the principle that inclusive education is one of the many challenges that this country faces. If you ask any professional about education, what does inclusive education mean? The terminology itself, the definition of the term inclusive education presents its challenges, but for me personally, inclusive education means embracing and trying to deal with the various diversities that exist in an education context.

I speak of diversities and differences at the level of the academic community, in the body of the teacher, the student, the administrative technical body as well. Inclusive education has to do not only with the physical barriers that individuals face in terms of educational infrastructure at the primary, secondary, and university level, but it also has to do with barriers of all kinds.

As teachers, we feel that the TEPATE project will contribute to developing a broader understanding of what constitutes inclusion, education for inclusion.

I must add that inclusive education has to do not only with students who face special educational needs, I am talking about the physical disabled, but it also has to do with some students who may possibly be facing cognitive challenges, but it also has to do with issues of sexual, race, language orientation, and we can include many other elements.

**Duarte (AI Voice-Over):**

In your opinion, what is the relevance of the project and what are the expected impacts?

**Sarita:**

We believe that as teachers at the University of Maputo, which are part of this TEPATE project, we have a great responsibility, first of all, to learn about the concept of inclusive education, what it means, and also to learn about the steps that need to be taken so that we can retain this knowledge acquired throughout the project.

The TEPATE project has a duration of three years, 2024 to 2026, and throughout this project we will develop skills, but these skills should not be restricted to the key specialists of the project. After acquiring these experiences, our goal is to transmit to the entire academic community, students, teachers, at the level of the various faculties, and we have a total of eight faculties at this university. But the knowledge acquired should not be limited to the university context. We also have to collaborate with other

institutions of primary education, at various levels of the school system and with the authorities themselves, and in this case I am talking about the Ministry of Education and Culture. I am sharing the experiences of institutions in the North, sharing experiences with other partners in the Australian region. We know, for example, that Finland has been collaborating with institutions in Zanzibar and in other countries in the region. Only through the sharing of experiences do I sincerely believe that we can make a difference.

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**Fernanda (AI Voice-Over):**

The next participant in this podcast is the guest Federico from Iset One World. Hello Federico, tell us about yourself and the organization you represent.

**Frederico:**

I would like to add more subsidies for this brief reflection on the TIPOT project and its objectives. Thank you very much for your attention. Good morning. My name is Federico da Fonseca from Iset One World. I teach at the distance of the Iset One World Exercise Center. I have been taking the course for pedagogy since the Iset One World Exercise Center, and I have been teaching for about two years.

I am a local coordinator of the TIPOTE project. The Superior Institute for Education and Technology at One World is a institution belonging to the founding entity ADPP Moçambique, and its creation was authorized by the Council of Ministers through Decree No. 33-2005, dated August 23, and with the updated statute authorized by Decree No. 92-2019, dated November 10.

The pedagogy of the One World Exercise Center includes systematically solving challenging situations for students through practice. The study includes trips to countries in South Africa, in a period of four months, field practices, a three-month job, pedagogical practices, with a duration of three months, and professional management modalities, with a duration of four months.

The Iset One World Exercise Center aims to train professionals in different areas of knowledge, from technicians to scientists, with high levels of qualification, who contribute to the resolution of relevant problems for the *Brazilian* and world society in general.

As I mentioned, the Iset One World is a founding organization of the Iset One World Exercise Center, as a member of the Federation of Associations Linked to the International Humana People to People Movement, and is guided by basic humanitarian values that are summarized in Solidarity Humanism with its basic philosophy.

The annual exercise offers courses in the present and distant regime.

For the present regime, we have three courses of degree, pedagogy degree, education for community development, and education for the environment.

At the distance regime level, we have four courses of degree, pedagogy degree, education for community development, Portuguese language degree, and education for the environment. We also have courses in the current regime, distance, NEP, Certificate A and Certificate B, courses for school managers, and at the master's level, we have a course in pedagogy and didactic. The Iset One World Exercise Center, as we mentioned, operates in the present and distant regime.

At the present level, we have an average of 147 students.

At the distance level, we have 1128 students.  
For the master's degree, we have 29 students.  
For the distance degree, we have 94 students.  
So, in a very short way, this is the information I could leave you with about the Iset One World Exercise Center.  
Thank you very much.

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**Fernanda (AI Voice-Over):**

Finally, we have an interview with Juha Hautanen. Juha, could you introduce yourself and tell us more about your role in the Tipote project and how it relates to the international projects of the Jyväskylä University of Applied Sciences?

**Juha & Duarte's translation (AI Voice-Over):**

Hi, I am Juha Hautanen, Head of Education at the Vocational Teacher Training College of Jyväskylä University of Applied Sciences. My job is to lead the research, development and innovation activities and services that we do locally and internationally. Jyväskylä University of Applied Sciences has about 9,000 students and 900 staff. The vocational teacher training is one of its four units. In addition to teaching, the vocational teacher training also carries out research, development and innovation activities. The TIPOTE project is one of its kind. The TIPOTE project is our second project, which is carried out at Mozambique. The first was called TEPATE, and it combines both theoretical and practical knowledge of each other so that students can use it in their future work. Such international projects are important because we follow the vocational high school law, but we can also work in an international environment, because internationalism is defined as a task for the vocational high school in Jyväskylä. Such projects are also important for our internal activities. We can recognize different activities in different working environments and develop our own skills, which we can use in other projects and in our own teaching activities. In addition, we feel that we can support our counterparts and bring value to different crises related to learning by solving them. In addition, in the TIPOTE project, as in other similar projects, we can form very good functional networks in which we can learn from each other and develop each other's skills. There are two main principles in Finnish learning-system. One is that learning is based on skills, and the other is that Learning is learner-centered. This project is important in the sense that we try to consider different learners and their learning challenges and thus support learning-centered activities in the target country. The significant benefits of this project are not only that the understanding of inclusion is growing in the target country, as in Finland, but also that the knowledge of different learners and individuals is increasing, and we can make use of it not only in teaching and learning, but also in society as a whole.

