



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

# **PHYSICAL EDUCATION AND SPORT POLICY FOR BASIC EDUCATION**

2021



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**MINISTRY OF EDUCATION**

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**2021**



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# FOREWORD

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Research indicates that active participation in quality Physical Education (P.E) and sport, instils a positive attitude towards physical activity, hence decreasing the chances of young people engaging in risky behaviour. P.E and sport impact positively on academic performance, while providing a platform for wider social inclusion. According to Article 31 of the Convention on the Rights of the Child, every child has the right to play and sport has important power to promote learner holistic development regardless of their age, gender, origin, or whether or not they have any form of disability or special needs. This policy recognizes the zeal with which the government holds sports and values the achievement realized in this field over the years. However, provision of P.E is in decline across all world regions as most learning institutions have not been emphasizing its importance.

Rising levels of physical activity will aid in combating substantial lifestyle disease risks and health crises such as pandemics (World Health Organization (WHO)). It is in this regard that the Ministry of Education (MOE) in collaboration with stakeholders has developed this Physical Education and Sport Policy to provide a guiding framework for effective and efficient delivery of P.E and sport programmes to all learners and communities. The policy is aligned to the Constitution of Kenya, Vision 2030, the Kazan Action Plan, Sustainable Development Goals (SDGs), Agenda 2063, and the Kenya Competency Based Curriculum (CBC) among other policy documents.

The CBC launched in 2017 ensures that P.E and sport secures its rightful place in from exposure to physical activity in all the learning institutions. It is important to note that all the seven core competencies in CBC are achievable through P.E and sport, in producing an engaged, empowered and ethical citizen through nurturing every learner's potential. For successful implementation of P.E and Sport policy to be realized in the education sector, unwavering support from both state and non-state actors is obligatory.

I wish to call upon the National and County governments, development partners, Faith based organizations, Civil Society organizations and other stakeholders to support the implementation of this policy.



Prof. George A.O. Magoha, EGH

**Cabinet Secretary, Ministry of Education**





# PREFACE

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Physical Education (P.E) and Sport is embraced worldwide as a key aspect of an individual's holistic development. It is practiced at different levels which include family, community, school and workplace. P.E and sport are critical in nurturing values and skills to help individuals lead healthy lifestyles.

Promotion of physically active life is pertinent in the early life for the healthy development of children and the adolescent youth constituency that is cross cutting, in order to harness their demographic dividends, sport and physical activity nurtures and contributes to tenets of responsibility, active citizenship, moral, social and personal development.

The implementation of P.E and Sport Policy will go a long way in promoting the realization of the national goals of education. It is also aligned to the Competence Based Curriculum (CBC) which provides P.E and sport as one of the learning areas and career pathways. This document outlines the Ministry's commitment to the realization of effective P.E and sport programmes in learning institutions. The policy highlights issues of P.E and sport infrastructure, curriculum, teacher development, talent identification and nurturing, resource mobilization, quality assurance, governance and management, monitoring, evaluation, reporting and learning. It also spells out the mandate of all stakeholders who will embrace multi-agency approach in applying the stipulated strategies.

I wish to call upon all the Early Learning and Basic Education institutions to ensure that P.E and sport programmes are in line with the provisions of this policy.



Julius O. Jwan, PhD, MBS

**Principal Secretary**

**State Department for Early Learning and Basic Education**



# ACKNOWLEDGEMENT

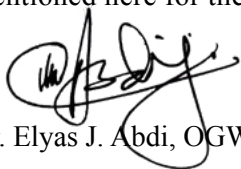
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The physical and education and sport policy for basic education institutions is a product of an intensive and inclusive process that comprised a wide range of stakeholders. It is in this regard that the Ministry of Education (MOE) recognizes the various stakeholders for their critical inputs.

The development of this policy and guidelines was made possible through the able leadership of the Cabinet Secretary Ministry of Education - Prof. George Magoha, together with Chief Administrative Secretary - Ms. Mumina Gallo Bonaya, the Principal Secretary State Department for Early Learning and Basic Education - Dr. Julius Jwan and the former Principal Secretary Dr. Belio R. Kipsang. I recognize the input of the senior management and all stakeholders in the education sector for their invaluable contributions in the policy development process.

Special appreciation goes to the Kenya National Commission for UNESCO (KNATCOM) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ GmbH) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) for providing financial and technical support in the development process. In the same spirit, United Nations International Children Education Fund (UNICEF) are also appreciated. Further appreciation goes to the Ministry of Sports, Culture and Heritage, the Kenya Academy of Sports (KAS), the Anti-Doping Agency of Kenya (ADAK), and Centre for Research and Innovations in East Africa (CRI) in providing technical guidance towards the development of this Policy. My gratitude also goes to the P.E and Sport Technical Working Group drawn from various Directorates in the Ministry of Education, Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD), Kenya Institute of Special Education (KISE), Kenya National Examination Council (KNEC), National Council for Nomadic Education (NACONEK), Kenya Education Management Institute (KEMI), Technical and Vocational Education Training Authority (TVETA), Curriculum Development and Certification Council (CDACC) and Ministry of ICT Innovation and Youth Affairs through the State Department for Youth Affairs.

Finally, I wish to acknowledge the efforts of other stakeholders who may not have been mentioned here for their invaluable contribution during the policy development process.



Dr. Elyas J. Abdi, OGW

**Director General**

**State Department for Early Learning and Basic Education**



# ABBREVIATIONS AND ACRONYMS

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ADAK	Anti-Doping Agency of Kenya
AfPE	Association for Physical Education
AU	African Union
CBC	Competency Based Curriculum
CBOs	Community Based Organizations
CBS	Central Bureau of Statistics
CDACC	Curriculum Development and Certification Council
CEMASTEА	Centre for Mathematics, Science and Technology Education in Africa
CEO	Chief Executive Officer
CG	County Government
CLRC	Community Learning Resource Centers
CoK	Constitution of Kenya
CRI	Centre for Research and Innovations
CSOs	Civil Society Organizations
DQAS	Directorate of Quality Assurance and Standards
EAC	East African Community
ECDE	Early Childhood Development and Education
EDPCG	Experience-Driven Procedural Content Generation
ELBE	Early Learning and Basic Education
FBOs	Faith Based Organizations
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH



HIV and AIDS	Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome
ICT	Information Communication and Technology
KAP	Kazan Action Plan
KAS	Kenya Academy of Sports
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KNATCOM	Kenya National Commission for UNESCO
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
MCDA	Multi Criteria Decision Analysis
MDAs	Ministries Departments and Agencies
MINEPS	Conference of Ministers and Senior Officials Responsible for Sports
MOE	Ministry of Education
NACONEK	National Council of Nomadic Education in Kenya
NCD	Non-Communicable Disease
NEMIS	National Education Management Information System
NEQAF	National Education Quality Assurance Framework, 2019
NESSP	National Education Sector Strategic Plan 2018 -2022
NGOs	Non-Governmental Organizations
P.E	Physical Education
PHE	Physical and Health Education
PP1 and PP2	Pre-Primary 1 and Pre-Primary 2
QASO	Quality Assurance and Standards Officers
S4D	Sport for Development
SAGAs	Semi-Autonomous Government Agencies
SDGs	Sustainable Development Goals



TSC	Teachers Service Commission
TTC	Teacher Training Colleges
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Education Fund
WADA	World Anti-Doping Agency
WHO	World Health Organization



## DEFINITION OF TERMS

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**Abuse:** is the deliberate act or series of actions which lead to harm. This includes but is not limited to, verbal, physical, sexual, emotional and psychological abuse.

**Assessment:** is a process through which the quantity and quality of the learning processes of a given activity within a specified period can be evaluated. It aids in the improvement of task performance by both the teacher and the learner.

