

TFK programme, funded projects 2024

Project title: Empowering Physical Education Programme (EPEP) in Tanzania and Finland	
Coordinator Oulun Yliopisto Niina Loukkola, niina.loukkola@oulu.fi	The aim of Empowering Physical Education Programme (EPEP) in Tanzania and Finland is strengthening the role of physical education (PE) and understanding the importance of PE for learning, school well-being and community spirit in Tanzanian and Finnish teacher education and schools. The Faculty of Education and Psychology at the University of Oulu (UOULU), School of Applied Educational Science and Teacher Education at the University of Eastern Finland (UEF), Department of Physical Education and Sport Sciences at the University of Dar Es Salaam (UDSM) and School of Education at the State University of Zanzibar (SUZA) are working on increasing the expertise in physical education among teacher educators and teacher education (TE) students.
Partners University of Dar Es Salaam, The State University of Zanzibar, University of Eastern Finland	The EPEP activities include PE teacher educators and TE students intensive training periods and co-teaching in Tanzania and Finland, individual study periods, and co-creation of Empowering Physical Education (EPE) online course. EPE course's three units support teacher pre-service and in-service education and preparation for mobility: 1) PE cultures and teaching cultures in Tanzania and Finland, 2) Perspectives on PE and 3) Specific themes in PE. Using UNESCO's Quality Physical Education (QPE) guidelines as a basis for the EPE course development work, the aim is to create mutual understanding for development in different cultures. Diversity is a comprehensive guideline in UNESCO's QPE approach. The fundamental idea of QPE is by working together to find a common ground for PE teaching pedagogy that works in the future diverse societies. All activities focus on cultural diversity in PE, importance of physical activity for academic learning, and strengthening motivation through implementing self-determination theory in PE teaching. One aim is also strengthening swimming and lifesaving skills and fundamental movement skills in diverse environments, including in challenging conditions with limited equipment.

	EPEP also intentionally brings into discussion the diverse emphasis and traditions of PE in schools, to name the culture of physical education and the culture of sports. By combining the different traditional approaches and cultures of teaching PE, EPEP seeks to find space for parallel existence, instead of drifting towards more polarized discussion. Organizing workshops and developing EPE course content will be done in cooperation with Finnish and Tanzanian non-governmental organisation (NGO) activists (Sports Development Aid and Liikery) and secondary school teachers (Maikkula and Mtwara district secondary schools), and that way combining research-based approach and practical knowledge. TE students will also participate in piloting and developing the material. As a result of this multi-stakeholder cooperation, the overall goal is to emphasize participation and equality and develop measures to integrate physical activity into the daily lives of school children and young people in both countries.
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