

Presentations on how to link theory to action at the Curriculum and Educator Capacity Workshops (19-29 November, 2021)

Camilo Ussene, Associate professor, Pedagogical University of Maputo



The slide features a yellow background with a satellite image of a cyclone and an aerial view of a flooded town. Text is arranged in yellow boxes on the left and bottom.

IDAI

Uma questão de Atitude

Relato de um eterno Aprendiz

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Psicólogo

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Thalia Dragonas, Alexandra Androussou and Nelly Askouni, Professors at the National and Kapodistrian University of Athens



The slide has a red header with the HumAct logo and a grey body with bold black text.

HumAct
Humanitarian Action Humanitarian Action: Climate Change and Displacements

Construction of knowledge in Humanitarian Action: Pedagogical Issues

Lisbon 25-26 October, 2021

IDAI

**Uma questão de
Atitude**

Relato de um eterno
Aprendente

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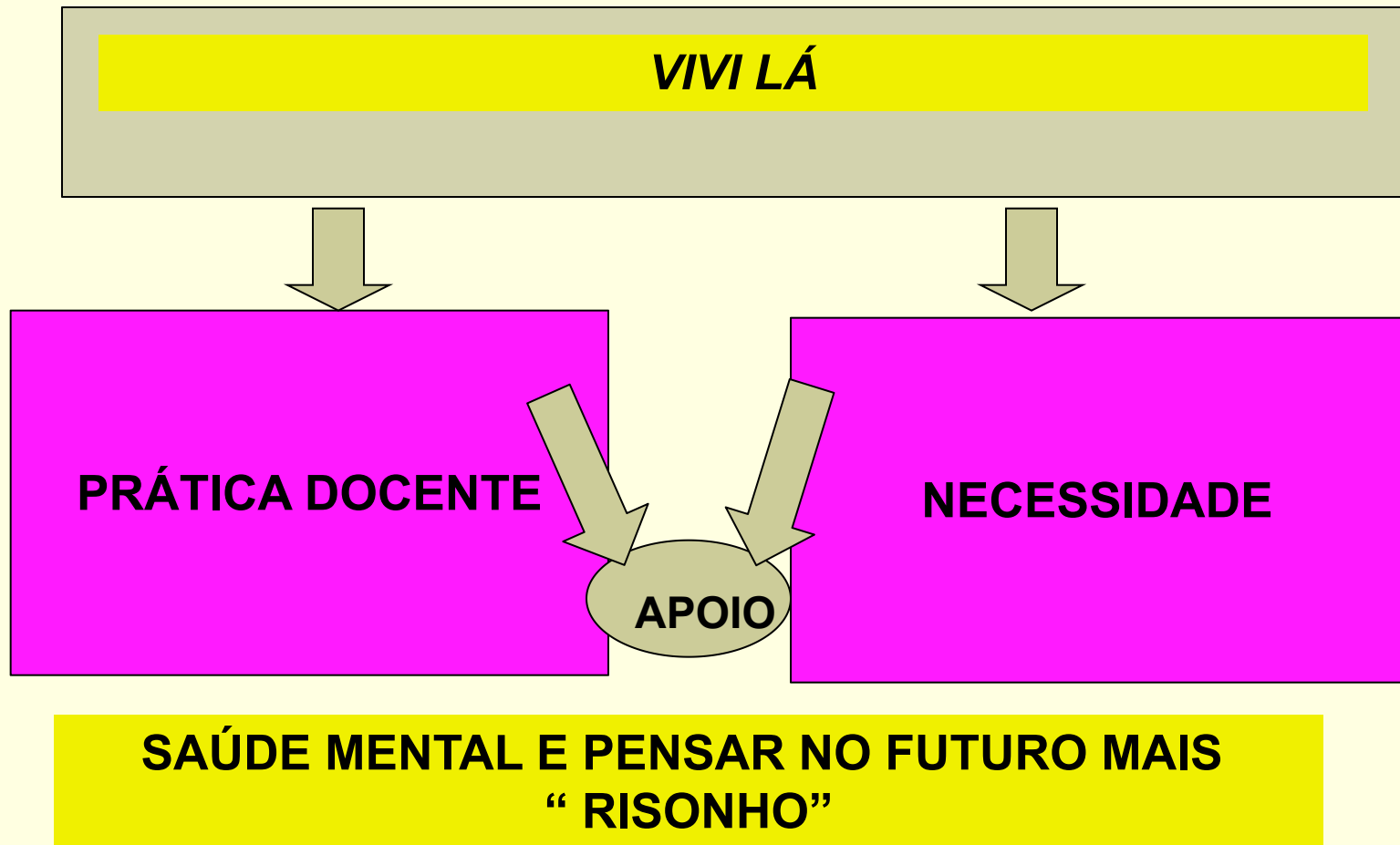
Psicólogo