**Athlete:** anyone participating in physical activity and sports, at any level of participation and in any sports discipline.

**Basic education:** education offered to a person in pre-primary, primary, and secondary and Teacher Training Colleges including Adult and Continuing Education.

**Career pathway:** is the career area that a learner selects as he/she prepares to specialize in depending on interest, ability and aptitude.

**Centre of excellence:** institutions identified in conjunction with Kenya Academy of Sports for the purpose of nurturing talent in sports.

**Clean sport:** athletes participating in sports without use of performance – enhancing substances, hence providing a level ground for fair play.

**Community learning resource centers:** facilities providing informal meeting venues for community activities such as adult education, indoor games, information and other services.

**Community of practice:** a culture/practice where practitioners are guided to interact regularly and build relationships that enable them to learn from each other through engagement in joint activities, discussions, maintaining a supportive school culture, developing a shared repertoire of resources and generating/ sustaining professional development and interaction.

**Competencies:** is the ability to apply appropriate knowledge and skills to successfully perform a function in real life situations.

**Curriculum support materials:** include resource materials such as designs, textbooks and content, digital content, audio-visual, and ICT applications.

**Education in emergencies:** Quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education.

**Emergency:** a serious, unexpected and often dangerous situation demanding immediate



action and follow up in terms of extra ordinary measures.

**Equality:** is recognizing and removing the barriers faced by people involved, or wanting to be involved in sport. It is about changing the culture of sport to one that values diversity and enables the full involvement of disadvantaged groups in every aspect of sport.

**Equipment:** protective gear, appropriate attire and tools used to perform a particular sport or physical activity.

**Evaluation:** the systematic measurement of performance of an on-going project or programme at the end of the cycle.

**Facilitators:** include teachers, coaches, mentors, managers, trainers, tutors, lecturers, instructors and others involved in P.E and sport activities.

**Good Governance:** is the process of decision making entailing eight (8) characteristics such as participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law.

**Harm:** a negative impact on an individual's physical, emotional or behavioural health and well-being.

**Holistic development:** social, mental, physical and socio-economic well-being of a learner.

**Inclusion:** Philosophy which focuses on the process of adjusting home, school, and society so that all the individuals, regardless of their differences, can have the opportunity to interact, play, learn, work and experience the feeling of belonging, and experiment to develop in accordance with their potentials and difficulties

**Inclusive Education:** An approach where learners and trainees with disabilities are provided with appropriate educational interventions within regular institutions of learning with reasonable accommodations and support.

**Infrastructure:** basic physical and organizational structures and facilities for P.E and sport activities e.g., courts, gymnasias, pitches, tracks.

**Learner:** a person who is willing to gain knowledge, information, comprehension and skill by studying, practicing or being taught.

**Monitoring:** is the systematic process of collecting, analysing and using information to track a programme's progress toward reaching its objectives and to guide management decisions.

**Multi-Agency Approach:** is the collaborative strategy where relevant stakeholders jointly undertake assignments.

**Public Private Partnerships:** engaging private sector actors in P.E and sport activities.

**Physical activity:** is any bodily movement produced by skeletal muscles that uses energy interrogating and interrogating and including activities undertaken while working, playing, carrying out household chores, travelling, and engaging in recreational pursuits.



**Physical Education:** is planned, progressive, inclusive learning experience to acquire the psychomotor skills, cognitive understanding, as well as social and emotional skills they need to lead a physically active life.

**Quality Assurance:** is the process of observing, examining, documenting information so as to enforce education regulations and policies in order to achieve quality learning to establish, improve or maintain standards.

**Resources:** are inputs that will be used to efficiently and effectively achieve the targeted objectives. It includes human, materials, infrastructural and financial resources.

**Safeguarding:** is a set of actions that ensure all learners participating in P.E and sport remain safe from harm and abuse.

**Special needs:** are physical, mental or intellectual conditions with substantial and long-term adverse effects on the learning ability.

**Spirit of sport:** are values as stipulated in the World Anti-Doping Code.

**Sport:** is any physical activity (participative, casual, organized or competitive, either rulebound or unstructured) that includes a form of active play, active recreation, or game that contribute to physical fitness, mental well-being and social interaction.

**Sports equity:** is fairness in sport, equality of access, recognizing inequalities and taking steps to address them. It is about changing the culture and structure of sport to ensure it becomes equally accessible to everyone in society.

**Sport for Development (S4D):** is the use of physical activity, physical education, sport, play, games, recreation, dance and traditional games to promote social and economic development. The delivery is through experiential learning which combines activities and exercises with education measures focusing on parameters of social change.

**Standards assessment:** is inspecting/checking/visiting/researching institutions with a view of establishing, improving or maintaining education standards.

**Resilience:** The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management.

**Response:** Actions taken directly before, during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.





# EXECUTIVE SUMMARY

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This policy has been developed with an overarching goal of promoting the provision of P.E and sport in basic education institutions. Development of this policy is therefore embedded in the ongoing educational reforms to align the provision of education with the tenets of the Constitution of Kenya, and to position education provision as a key stimulus and enabler for Kenya's socio-economic transformation agenda as stipulated in Kenya Vision 2030 as well as the aspirations of the African Union Agenda 2063 and the United Nations 2030 Agenda for Sustainable Development.

The policy draws from provisions in existing policy and legal frameworks including: Sessional Paper No 1 of 2019 on a Policy Framework for Reforming Education and Training; Kenya National Curriculum Policy (2019); National Education Sector Strategic Plan (NESSP)2018-2022; Anti-Doping ACT, 2016; Sports Act, 2013; Sessional Paper No. 3 of 2005 on sport and development and Kenya National Sports Policy (2002) among others. This policy also actualizes the Kazan Action Plan (2017) that calls for states to ensure access to sport as a fundamental right for all and fosters convergence in sport policy development, measure progress, structure and prioritize dialogue and cooperation between different actors and specify linkages with the Sustainable Development Goals (SDGs).

Globally, P.E and sport has been shown to promote mental, social and physical wellbeing of individuals contributing to healthy and cohesive societies. As an enabler of sustainable development, P.E and sport have promoted peace, gender equality, inclusion, health, education and employability.

It is contributing to children's and youths' healthy physical development beside inculcating important life skills such as communication, collaboration, self-awareness, social and emotional competencies, as well as empathy and leadership skills that increases their confidence and capability for the labour market.

Incorporation of P.E and sport in CBC as a learning area and providing for a career pathway in Sports notwithstanding, there has not been implementation of these activities in institutions due to various challenges such as: low perception of P.E. and sport by teachers, facilitators and other stakeholders, inadequate resources such as teaching / learning materials and equipment. Teachers' capacity to effectively facilitate P.E and sport for all learners including those with disabilities and special needs have also been inadequate in basic education learning institutions.



These challenges are attributed to lack of policy guidance and clear implementation framework. To this end, this policy provides a framework for effective implementation of equitable and inclusive quality P.E and sport at all levels of basic education in Kenya. In addition, P.E and sport is seen as an enabler in achieving the seven core competencies enshrined in the Competency Based Curriculum which include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

**Specifically, this policy seeks to achieve the following seven objectives:**

1. Provide the learner with knowledge, skills, values and positive attitudes through P.E and sport for healthy lifestyle and lifelong learning.
2. Enhance access, equity and inclusion in P.E and sport for all learners.
3. Provide age-appropriate interdisciplinary P.E and sport to nurture learner's talents.
4. Strengthen governance, accountability and integrity in P.E and sport.
5. Enhance capacity of teachers/facilitators and managers of P.E and sport.
6. Promote traditional sports and games to embrace cultural diversity.
7. Promote peaceful coexistence and social integration through P.E and sport.

