

Text transcript: TIPOTE podcast 2: Capacity building

Speakers: Frederico Cossa, Manuel Júnior, Camilo Ussene, Atalia Saide Mondlane and AI-assisted voice-over Fernanda.

Children sing the introduction:

Welcome everyone, welcome to our home.

Welcome everyone, welcome to our home.

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

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Duarte (AI Voice-Over):

Welcome to the second episode of the Tipote podcast! I am the AI-assisted host Duarte, and in this episode, I have the help of the AI-assisted host Fernanda.

One of the results of the Tipote project is to increase the capacity of selected educators and administrators in student-centered inclusive education. What does this mean in practice, Fernanda?

Fernanda (AI Voice-Over):

In practice, increasing the capacity of selected educators and administrators in student-centered inclusive education through the Tipote project involves several key activities:

Human Capacity Building: This includes changes in curricula, teacher competencies, physical accessibility, teaching and learning materials, and organizational culture. The main actors of UP-Maputo and ISET-One World will gain a theoretical and research-based understanding of inclusive education and various pedagogical approaches.

Trainer Training Program: The backbone of this initiative is a Trainer Training Program, which includes a one-week training session twice a year, online sessions, and mentoring. A training needs analysis will be conducted during the start-up phase. The training will be planned with all four HEIs, and local NGOs with experience in disability and inclusion will be invited as trainers.

Additional Activities: Other activities include study visits and benchmarking within Mozambique, neighboring countries, and Finland, as well as staff exchanges between Finland and Mozambique. Trained trainers will share their experience through seminars, workshops, dissemination events, and podcasts.

These efforts aim to create inclusive educational institutions, equipping educators and administrators with the skills and knowledge necessary to effectively support all students.

Duarte (AI Voice-Over):

In this episode, we also discuss these capabilities together with Frederico, Atalia, Camilo, and Manuel. Could you briefly introduce yourself? Who are you and where do you come from?

Frederico:

Good morning, my name is Frederico Cossa, I am a doctor at the Distance Learning Center of ISET-One World, an institution belonging to DPP Mozambique. I am a key specialist of this

TIPOTE project and, at the same time, I am coordinating the TIPOTE project from ISET-One World. I am Mozambican. Thank you.

Manuel:

Ok, good morning. My name is Manuel Geisa Chepissa Jr. I am Mozambican, I came from Izequiel Anualde, where I am a teacher at the same institution and the head of the same boarding school and I am part of what is an expert of this project.

Camilo:

I am Camilo Ussene, I am Mozambican, I am a psychologist, professor at the Pedagogical University of Maputo and I am a professor of psychology. I am part of this Tipote program and that's all.

Atalia:

Once again, good morning. I am Atalia Saide Mondlane, of Mozambican nationality. I am a specialist of the Tipote project and I am part of group 1 of the same project. I am a lecturer at the Faculty of Education and Psychology at the Pedagogical University of Maputo. Thank you.

Duarte (AI Voice-Over):

What have you done with Output 1, tell us about your visits to neighbouring countries?

Frederico:

Ok, on this issue, I will give a brief description of the visits I made to neighboring countries, in this case, Botswana, in reference to the University of Botswana. I was there with some members of the Tipote project and we made a visit regarding how the university views inclusive education in Botswana, how they generally support inclusive education. It was a good experience because I realized that they are really focused on including everyone in their education system. The university itself offers conditions for everyone to be in the same education system inclusively. And this was very important because, from the hopes obtained, I managed to somehow, in my daily practices, at the institution where I work, try to implement some learning that I acquired at the University of Poço Alto. And, for me, it was good to have participated in this study visit, benchmarking. Thank you.

Manuel:

Ok. In my case, I couldn't participate in this same trip. I wasn't feeling very well. But, I heard from colleagues who traveled there, like Frederico, among others. What they did. It was really a great experience and it was good.

Camilo:

I think from Output 1, the three of us went to Botswana. And we were in Botswana, I was in Botswana with colleagues, with Federico and Atalia. And we really went there, first we had to do organizational preparation to go to Botswana. and not only, and prepare for the visits of other colleagues who went to Tanzania, basically to Tanzania, yes. And in Botswana the experience I had, and we shared and realized, is that the inclusion system in Botswana is very developed, there is attention at the level from the government to the institutions that are working on the ground with this inclusion theme, there is a commitment from everyone and in the sense of creating better conditions both in materials and techniques for everyone who works in this area of inclusion it was very interesting to realize how far we are in Mozambique from a country so close to us in relation to this area of inclusion but it was good because it gives us more encouragement to add this knowledge and together with our institutions and not only, even for the whole process of teacher training and even trying to talk to, influence people who have

decision-making power at the level from the university to the ministries related to inclusion it is good for us to have had this experience it made us more alert in relation to many things we did and still do, it must be said that it is really not in accordance with the parameters of the Salamanca declaration that we signed in Mozambique too but Well, these visits are good, even now here in Finland, they are good because they make us realize how much we have to work and what commitment we have to have for this work and so that we can have a fairer country with more citizenship. Thank you.