Camilo Ussene

Porquê?

Preocupação com Cidadania Participativa.



IDAI



Causou mais de 900 mortes. Só em Moçambique foram 518 vítimas mortais. Mais de 2,5 milhões de pessoas experimentaram os efeitos directos do ciclone, com centenas de milhares a precisar de ajuda.

RELATO 1...

Era quinta feira 14 de Março de 2019. Beira e Búzi. Éramos Hiroshima e Nagazagui.....Como funcionários do Estado, tivemos que ir ao trabalho pela manhã. O Estado não emitiu nenhum comunicado a dispensar os funcionários. Pelo contrário tudo circulava nos privados. Dispensaram os seus quadros três dias antes, logo na segunda-feira...

(...) Começaram a reservar água, alimentação, lanternas, martelos e quites de primeiros socorros. Os funcionários do Estado estavam a margem de tudo.

A imprensa inteira estava a brincar. Enquanto a CNN, BBC, Euronews e outros canais estrangeiros falavam do IDAI de hora em hora, como de algo muito grave, a STV transmitia reportagens de arquivo, Miramar debates desfocados, TVM novelas mexicanas, RM música variada. Era uma perda de tempo procurar informação na nossa imprensa.

RELATO 2...

Caros colegas! Hoje, finalmente, conseguimos estabelecer contacto com os colegas da **UPBeira**. A Professora Carla Karagianis, ainda fez o obsequio, de partilhar algumas imagens que confirmam a determinação e valentia de uma equipa que, mesmo diante dos ventos mais fortes... verga mas não quebra. Os colegas estão bem, com dificuldades e necessidades, certamente e, tentam limpar as instalações. Não sabemos quando retomam as aulas e, outras Actividades, nem temos a dimensão da gravidade da destruição! Porém, saber que estão bem, nos alegra a todos e, nos enche de enorme alegria e esperança. Força e muita coragem UPBeira! O sol voltou e para brilhar eternamente. Estaremos sempre convosco.
JF

RELATO 3...

IDAI

Depois da tanta espera em Maputo lá fomos nós. Deixo aqui um relato resumido da nossa missão: Estivemos na Beira de 24 de março a 12 de Abril e vivemos o drama das populações...Tivemos encontros entre colegas e estudantes de algumas universidades, fomos ao terreno perceber o que fazer...Percebemos que as escolas foram escolhidas, na sua maioria, como sendo os centros de acolhimento das pessoas afectadas. Elas são os únicos espaços capazes de albergar tamanho número de pessoas...(continua)..