To achieve the above objectives, the policy calls for observance of pertinent principles in its implementation including ensuring participation for all, inclusion and equity, quality and fairness, discipline and ethics, environment and sustainability, transparency and accountability, rights-based approach, collaboration and sharing, diversity, non-discrimination, resilience, professionalism, innovation and creativity. This policy document is organized in eight chapters and has identified the following policy areas: physical infrastructure, facilities and equipment; P.E and sport (for) development; P.E and sport for learners with disabilities and special needs; curriculum implementation; human resource development and management for P.E and sport; quality assurance and standard for P.E and sport; integration of information communication and technology in P.E and sport; physical education and sport during emergency; governance and management of physical education and sport; resource mobilization and partnerships; monitoring, evaluation, reporting and learning . Each policy area emerges from a detailed analysis of issues and constraints. For each of the policy area, specific goal and objectives, statements and strategies to achieve this policy are clearly spelt out. In addition, this policy recognizes key stakeholders and provides a governance structure based on existing Ministry of Education organizational management framework. This policy is applicable to learners and trainees and their parents, caregivers, teachers, facilitators, instructors and managers as well as state and non-state actors and local communities that engage in the provision of P.E and sport in basic education institutions.





# CHAPTER ONE: INTRODUCTION

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## 1.1. Background to the Policy

Physical Education (P.E) and sport is a significant component of human culture at the individual, national and international levels. The Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and sport (MINEPS VI) in 2017 marked a shift from declarations of policy intent to measurable actions with the adoption of the Kazan Action Plan emphasizing on P.E and sport as enablers of sustainable development and peace. It laid emphasis on MINEPS V (2013) where it was recognized that P.E and sport can bring a variety of individual and societal benefits such as health, social and economic development, youth empowerment, reconciliation and peace. Consequently, nations in the modern world have embraced P.E and sport development. It is considered as “one of the most effective means of providing all children and youth with skills, attitudes, values, knowledge and understanding for lifelong participation in society” (MINEPS V, 2013). The Kenya Youth Development Policy, 2019 emphasizes the importance of sport development for promoting better health and wellness among the youth. The policy thus prioritizes and supports direct involvement of youth in physical activity and interventions that target them. This is in tandem with the view that promotion of physically active life is imperative in the early life for the health development of children and youth including those with disabilities and special needs.

Physical education and sport are an integral learning area in the holistic development of a learner. In basic education institutions, it provides an avenue for learners to be active and learn necessary skills, knowledge and attitudes that lead to a lifelong active lifestyle. Through P.E and sport activities and programmes the mental, social and physical well-being of individuals is improved while creating a healthy and active society.

The history of sports in Kenya stretches way back to the period before the British rule, through colonialism to post-independent Kenya. Before the advent of colonization, Kenyans actively involved themselves in traditional sports such as spear throwing, swimming, running and wrestling and others which were mainly confined within various indigenous communities. Formal education was introduced in Kenya during the British colonial rule. During this period, modern forms of sports and games were introduced in the country. The main objective of teaching P.E in this period was to develop the learners’ character by instilling virtues of



obedience, discipline, and submission to authority, which were important in entrenching the colonial rule. After independence, the country embarked on various education reforms which have adversely affected the teaching and learning of P.E and sport among other subjects in Kenya.

Physical education and sport help learners in character building. Participation in P.E and sport offers learners experience for socialization and integration. In addition, through P.E and sport, learners acquire self-discovery skills and develop a sense of achievement, actualization and freedom as envisioned in the Competency Based Curriculum (CBC). P.E and sport is both a learning area and career pathway. P.E and sport is an important enabler of sustainable development. In 2003, the United Nations (UN) General Assembly adopted the resolution (58/3): Sport, as means to promote education, health, development and peace and declared 2005, the International Year of Sports and Physical Education (United Nations, 2020). In 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development. Building on the principle of ‘leaving no one behind’, the UN and its member states adopted 17 Sustainable Development Goals (SDGs) to make emphasis on a holistic approach achieving sustainable development for all. P.E and sport can contribute to the achievement of the goals, in particular SDG 3, which emphasizes on healthy lives and promotes well-being for all at all ages. It can be used as a tool to promote healthy lifestyle and well-being of children and youth to create healthy, active and engaged citizens. Further, physical activity is proven to generate great health benefits, manifesting in a longer life, a reduced risk of heart diseases, cancer and non-communicable diseases such as diabetes type 2 as well as anxiety, depression and stress. SDG 4 seeks to ensure an inclusive and equitable quality education to promote lifelong learning opportunities for all.

Through P.E and sport activities, learners acquire core competencies identified reiterated in the CBC. SDG 5 promotes gender equality and focuses on ending all forms of discrimination against women and girls through promoting empowerment of women across the world. Participation of women and girls in P.E and sport activities promotes gender equity among learners. SDG 8 encourages sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. P.E and sport having been introduced as a learning area and career pathway contributes to the transformation of the sporting sector in Kenya while promoting socio-economic development. SDG 16 aims at the promotion of a peaceful and inclusive society, access to justice for all and effective, accountable and inclusive institutions at all levels. P.E and sport can teach fundamental principles such as tolerance, solidarity, cooperation and mutual respect which foster peace, social inclusion and feeling of belonging that can lead to an active citizenship and equal society (GIZ/DSHS, 2020). Further, learning institutions make sport participation more widespread in order to enhance the economic value of national sport. This can be an important avenue for talent scouting and



professional career development in the scouting sector. In view of the above, it is therefore essential that, a policy is formulated to guide the implementation of P.E and sport for basic education institutions in Kenya.

Quality physical education is a platform for inclusion in the wider society, particularly in terms of challenging stigma and overcoming stereotypes (UNHCR, 2001). The participation of children with disabilities and special needs in sports and recreational activities promotes inclusion, minimizes deconditioning, optimizes physical functioning, and enhances overall well-being (American Academy of Paediatrics, volume 121, number 5, May 2008). Despite these benefits, children with disabilities and special needs are more restricted in their participation because of certain barriers that include lack of awareness on the part of people without disabilities as to how to involve them in teams adequately; lack of opportunities and programmes for training and competition; few accessible facilities due to physical barriers; and limited information on access to resources (DePauw and Gavron 2005).

Around 10% of the world's population, or 650 million people, live with a disability and 80% of these people live in developing countries' (United Nations. <http://www.un.org/disabilities/default.asp>). Kenya is committed to promote education for all, including learners with disabilities and special needs into basic learning institutions, as well as ensuring gender equity.

## 1.2. Situational Analysis

Since the year 2000, there have been tremendous reforms in the education sector in Kenya. The education reforms were informed by the summative evaluation of the 8-4-4 curriculum (KICD, 2009) and the Needs Assessment Report (KICD, 2016) that revealed that the curriculum was examination oriented, emphasized on coverage of content and had little emphasis on the skill development and application among learners. The reforms on the education curriculum were also in response to the Constitution of Kenya and achievement of Kenya Vision 2030 with an aim of preparing all learners for the work environment in the 21<sup>st</sup> Century.

One of the key reforms in the National Education System is the change from the Objective Based Curriculum to Competency Based Curriculum (CBC). The CBC focuses on seven core competencies: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy. P.E and sport is an enabler in achieving most of these core competencies.

According to National Assessment System for Monitoring Learner Achievement (NASMLA) Class seven study 2019 close to half (47.9 percent) of learners reported that they were not taught P.E in schools. Further, the NASMLA Class three study of 2018 revealed that a notable proportion (18.8 percent) of learners did not attend P.E lessons. This implies that there were variations in the teaching of P.E and sport as learners progressed from lower levels to higher



levels. The report further recommended that there is need to develop a P.E and sport policy framework to guide the implementation of P.E and sport in Kenya.