Atalia:

Well, as Professor Camilo and Professor Frederico said, I was also part of the group that visited the University of Botswana, in the city of Aberon. We visited, we visited the University of Botswana and some surrounding schools in Botswana. And really what we experienced was that there is a general purpose, the engagement that is generated on how to deal with issues of inclusive education. And we realized that inclusive education is much more than identifying a specific visible disability. It is much more than that. One aspect that stood out to us was the issue of, because of the purpose that everyone has, People work with passion, work with dedication and determination. And inclusive education for them is even more for the integration of the child into social life, into life, so that the child can integrate into life. another aspect that was striking was it is already escaping me it has been some time it was I don't remember do you want to talk about it.

Camilo:

about the work done in schools or in societies the visits we made to schools for the visually impaired or within the university, the materials we saw the quality of the materials.

Atalia:

I am, but a very peculiar issue, that was very strong, and Professor Camilo talked about it when we were there, which is, it is escaping me, maybe when I remember I will talk, and there is a system that is very well articulated, which is the policies, that the State, the government, the universities, the schools, that all work in a very vertical way, together. If the State has a purpose, has an agenda, it is also accompanied at the university level and always flows into the schools. We visited some service centers, we visited some schools that have a specific disability, which is visual. We followed how the children in the schools socialize, even in the situation they live in. they relate as if they were family, where we experienced a situation where there is a bus, there is a child for other children that they accompany, they help them cross, go to the bus, they are visually impaired children to the bus, they don't go home until they accompany their partners. This is the strategy that the school uses, their partners can accompany and guide the younger ones. This peculiar issue does not occur to me.

Frederico:

But it is not this interconnection they have between the council, the school, the community council and the municipality the government itself to provide support in which the community if not maybe we leave it out but that issue that the community always has to bring a report to the school what is the survey it did about people who suffer from some disability, need inclusion and After this report that the community always gives at a certain time, the school will also report to the ministry, to provide support to those families. What is different from Mozambique, it does not happen. In Mozambique, in some situations, we prefer to hide that we have some deficit, we need support, we prefer to stay with a disability or a problem, While for them, there are community members who do all this exploration, this survey together with the school and the government, a solution is created.

Atalia:

Yes, it is one of the aspects. But we see yes interesting situations that touched us a lot and that we as teachers will realize in our practices as professionals. But they also have challenges. challenges like resources sometimes appropriate to face some specific situation in the school and also have challenges of parents and guardians who have their children with disabilities who sometimes do not collaborate but there is always an effort to bring the parent to the school, which is to also support and overcome together in this situation. That's all.

Duarte (AI Voice-Over):

And since disseminating the results of the project is part of the activities of Output 1, how do you plan to disseminate the results of the project?

Camilo:

I think Output 1 is an Output more... linked to the planning organization of the process and as dissemination we could maybe it has not yet been discussed but one of the ideas is to also aggregate small information of this kind and with colleagues from Output 2 and even with colleagues from Output 3 to be able to pass our information so that within the project Output 1 appears because it is more administrative above all hence for example I Atalia, Frederico even Manuel we are in Output 3 too Because we saw that Output 1 is very localized in time for some activities and then it does nothing. So we entered other groups and I think about 4 even. We stayed in the Output 3 group, Living Lab. So even with these colleagues and with colleagues from Output 2 we can pass information. I think it is really very generic information regarding how we worked in this output how the trips were prepared how a series of things were prepared, but I believe that the output is really organizational it is more administrative.

Atalia:

It really will be but we already have a starting point here, these podcasts, which together with the other groups we will be able to help, collaborate, support the dissemination and dissemination. We are also thinking of a strategy for neighboring secondary schools, the university, to go there to disseminate the good experiences we are having according to our context. Now I remember the novelty of Botswana, I don't know if you allow me, is that they adapt to a form of inclusion that is in their reality in Botswana. Including in the classes we went to have sign languages, they are sign languages that are adapted to the reality of Botswana. The sign language is Botswana. it is not the general one where we have the A, for them the A is in another format. So, this is the first thing I was forgetting to say. So, in relation to dissemination and communication, an idea emerged that, at the level of the central directions of the universities, we could gather, we are talking about directors, teachers and some friends and disseminate this issue of inclusive education still with a focus on digital pedagogies because now we are in an era of digitalization so we have to create how we can include without excluding knowing that we have students who do not have sufficient technological resources to be in the classroom and we transmit and how to ensure that they are really learning this is a situation leaving the specific and physical disability issue and these are strategies we are thinking of implementing. Thank you.