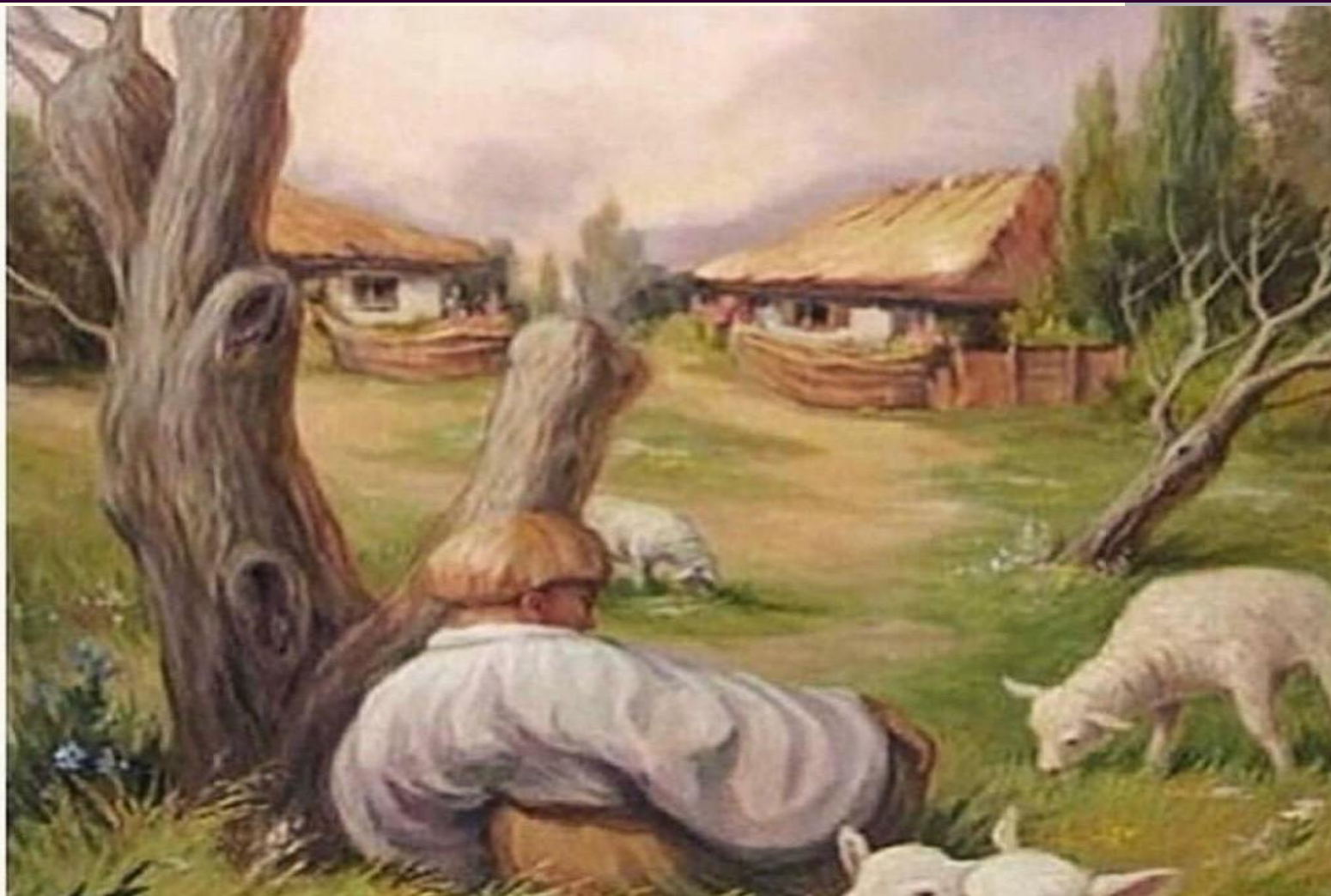
Camilo

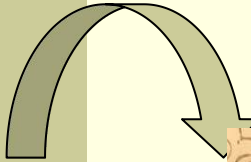
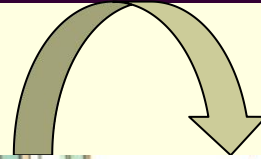


Temporada de ciclones...

- Temporada de ciclones na parte sudoeste do Oceano Índico começa a 15 de Novembro e termina a 30 de Abril de cada ano.
- A vigilância dos sistemas tropicais formados nesta região são da responsabilidade do Centro Meteorológico Regional Especializado da Reunião, que é controlado pela Météo-France, Serviço Meteorológico Francês.

Perceber e tentar fazer...







• futuro pois "Ideia visto pelas crianças".

vamos alcançar forte o futuro



Perspectivas/Acções...

✓ PROJECTO

“ O Futuro é Meu ”

Objectivo

- Facilitar o autoconhecimento a reflexão sobre a multiplicidade de aspectos envolvidos na escolha profissional e a tomada de decisão a fim de ampliar e diversificar as possibilidades de escolhas de carreira.