In terms of teachers' development, training and staffing, Kenya had until the end of 2019 total number of 219,607 trained teachers, deployed in 22,577 public primary schools across the country. Post-primary learning institutions had until the end of 2019; 98,124 teachers deployed in 8,822 institutions (Teachers Service Commission, 2019). All primary school teachers deployed are trained in P.E. According to Kenya Institute of Special Education (KISE) 2019, 31,395 teachers graduated with certificates and diplomas specializing in education for learners with disabilities and special needs with adapted P.E and sport as compulsory subject.

The Kenya National Commission for UNESCO conducted a rapid assessment on the current status of teaching and learning of P E and sport in schools in 2019. According to the survey, 69.2% of the sampled post-primary teachers stated that they did not have the required skills and technical knowledge to teach P.E and sport in their respective schools, 62.1% of the sampled post-primary teachers stated that they have not undergone professional training in P.E while 60.8% of these teachers do not take learners through practical and demonstrations during P.E lessons. It is worth noting that post primary teachers are not required to specialize in P.E as a subject. However, CBC has created sport as a learning area and career pathway thus, the need to address the gap in teacher training and human resource management. The report therefore recommended that there is need to develop a policy not only to guide but also provide a framework for P.E and sport, predominantly in capacity building of teachers and facilitators particularly in post-primary institutions, in effective implementation of P.E and sport in schools. The report further recommends that teacher training institutions that train P.E teachers should focus on P.E pedagogy, skill development, and content related to various lifelong learning aspects such as health. This approach in P.E teacher preparation will empower potential teachers not only to effectively implement the P.E curriculum in learning institutions but also to assist all learners in becoming lifelong physically active and healthy citizens.

The findings of the rapid assessment report also revealed that currently implementation of P.E and sport in basic education institutions is hampered by various challenges. Key among these is low perception of P.E and sport by teachers and other stakeholders, inadequate resources including instructional material, equipment and teacher's capacity to effectively deliver P.E and sport. In addition, the delivery of P.E and sport curriculum in learning institutions are not adequately provided for learners with disabilities and special needs. Thus, there is need for a policy framework that guides effective implementation of P.E and sport in basic education institutions in Kenya. The report also recommends that there is need for policy guidelines on government, stakeholders and other agencies involvement in the provision of P.E and sport facilities and equipment in all learning institutions.





Research shows that P.E and sport help learners reach their fitness goals and maintain a healthy weight which is also good for their mental stability which impacts positively on academic performance. Regular physical exercise is good for the mind, body and spirit. This calls for engagement of teachers in the delivery of P.E and sport as a cardinal component of the learning process. Since it is also good for the teachers' health, there should be a deliberate move to have in-service P.E and sport clinics for those teachers in post-primary institutions who did not go through such trainings in college to update their skills in the same. This in turn can supplement the scarce resources available in secondary schools and colleges in delivery of P.E and sport curriculum. Playing sports requires a lot of time and energy; like class work sport require comprehension, repetition and learning skill sets. Sporting activities teach learners how to build teamwork and solve problems in teams. Sports also boost self-esteem; lower chances of breast cancer and other non-communicable diseases associated with physical inactivity and reduce stress levels for both learners and the facilitators. These are wanting presently, in the education system, because of the less emphasis on P.E. and Sport.

According to the Kenya Youth Development Policy of 2019, participation of women in sport is 36 percent compared to 64 percent of men. This points to gender disparity of participation in P.E and sport. However, the participation of girls and women in sport activities challenges gender stereotypes related to their physical abilities, can improve their leadership skills and their position on society in general (GIZ-DSHS, 2020).

### 1.3. Legal and Policy Context

This policy is anchored on the provision of existing policies and legal frameworks as well as international protocols which include:

**The Constitution of Kenya 2010:** schedule four mandates the National government to develop educational policies, curricula, maintain standards and assessment as well as the promotion of sport and sport education. P.E and sport policy will actualize this provision.

**Kenya Vision 2030:** aims at transforming Kenya into an industrializing, middle income country by 2030. One strategy to realize this long-term development plan is to improve the health and well-being of its citizenry. In this respect, teaching of P.E and sport in learning institutions and provision of sporting activities at the community level are viewed as tools of making this goal a reality.

**Sessional Paper No 1 of 2019:** provides a policy framework for Reforming Education and Training for Sustainable Development in Kenya. This policy is in line with the requirements in the policy framework on reforming the provision of P. E and sport.

**Sessional Paper No. 3 of 2005:** on sport and development provides guidance and direction on management of sport.





**Basic Education Act (2013):** provides for free and compulsory basic education for every child.

**Children’s Act (Rev. 2012):** part II, section 17, provides for the right to education, leisure and recreation, that a child shall be entitled to leisure, play and participation in cultural and artistic activities. The P.E and Sport policy is following a rights-based approach in line with the provisions stated.

**Sports Act (2013):** aims at harnessing sport for development, encourages and promotes drug-free sport and recreation; to provide for the establishment of sport and for connected purposes.

**Anti-Doping Act (2016):** provides for the regulation of sporting activities free from use of prohibited substances and methods in order to protect the health of athletes.

**The 2030 Agenda for Sustainable Development (2015):** commits to eradicate poverty and achieve sustainable development by 2030, ensuring no one is left behind. Sport is recognized as an important enabler for Sustainable Development.

**AU Agenda 2063:** provides for a common policy framework for physical education and sport for the progress and development of Member States of the African Union and their peoples. The framework harmonizes areas of intervention for a concerted development strategy for sport activity in Africa and sought to pave the way for harmonious relationships between actors in the African Sport Movement.

**United Nations Convention on the Rights of the Child (1989):** Article 31 provides for the right to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

**UNESCO Charter of Physical Education, Physical Activity and Sport (1978):** describe the practice of physical education and sport as “a fundamental right for all”.

**MINEPS VI – The Kazan Action plan (2017):** provides for access to sport as a fundamental right for all and fosters convergence in sport policy development, measure progress, structure and prioritize dialogue and cooperation among different actors and specify linkages with the UN Sustainable Development Goals.

**East Africa Community (EAC) Protocol:** embraces culture and sport as both enablers and drivers of a people-centred integration agenda through promotion and enhancement of diverse sport activities as well as preservation of culture.

**Kenya National Sports Policy (2002):** provides for the holistic development of sport in the country for all segments in society. This policy provides a requisite inter linkage between the basic education sub -sector and other sectors of the government.

**National Curriculum Policy (2018):** provides for access and transition of all learners through



interdisciplinary and flexible curriculum pathways that develops their abilities and talents.

**National Education Sector Strategic Plan (NESSP) 2018-2022:** provides for the development of physical education and sport policy and promotion of talents and sport in schools. In addition, the plan provides for the establishment of a national academy for gifted and talented children which would include those who excel in P.E and sport. This policy will guide the implementation of identifying, placement and nurturing talent.

**Kenya Youth Development Policy (2019):** emphasizes on the importance of talent and sport development for promoting better health and wellness among the youth. The P.E and Sport policy prioritizes and supports involvement of children and youth in physical activity interventions.

**Kenya Basic Education COVID-19 Emergency Response Plan (2020):** provides for physically active individuals to ensure continuity of learning amid emergencies.

## 1.4. Rationale

The 2019 census report revealed that Kenya has a youthful population, with 75 percent of the 47.5 million people being under the age of 35 years (KNBS 2019). Out of this population, over 16 million learners were enrolled in basic education learning institutions (Basic Education Statistical Booklet 2019).

As engagement in recreational sport declines and unhealthy eating habits being is predominant, non-communicable diseases such as obesity and diabetes type 2 are becoming increasing risks not only for children, but for society as a whole (WHO 2010 Global Guidelines and recommendations on physical activity for health). For the young generation to be a driver of sustainable development and creation of lifelong prospects, there is need for peace, access to education and health. This will be attained by integration of P.E and sport in the education system as an enabler for personal and national development.

