

Shaping the future of Physical Education in Kenya: A reflection on Priorities.

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Abstract

The development of physical education (PE) and sports in Kenya can be traced from the historical phases of precolonial, colonial, and postcolonial rule. The indigenous sports and games of the precolonial period were informal and were interwoven within the African culture. Formalized PE in the form of militaristic physical training was introduced by the British Colonialists. This laid the foundation for the current PE programs that have evolved over the years. Currently, the PE curriculum for schools is developed centrally by the Kenya Institute of Education. The teaching of PE in all schools is mandatory but not examinable. The general objectives of teaching of the subject include enhancing fitness, health, recreation habits, and total wellness of children and youth. However the teaching of the subject faces challenges including negative attitudes toward it, insufficient number of teachers, and inadequate modern facilities and equipment. However, in addition to PE books, a number of community-based physical activity programs exist. To further promote the teaching of PE in the country, suitable strategies need to be continually devised and implemented.

Key words: Curriculum, Kenya, health, obesity, physical activity, physical education, teaching

Full text:

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