Não durma... As oportunidades são para os acordados



KHANIMAMBO!

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Psicólogo

HumAct

Humanitarian Action

Humanitarian Action: Climate Change and Displacements

Construction of knowledge in Humanitarian Action: Pedagogical Issues

Lisbon 25-26 October, 2021

- 9.30 - 10.15 Participatory Action Research in Social Interventions and Transfer to Teaching
 - 10.15 - 11.15 Group work
 - 11.15 - 11.35 Coffee Break
 - 11.35 - 13.00 Plenary
 - 13.00 - 15.00 Lunch break
 - 15.00 - 17.00 The Greek experience of Action Research shared by Greek students
-



The pedagogical approach in designing graduate courses in the area of humanitarian action, aiming to develop:

- ✓ Students' research capacity
 - ✓ Students' ability for social intervention
-

Linking theory to action

Design is not limited to the subject matter comprising the specific course (knowledge output, theories, concepts, cognitive gains); it is directly related to the way knowledge is linked to:

- the social context within which knowledge is embedded and which students have to be able to read and unpack
 - social action, enabling thus students to intervene
-

Methodological approach

- The methodological approach draws from Participatory Action Research
 - It includes theoretical concepts and methodological tools (in research techniques, in taking action, and in methods of analysis), allowing for the:
 - ✓ analysis of needs and understanding the field of intervention;
 - ✓ definition of the goals informing the design and delivery of specific interventions;
 - ✓ analysis of action and engagement in reflective practices
-

- **Humanitarian Action** addresses key problems engaging people and communities, with the potentiality of creating positive change at a small or bigger scale. It aims at empowering individuals and social groups.
- **Critical pedagogy** (Paulo Freire, 1921-1997) contributes to educational transformation, equally aiming at empowering learners, liberating them from the culture of silence and obscurity of ignorance.



Both are political acts in the sense of a shared commitment to democratic change

Both Humanitarian Action and Learning concepts:

- start from the needs and the problem of the recipient and not from the solution,
 - are based on linking ideas/theory to practice or vice versa,
 - promote critical thinking and develop critical awareness that help people improve their lives and take responsibility for them,
 - attempt to transform oppressed people and prevent them from being objects of aid/or of education, into subjects of their self-governance and emancipation,
 - aim at constructing a more just and equitable society,
 - both benefit from an Action-Research approach
-

Action research

- A methodology for intervention, development and change within groups and communities
 - Challenges traditional social science
 - Moves beyond accumulation of knowledge created from outside experts to a dynamic inquiry **with** active theory building.
 - Knowledge **through** action and **for** action
 - Research informed by social action and leading to social action (Kurt Lewin, 1946).
 - The process as important as the outcome
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graph TD; A[Identification of problem/ Initial Proposition] --> B[Action Planning and Implementation]; B --> C[Fact finding/ Evaluation/ Reflection by collaborative multi-disciplinary team of academics and non-university stakeholders]; C --> D[Reformulation of the problem/ Decisions on next steps]; D --> A;
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ACTION RESEARCH CYCLE

Identification of
problem/ Initial
Proposition

Action Planning
and
Implementation

Fact finding/ Evaluation/
Reflection by collaborative
multi-disciplinary team of
academics and non-
university stakeholders

Reformulation of the
problem/ Decisions on
next steps

- Participative communities of inquiry where change is achieved **with** others instead **for** others
 - Communities of inquiry and action addressing issues that are significant for those who participate as co-researchers/co-learners.
 - Active participation in the change process
 - Shared learning and shared process
-

Disconnection between higher education and the ‘public good’

Action Research provides knowledge generation, capable of producing ‘public goods’ through:

- ✓ concrete and practical problem solving
- ✓ shaping deeper reflection processes
- ✓ transdisciplinarity
- ✓ knowledge produced in the context of application much of which is external to the university itself
- ✓ broad stakeholder participation in research-based discourses
- ✓ teaching as apprenticeship to problem-oriented AR teams
- ✓ bringing about more liberated, solidary, fair and sustainable social situations