Combating poverty and inequality as well as promoting equity and human rights are the most effective channels for securing peace and stability. Through the provision of qualitative and inclusive P.E and sport programmes, children and youths will be empowered to act as agents of change who play an integral role in transforming themselves and the society.

Physical Education and sport are essential activities not only for the healthy physical development of young people, but also to encourage social inclusion and economic participation while promoting enjoyment. It empowers individuals and equip them with social and life skills for a self-reliant life.

Similarly, P.E and sport will enable learners to acquire core competencies articulated in the CBC such as communication and collaboration; critical thinking and problem solving; creativity



and imagination; citizenship; learning to learn; digital literacy and self-efficacy. Currently, there is no existing P.E and Sport policy for basic education institutions in Kenya. Thus, a policy for P.E and sport in basic education will provide a guide for learners’ opportunities for career development, physical growth, socialization and intellectual development, social inclusion and integration, develop and nurture learners’ talent and align P.E and sport with the national competency-based curriculum. This is also in line with the First Regional Conference of African Ministers on the implementation of the Kazan Action Plan in Africa (2019) which recommended the development of P.E and Sport policies in all African countries.

## 1.5. Purpose

The purpose of this policy is to provide a framework for effective implementation of safe and inclusive quality physical education and clean sporting activities at all levels of basic education in Kenya. Figure 1 illustrates the characteristics of social, mental and physical strengths to be acquired through P.E and sport activities which contribute to the holistic development and well-being of a learner, these characteristics are an integral part to form an active and healthy society.

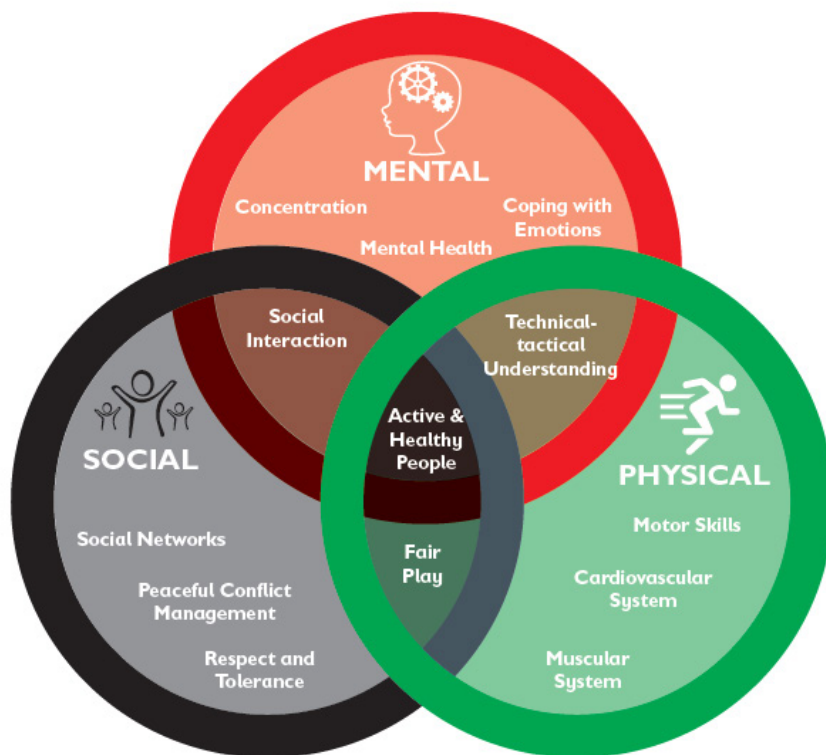


Figure 1.1: The Model is adopted from GIZ’s Guidebook for active and healthy communities (2019)



## 1.6. Vision

An inclusive and equitable quality P.E and sport for sustainable development.

## 1.7. Mission

To provide, promote and coordinate provision of inclusive and equitable quality P.E and sport activities for mental, social, economic and physical well-being and life-long learning.

## 1.8. Objectives

The general objective of this Policy is to promote P.E and sport activities in basic education institutions.

The specific objectives of the P.E and sport policy are to:

1. Provide the learner with knowledge, skills, values and positive attitudes through P.E and sport for healthy lifestyle and lifelong learning.
2. Enhance access, equity and inclusion in P.E and sport for all learners.
3. Provide age-appropriate interdisciplinary P.E and sport to nurture the learner's talents.
4. Strengthen governance, accountability and integrity in P.E and sport.
5. Enhance capacity of teachers, trainers and managers of P.E and sport.
6. Promote traditional sport and games to embrace cultural diversity.
7. Promote peaceful coexistence and social integration through P. E and sport.

## 1.9. Scope of Application

This policy applies to all learners and trainees in basic education institutions and their teachers/ facilitators, education officials, education administrators/managers parents and caregivers, and other stakeholders that engage in the provision of P.E and sport.

## 1.10. Guiding Principles and Values

This policy is anchored on the following guiding principles and values:

**Collaboration and Sharing:** ensure that P.E and sport activities promote the spirit of teamwork, collaboration and sharing among stakeholders and learners.

**Discipline and Ethics:** ensure persons engaged in P.E and sport act in line with stipulated rules and regulations engaging.



**Diversity:** ensure that all learners of different backgrounds, abilities and talents engage in P.E and sport.

**Environment and Sustainability:** promote environmentally friendly and sustainable practices in P.E and sport.

**Inclusion and Equity:** Promote inclusivity and equity in P.E and Sport to address needs of all learners, including those with special needs, persons with disabilities, the vulnerable and the marginalized groups.

**Innovation and Creativity:** ensure that P.E and sport as a learning area is delivered through improved modern technologies and efficient methods.

**Integrity and Fairness:** ensure that resources meant for P.E and sport are utilized for the intended purposes and clean sport for personal development.

**Non-discrimination:** ensure access and participation of all learners in P.E and sport.

**P.E and Sport for all:** Pursuit of health, social, mental and physical well-being through P.E and sport to all learners. Professionalism: ensure that teachers, facilitators and managers handling the learner are properly qualified in P.E and sport.

**Quality and Relevance:** ensure inclusive age appropriate and gender responsive activities to the needs of the learners.

**Resilience:** cultivate the spirit of endurance among learners through P.E and sport.

**Rights-Based Approach:** ensure that all learners have the right to participate in P.E and sport activities in a safe and harm free environment, free from abuse and exploitation.

**Transparency and Accountability:** ensure that P.E and sport activities, programs and resources benefit learners at all levels and ensure that teachers, facilitators, managers and trainers take responsibility for effective service delivery.

## 1.11. Stakeholders Analysis

Various stakeholders are involved in provision and promotion of P.E and sport in Kenya. Analysis of stakeholders and their roles are summarized in Table 1.1.

Table 1.1: Stakeholder Analysis

Stakeholder	Role
Ministry of Sports, Culture and Heritage	Regulate P.E and sport activities.
Ministry of Health	Provision of health policy and standards management.
Ministry of Information, Communication and Technology Innovation and Youth Affairs	Provide ICT infrastructure for P.E and sport and interventions in youth development.