Frederico:

and as output because of these visits we made within Mozambique, in primary and secondary schools, which are partner schools of UP Maputo and Iset One World, they even mentioned that there are many projects that have already passed through there, were implemented, but there

were no results. So it was immediately placed a challenge of TIPOTE, Output 1, as Output that organizes, to bring at the end of the project, to bring results and these schools we are working with are partners of the TIPOTE project. this is one of the ways through the podcast and other materials that we can still think of that will be used for the dissemination of project results and we also have being UP Maputo and Iset One World we have as already referenced the partner schools Iset One World has the ADPP schools which are EPFs, future teacher schools, also working with us on the Tipote project and they also need to have the knowledge the domain, results of what was the Tipote project, which is what we were even talking about in digital pedagogy all this material, this knowledge needs to be shared with them, these primary, secondary, partner schools, as well as public and private teacher training institutions, these EPF and ADPP. so we have this challenge of being able at the end of the project to really bring this result.

Camilo:

but this result will be the mission only of the members of output 1 or it has to be something synchronized with all outputs so that this type of dissemination is done yes.

Frederico:

as referenced to output 2 3 and 4 must also because these are more working with these Living Lab, STEM the digital study, say digital pedagogy study too, so there must be this synchronization certainly, I agree.

Manuel:

really it is what the colleagues have already been saying here the podcast is already a tool in which we are using to share and talk about inclusion the experiences, the experiences that each place, each sector we go through, we drink that and then we share with others too, in what we refer to as inclusion An inclusive education in this case. There are other tools that I also want to believe we will use, such as, for example, small books, small lectures, dissemination of what we can experiment, disseminate what we learn and are here to welcome in all these trips we have made.

Camilo:

So, these are all my words. Anything you would like to say outside of this issue? Anything about Output One? Or are we finished? About Output One, I think that's all. As I said, it is an administrative group. I think we went ahead of Output One. In our talk, we talked with other groups, but I think that's fine. I would like, not for Output One, I would like to say in relation to the Tipote project itself that it is a commitment that we have to have of citizenship that we should not take lightly this mission of ours, these trips this cold we go through the heat we go through in Botswana the good things we see from colleagues who work both in Finland and in Botswana. And in Mozambique, we travel to Mozambique too and there we saw many well-done things in the provinces we visited. And it is important that we have this as a commitment of citizenship and that if we do not do it today, the next generations will charge us for not having done today something very serious which is inclusive education, to make a country, I repeat, fairer, more equal and more.

Atalia:

happy. And just to reinforce, I think we have already given a start. I believe we have the privilege as one of the groups that is in this project, to know these dynamics, to know inclusive education. I thought it was just seeing someone with a disability and that's it. And I agree with Professor Camilo, that we have to have citizenship. it is not enough for us to consume all these

experiences and stay there and already said one of the technicians of a resource center for inclusive education in Maputo says that this here has to be compassion only has to have empathy and now we are hearing a presentation that talked about the issue of professional identity. We are not all from the area of inclusive education, but we end up in this process falling in love. So, this passion, not only of consumerism, in terms of information and experience, also putting it into practice. It will be a challenge, but I think being the first and the privileged, we have to stomp our feet and hammer very well how to transmit to others and make them realize that this is a process we have to embrace and do together. I believe that the daughter has already come with this for years, is here where she is. I don't know if I'm not mistaken, is here where she is. I think we will also walk to get there.

Frederico:

to agree a little, in fact, just to agree with what Mr. Camilo was saying, it is we ourselves who need to leave inclusive education in use in practice because yes, it takes a long time if we follow in all institutions I was not in Tanzania but those who were there were telling a scenario identical to Botswana so it means that these advanced institutions in terms of inclusive education I will not talk about Finland, it is at the top, so we need in these experiences we are having during visits to these institutions, we need to take our reality try to see if we can fit and be able to create conditions for inclusive education and many more issues related to education in general to be at the level, to advance for the next generations.

Manuel:

Really, I think that those who travel expand new horizons and expanding these same horizons, we have to take what we need to learn in the sense of bringing improvements also to what is our country, which is Mozambique, which I think And we still need to work a lot. And it is in this way that we have this opportunity. And we will seize it and we will also share these same experiences that we are acquiring in these horizons that I just referred to.

Fernanda (AI Voice-Over):

Thank you for listening to this introductory episode of the Tipote Project. In the next episode, we will focus on improving digital pedagogy and the use of digital technologies in initial and continuing teacher training. Remember to listen!