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**Fernanda (AI Voice-Over):**

Thank you, Juha. We will continue the conversation with Duarte next.  
Could you tell us what you know about the education sector in Mozambique?

**Duarte (AI Voice-Over):**

The education sector in Mozambique faces several challenges and opportunities. The Government of Mozambique is committed to guaranteeing an inclusive and equitable education of quality for all, as outlined in its strategic documents. However, the achievement of this objective requires significant efforts and resources. Almost all children in Mozambique start elementary school, but the dropout rates are high. The learning results are also poor, with only about 5% of third-year students able to read and write at the expected level. Among the factors that contribute to the low quality of learning are the high absence of students and teachers, limited knowledge of the content and pedagogical skills among teachers, the lack of suitable teaching materials and the limited professional development. Girls face additional challenges in education, such as the low cultural value attributed to their education, sexual and physical violence in school, products and services of inappropriate female hygiene and harmful traditional practices. The number of teachers is also low, especially in elementary and secondary education. Despite these challenges, the 2020-2029 strategic education plan aims to improve the situation, focusing on access, participation and equitable, inclusive, quality learning retention, and transparent, participatory, efficient and effective management of the sector. The plan promotes curriculum implementation centred on the basic literacy and numeracy skills, pedagogical practices centred on the student, bilingual education at the primary level, initial and continuous training of quality teachers and the use of information and communication technologies. Inclusive education is a priority in Mozambique, with efforts to ensure that all children have access to quality education, regardless of their gender, disability, ethnicity or socioeconomic origin. However, many challenges still exist, such as the lack of resources, the lack of teachers and physical accessibility. Non-governmental organizations play a significant role in supporting the inclusion of children with special educational needs. In general, the education sector in Mozambique requires continuous efforts and collaboration to face these challenges and improve the quality and inclusion of education for all students.

**Fernanda (AI Voice-Over):**

Duarte, you mentioned the word inclusive, tell us what it means in education.

**Duarte (AI Voice-Over):**

Inclusion in education means ensuring that all children have the right to access school and learn, regardless of gender, background, wealth, disability, ethnicity, language or any other characteristic or situation. It aims at the full and effective participation, accessibility, frequency and implementation of all students, especially those who are excluded or at risk of being marginalized. This implies the creation of inclusive learning communities, where everyone is welcome and respected as equal and contributing members.

**Fernanda (AI Voice-Over):**

Can you tell us more about the specific challenges and initiatives related to inclusive education in Mozambique?

**Duarte (AI Voice-Over):**



Inclusive education in Mozambique aims at the full and effective participation, accessibility, frequency and implementation of all students, especially those who are excluded or at risk of being marginalized. Despite the progress made, many challenges still exist. For example, the country has about 1,700 inclusive schools that serve more than 100,000 children with disabilities, but that represents only a small fraction of the total number of children with disabilities in the country. Many inclusive schools face challenges such as the lack of resources, the lack of teachers training in inclusive education and physical barriers to accessibility.

The TIPOTE project aims to strengthen the capacity of UP-Maputo and ISET One World to provide and develop a quality teacher training that provides teachers with improved skills in inclusive education in various Mozambican contexts. The project focuses on the reinforcement of the human capacity of teacher trainers and the administrative staff selected to start this work. It also aims to innovate and test new practices in teacher training and test them in schools selected for primary and secondary education in partnership.

**Fernanda (AI Voice-Over):**

Let's consider the challenges of implementing inclusive education.  
What would stand out?

**Duarte (AI Voice-Over):**

Inclusive education aims to ensure that all children have the right to access school and learn, regardless of gender, background, wealth, disability, ethnicity, language or any other characteristic or situation. However, the implementation of inclusive education brings several challenges. The high school dropout rates and poor learning results are predominant, with almost all Mozambican children starting primary school, but many have not completed it.

The performance of teachers and school managers is often low, with limited knowledge of content and teaching skills, lack of suitable teaching materials and limited professional development. The limitations of resources, stigma and discrimination, as well as coordination and data issues also pose significant challenges. The response to these challenges requires a multifaceted approach, which includes improving teacher training, increasing resources and funding, promoting positive social attitudes and ensuring effective coordination between the parties interested.

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**Fernanda (AI Voice-Over), episode outro:**

Thank you for listening to this introductory episode of the Tipote project.

In the next episodes, we will learn in more detail the different areas of the project.

In the context of the document, the projects are about the specific and tangible results or products that are expected to be achieved through the activities of the project.

These results are designed to contribute to the general goals and objectives of the project. They are measurable and can be directly attributed to the efforts of the project.

The output focuses on the enhancement of the human capacity of teachers and staff selected to start the work of creating inclusive educational institutions.

This involves activities such as the training program of teachers,

study visits and benchmarking and sharing of new knowledge through seminars,

workshops and other events of disclosure. In the next session, we will discuss the content of the output in more detail. Remember to listen!