Stakeholder	Role
National Treasury and Planning	Management of public finances including for P.E and sport.
Ministry of Interior, Coordination of National Government	Provide security during sport.
Ministry of Public Service and Gender	Provision of policy direction and management of the human resource function in the public service as well as promotion of gender equity and equality including those in sport.
Teachers Service Commission	Teacher development, staffing and support.
Ministry of Transport, Infrastructure, Housing, Urban Development and Public Works	Provide standards for transport, infrastructure and facilities including those for P.E and sport.
Ministry of Lands and Physical Planning	Efficient administration, equitable access, secure tenure and sustainable management of land.
Ministry of Devolution and ASALs	Promote inter-government relations.
Kenya National Commission for Human Rights	Monitor and ensure human rights promotion in P.E and sport.
National Cohesion and Integration Commission	Monitor and ensure cohesion and integration.
National Gender and Equality Commission	Oversight and gender mainstreaming.
National Intelligence Service	Monitor criminal activities.
National Council of Persons with Disability	Ensure inclusion.
National Land Commission	Manage and safeguarding land for public institutions.
National Construction Authority	Regulates, streamline and build capacity in the construction industry including P.E and sport facilities.



Stakeholder	Role
Ethics and Anti-Corruption Commission	To ensure accountability and integrity.
Kenya National Bureau of Statistics	Provision of data to inform decision making.
Kenya Institute of Curriculum Development	Development of P.E and sport curriculum.
Kenya Institute of Special Education	Promote special needs education and related services.
Kenya National Examination Council	Assessments of implementation of P.E and sport curriculum.
Kenya Academy of Sports	Talent development.
Sports Kenya	Provide infrastructure and facilities to support P.E and sport.
Anti-Doping Agency of Kenya	Provide advisory services on matters drug and substance abuse.
Sports Fund	Provide funds for P.E and sport activities.
Sports Federations and Organizations	Support inter-school competitions and nurture talent.
County governments	Provide safe spaces and facilities for P.E and sport at community, ward, sub-county and county levels.
Civil society Organizations/FBOs/NGOs	Research, advocacy and implementation of community-based sporting interventions, sport for development activities; partnerships with MOE and relevant agencies.
Kenya Private Sector Alliance	Partnering with the sector in program development and implementation and supporting sport programmes and strategies.
Media	Publicity, dissemination, advocacy to sustain public interest.



Stakeholder	Role
Development Partners/UN agencies	Provide technical and financial support and capacity development.
Teacher unions	Teacher advocacy.
Boards of Management	Develop appropriate school-based policies, plans and budgets.
Heads Associations	Professional development of teachers, advocacy and coordination.
Parents Associations	Provide enabling environment and support children.
Teacher Training Colleges	Prepare teachers for the implementation of P.E and sport curriculum.
National Authority in the Campaign against Alcohol and Drugs Abuse (NACADA)	Provide advisory services on drug and substances abuse.
Universities and research institutions	Human capital development, research, and synergy.





# CHAPTER TWO: ACCESS, EQUITY AND INCLUSION IN PHYSICAL EDUCATION AND SPORT

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Schools play an important role in the promotion of physical education and physical activity to learners leading to increased psychomotor, healthy lifestyle and fitness. Access, equity and inclusion are key parameters for delivery of physical education and sport programs in schools. Quality physical education is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, quality P.E acts as the foundation for a lifelong engagement in physical activity and sport. Access for all to quality physical education enables all learners to access equipment and facilities, suitable teaching spaces and appropriate professional development, regardless of any challenges they may have, without discrimination of any form. In promoting equity, issues relating to gender, ethnicity, social economic status and special education needs are addressed and by extent promoting sustainable development goals. This chapter describes policy provisions for access, equity and inclusive P. E and sport.

## 2.1. Physical Infrastructure, Facilities and Equipment

### 2.1.1 Introduction

The implementation of P.E and sport requires appropriate infrastructure, facilities and equipment. For quality P.E and sport education to be attained, there is need for a learning environment that is safe, healthy and protective. The competency-based curriculum provides for suitable and accessible indoor and outdoor activity areas, facilities and amenities, equipment, teaching and learning resource materials including harnessing community and sport organization resources and facilities. Access to P.E and sport infrastructure, facilities and equipment is of great important towards achieving a sporting society for sustainable development.

### 2.1.2. Policy Goal

To provide inclusive, age appropriate and gender responsive P.E and sport infrastructure, facilities and equipment for enjoyment and learning.



### **2.1.3. Policy Objective**

To provide inclusive, age appropriate and gender responsive P.E and sport infrastructure, facilities and equipment.

### **2.1.4. Policy Statement**

Promote inclusive, age appropriate and gender responsive P.E and sport infrastructure, facilities and equipment for enjoyment and learning.

### **Strategies**

The Ministry of Education in collaboration with stakeholders will:

- i. Promote accessible infrastructure, facilities and equipment for adequate provision of P.E and sport.
- ii. Establish mechanisms to secure, manage and safeguard adequate spaces for P.E and sport;
- iii. Promote the use of accessible modern technology in the implementation of P.E and sport;
- iv. Promote locally manufactured P.E and sport equipment to foster economic growth;
- v. Promote environmental-friendly and sustainable practices in P.E and sport infrastructure, facilities and equipment; and
- vi. Promote provision of safe equipment and space for protection of learners from the risks of sport.

## **2.2. Physical Education and Sport (for) Development**

### **2.2.1. Introduction**

Kenya is a sporting nation whose records show exemplary performance globally. The government has provided an enabling environment to promote P.E and sport for all learners in institutions of basic education. In the education reforms, there is provision of P.E and sport as a learning area and career pathway.

To achieve this, there are two interlinked pillars - Sport for Development (S4D) and Development of Sport, which enable all learners to acquire core competencies and values. The delivery of S4D is through experiential life-long learning which combines activities and exercises with educational measures focusing on parameters of social change in an enjoyable way. The focus on development of sport is the enhancement of technical and tactical skills among learners to create pathways for competitive sport, expanding of sport structures as well as the



recognition through awards and job creation in the sporting sector. Use of technology should be fully exploited to promote both traditional and modern games, creativity and innovation.

It is through this policy that P.E and sport can foster both approaches to enable all learners including those with disabilities and special needs achieve good health, self-efficacy eventually becoming socially responsible, empowered, engaged and ethical citizens.

### **2.2.2. Policy Goal**

To provide quality learner-centred P.E and sport that promotes acquisition of knowledge, skills and attitudes necessary for holistic development.

### **2.2.3. Policy Objective I**

To promote acquisition of knowledge, skills and attitudes necessary for holistic development through P.E and sport.

### **2.2.4. Policy Statement**

Enhance inclusive quality P.E and sport education for sustainable development.

### **Strategies**

To implement the above policy statement, the Ministry of Education in collaboration with KNATCOM and other key stakeholders will:

- i. Promote universal access to P.E and sport while ensuring a rights-based approach;
- ii. Promote acquisition of life skills and values through P.E and sport;
- iii. Promote gender equity and inclusion in P.E and sport;
- iv. Promote adherence to Health, Safety and Safeguarding measures and Standard Guidelines in P.E and sport;
- vi. Enhance peace promotion through P.E and sport to advance peaceful coexistence in the society; and
- vii. Promote inclusive learning institutions that are friendly, safe, resilient, sustainable and conducive for P.E and sport, so as to build peaceful, inclusive and equitable society.

### **2.2.5. Policy Objective II**

To promote talents and protect clean sport for all learners.

### **2.2.6. Policy Statement**

Promote P.E and sport activities for talent identification, development and protection of clean sport for all learners.



## Strategies

To implement the above policy statement, the Ministry of Education in collaboration with KNATCOM and other key stakeholders will:

- i. Promote the fundamental right to participation in P.E and sport activities by providing a level ground for fair play and non-discrimination to spur clean sport;
- ii. Promote the spirit of sport values to all learners in order to influence positive culture change that will lead to prevention of doping in P.E. and sport activities, promote life-long learning and skills development;
- iii. Establish and maintain inclusive centres/models of excellence for scouting, training and nurturing of talented learners in P.E and sport;
- iv. Enhance sport and talent in learning institutions
- v. Promote compliance to anti-doping policy regulations and measures against the manipulation of sport competitions to ensure that children play sport without engaging in fraudulent conduct triggered by prestige or economic interest;
- vi. Promote both modern and traditional games and sport at national, regional and international level;
- vii. Enhance advocacy and awareness programmes for key stakeholders on the importance of inclusive talent development in P.E and sport; and
- viii. Establish mechanisms to ensure that learners are protected from all forms of abuse and exploitation while protecting their physical and mental health, including protecting them from doping.

## 2.3 Physical Education and Sport for Learners with Disabilities and Special Needs

### 2.3.1. Introduction

The policy and legal framework provide for equity for all learners and trainees with disabilities. The Sector Policy for Learners and Trainees with Disabilities provides an overarching goal of promoting the provision of education and training for learners and trainees with disabilities. Although the benefits of P.E and sport for learners have been documented, learners with disabilities experience challenges that result to limited opportunities to participate in P.E and sport. Availability, accessibility, adaptation and inclusion of P.E and sport are important in expanding P.E and sport for learners with disabilities.



### **2.3.2. Policy Goal**

Enhance P. E and sport opportunities for learners with disabilities.

### **2.3.3. Policy Objective**

To enhance P.E. and sport opportunities for learners with disabilities and special needs.

### **2.3.4. Policy Statement**

Promote inclusive P.E. and sport for learners with disabilities and special needs.

### **Strategies**

To implement the above policy statement, the Ministry of Education in collaboration with other key stakeholders will:

- i. Enhance the development of flexible P.E. and sport curriculum that is adaptable to type and severity of disability;
- ii. Promote the use of inclusive methodologies in the implementation of P.E and sport;
- iii. Strengthen collaboration with allied professionals and community partners in the implementation of P.E and sport for learners with disabilities and special needs;
- iv. Enhance training of facilitators to deliver quality, disability-appropriate and inclusive P.E and sport;
- v. Promote provision of safe, accessible infrastructure and equipment for P.E and sport for learners with disabilities and special needs;
- vii. Enhance talent development of learners with disability at all levels of P.E and sport hierarchy and across types and severity of disability; and
- viii. Enhance human resource allocation and personnel capacity to mainstream and provide inclusive P.E and sport for learner's disabilities and special needs.



# CHAPTER THREE: QUALITY AND RELEVANCE OF PHYSICAL EDUCATION AND SPORT

To enhance quality and relevance to the world of work and individual developmental needs, the competency-based curriculum place emphasis on nurturing every learner's potential. P.E and sport is a learning area within the context of the reformed curriculum and there will be need for greater focus on quality and relevance in its provision. In this regard, quality P.E and sport is essential for a lifelong engagement in physical activity and sustainable development. In enhancing quality and relevance in P.E and sport, this chapter provides policy provision on issues relating to curriculum implementation, assessment, teacher support, professional development and management, quality assurance and standards, and ICT integration in P.E and sport.

## 3.1. Curriculum Implementation

### 3.1.1. Introduction

The Competency Based Curriculum (CBC) identifies P.E and sport as one of the learning areas, provides a career pathway and makes it compulsory for all learners across the levels of basic education taking cognizance of special needs and disabilities. Although P.E and sport are part of the curriculum, it's importance as a learning area is underestimated and has not been fully utilized in the past as an enabler of sustainable development. A learner-centered implementation of P.E and sport, including indigenous and modern games, can be improved with the provision of adequate resources, relevant content, appropriate pedagogy and appropriate assessment mechanism.

### 3.1.2. Policy goal

Provide an inclusive quality and relevant P.E and sport curriculum in basic education.

### 3.1.3. Policy objective

To implement P.E and sport as a learning area and a career pathway in basic education curriculum.



### **3.1.4. Policy Statement**

Promote inclusive implementation of P.E. and sport curriculum in learning institutions.

#### **Strategies**

To implement the above policy statement, the Ministry of Education in collaboration with relevant stakeholders will:

- i. Strengthen P.E and sport curriculum implementation for basic education;
- ii. Promote gender responsive, age and ability appropriate curriculum support materials;
- iii. Strengthen the use of learner-centered pedagogy and assessment for effective P.E and sport curriculum implementation;
- iv. Promote integration of traditional sport and games from various regions into schools' curriculum as a tool for embracing cultural diversity;
- v. Strengthen linkages between schools and community to enable use of sport resources by both learners and members of the community; and
- vi. Empower facilitators, parents and guardians in supporting P.E and sport activities in basic education institutions.

## **3.2. Human Resource Development and Management for P.E and Sport**

### **3.2.1. Introduction**

The ministry takes cognizance of the importance of effective human resource management and development in order to achieve policy objectives for P.E and sport. Teachers and facilitators are key component for institutional human resource and the quality of learning impacted on learners is observed through their attitude, values and competencies. This in turn reflects their core professionalism in implementation of P.E and sport curriculum through a whole school approach and community involvement. Modern trends of implementation are diverse and include use of technology. To attract and retain more physical education and sport practitioners in Kenya, the provision of sufficient and qualified workforce is paramount. Furthermore, adequate experiential opportunities and support systems are invaluable for P.E human resource. Structured continuous professional development is essential to ensure career growth and sustainability.

### **3.2.2. Policy Goal**

To professionalize implementation of P.E and sport curriculum in basic education institutions.



### 3.2.3. Policy objective

To enhance P.E and sport human resource management and development in basic education institutions.

#### 3.2.4.1. Policy Statement I

Strengthen human resource development and management in P.E and sport.

##### Strategies

To implement the above policy statement, the Ministry of Education in collaboration with the Teachers Service Commission and other relevant agencies will:

- i. Enhance Pre-and In-service training in P.E and sport;
- ii. Strengthen continuous Professional Development for P.E and sport human resource;
- iii. Enhance professional code of conduct for P.E and sport teachers/ facilitators;
- iv. Diversify modes of teaching and learning in P.E and sport including e-learning resources; and
- v. Enhance coaching and mentorship programmes for P.E and sport teachers/facilitators.

#### 3.2.4.2. Policy Statement II

Provide adequate workforce for P.E and sport.

##### Strategies

To implement the above policy statement, the Teachers Service Commission in collaboration with the Ministry of Education and relevant agencies will:

- i. Provide workforce for inclusive teaching and facilitation of P.E and sport curriculum;
- ii. Rebrand the teaching of P.E and sport; and
- iii. Promote recruitment of qualified teachers/ facilitators and educators in P.E and sport discipline.

#### 3.2.4.3. Policy Statement III

To strengthen the experiential opportunities and support systems.

##### Strategies

To implement the above policy statement, the Ministry of Education in collaboration with relevant agencies will:

- i. Enhance P.E and sport outcome-based assessment in line with other subjects;





- ii. Promote use of innovative teaching and learning resources;
- iii. Enhance teamwork between teachers/facilitators and students to ensure learners' interest is addressed and talents are nurtured;
- iv. Foster parental involvement and community engagement in P.E and sport; and
- vi. Enhance opportunities for peer learning, mentorship and communities of practice in P.E and sport.

### **3.3. Quality Assurance and Standards for P.E and Sport**

#### **3.3.1. Introduction**

Quality assurance and standard enhance the holistic development and talent identification in all learners. This is in line with the CBC that envisions to produce all round individuals equipped with the required 21<sup>st</sup> century skills necessary in the modern society. However, currently the implementation of P.E and sport curriculum faces challenges including inadequate assessments of P.E and sport at the institutional level. Effective quality assurance will ensure the intended objectives are achieved by providing feedback for decision making to improve learning outcomes.

#### **3.3.2. Policy Goal**

To establish, implement, improve and maintain quality assurance and standards framework for P.E and sport.

#### **3.3.3. Policy Objectives**

1. To ensure compliance to standards of P.E and sport in leadership and management at all levels of basic education institutions.
2. To ensure compliance to standards of P.E and sport in curriculum organization and implementation at all levels of basic education institutions.
3. To ensure compliance to standards of P.E and sport in physical infrastructure at all levels of basic education institutions.
4. To ensure compliance to standards of P.E and sport in learners' welfare at all levels of basic education institutions.
5. To ensure compliance to standards of P.E and sport community involvement at all levels of basic education institutions.



### **3.3.4. Policy Statement**

Enhance standards for learning and facilitation of P.E and sport and enforce compliance by all institutions of basic education.

#### **Strategies**

To implement the above policy statement, the Ministry of Education in collaboration with key stakeholders will:

- i. Strengthen standards for P.E and sport in basic education institutions;
- ii. Promote the use of inclusive assessment standard guidelines and tools to inform the implementation of P.E and sport curriculum;
- iii. Enhance capacity of education officials, teachers/ facilitators and other relevant stakeholders to ensure effective quality assurance for the implementation of P.E and sport curriculum; and
- iv. Strengthen standard assessments for P.E and sport including infrastructure, facility, equipment, instructional materials and learning.

## **3.4. Integration of Information Communication and Technology in P.E and Sport**

### **3.4.1. Introduction**

Information and Communication Technology (ICT) is one of the main drivers of a knowledge-based economy. The competency-based curriculum recognizes digital literacy as a key competency to be acquired by learners as they undergo the education system. In this respect, there is need to integrate ICT in learning and management of P. E and sport to enhance citizens with relevant future skills, foster a culture of sport and enhance access, quality and equity in P.E and sport.

### **3.4.2. Policy Goal**

To promote integration of ICT in P.E, sports and other talent-oriented education.

### **3.4.3. Policy Objective**

To integrate ICT in P.E and sport.



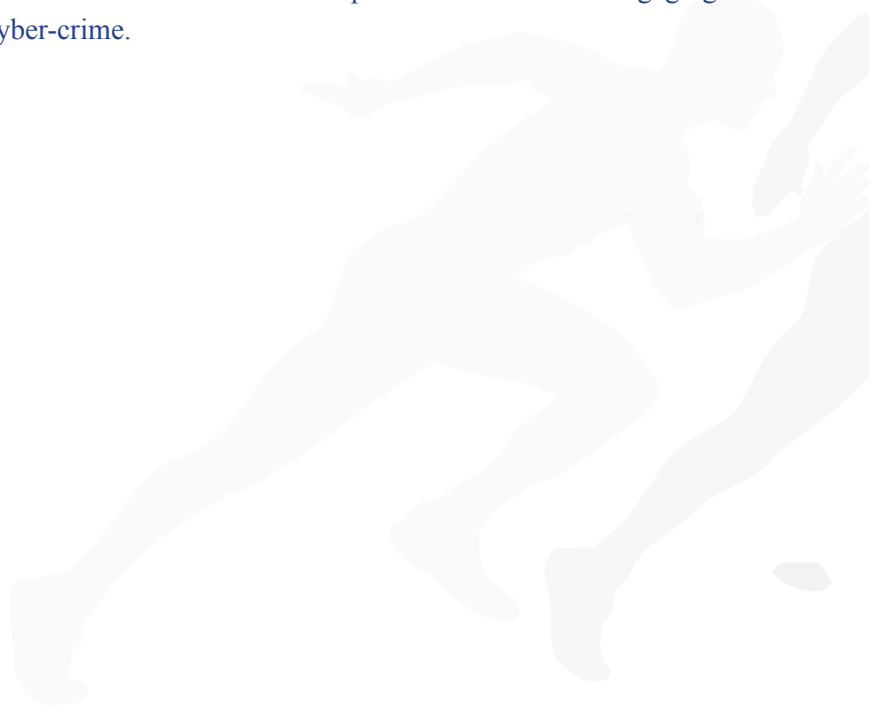
### 3.4.4. Policy Statement

Promote the integration of ICT in P.E and sport.

#### Strategies

To implement the above policy statement, the Ministry of Education in collaboration with key stakeholders will:

- i. Promote use of ICT in P.E and sport;
- ii. Integrate P.E and sport data capture and processing in NEMIS for decision making;
- iii. Establish P.E and sport talent portal;
- iv. Promote ICT literacy in P.E and sport; and
- v. Promote linkage with relevant ministries to enhance protection of learners engaging in P.E and sport against cyber-crime.



# CHAPTER FOUR: PHYSICAL EDUCATION AND SPORT DURING EMERGENCY

## 4.1. Introduction

Worldwide, emergency situations may occur from time to time. These include natural, man-made and complex disasters such as floods, diseases and conflicts. These situations impact on regular aspects of life including, socioeconomic activities, sport and recreational activities and pose a threat to attaining educational goals on access to quality, equitable and inclusive education and training.

Kenya has experienced emergency situations in the past such as floods and droughts impacting on education and other sectors. Due to the global COVID-19 pandemic, the Government of Kenya closed all learning institutions to mitigate the spread of the virus. This disrupted learning of over 18 million children and youth. Other mitigation measures were imposed on social distancing and restrictions of movement, suspension of social gatherings as well as sporting and leisure activities. This loss has magnified to many undervalued and positive impacts of community sport and physical activity on health and well-being for children and youth in Kenya.

Participation in P.E and sport are crucial for the mental, social and physical well-being of learners building healthy and active societies, resilient to emergencies.

Preparedness for emergencies and disasters is therefore critical for continuous continuation provision of P.E and sport to all Kenyans during and after the crisis. In a report prepared in the context of the COVID-19 pandemic, the UN underlines the important role of physical activities and sport in mitigating the impact of the pandemic on health and well-being (United Nations 2020: Report of the Secretary General). This chapter spells out the policy provisions that will provide for P.E and sport curriculum implementation within the context of emergencies in basic education institutions.

## 4.2. Policy Goal

To promote inclusive P.E and sport during emergency.



### 4.3. Policy Objectives

1. To enhance preparedness and response in delivering of P.E and sport during emergency.
2. Enhance resilience among learners and teachers.
3. To build the capacity of education officials, teachers, facilitators, non-state actors, communities, media and parents in delivering P.E and sport during emergency.
4. To mobilize for adequate and accessible resources for P.E and sport during emergency.
5. To mainstream emergency preparedness and response in the P.E and sport curriculum.
6. To facilitate participation of all learners including those with special needs and disabilities in P.E and sport during emergency in basic education institutions.

### 4.4. Policy Statement

Promote participation in P.E and sport during emergency.

#### Strategies

To implement the above policy, the Ministry of Education in collaboration with other key stakeholders will:

- i. Establish health and safety guidelines for the provision of P.E and sport during emergency;
- ii. Create awareness of relevant stakeholders on health and safety during emergencies;
- iii. Adopt innovative approaches of providing P.E and sport during emergency;
- iv. Promote efficient utilization of P.E and sport resources in emergency response interventions;
- v. Enhance collaboration and partnerships for delivery of P.E and sport during emergency situation.
- vi. Promote resilience in P.E and sport during emergency;
- vii. Promote physical activity and sport for psychosocial support and well-being to cultivate a sport culture in society resilient to emergency.



# CHAPTER FIVE: GOVERNANCE AND MANAGEMENT OF PHYSICAL EDUCATION AND SPORT

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## 5.1. Introduction

Governance and management are essential for effective and efficient implementation of P.E and sport in basic education institutions. Sound strategies of planning would include creating clear structures and assignment of roles and responsibilities to ensure the best interest of all learners. Setting up an effective institutional framework at different levels of leadership will enhance good governance. Good governance is responsive to the needs of the stakeholders in P.E and sport to ensure the sustainability of the physical education and sporting activities in Basic Education. There will be need to observe the established leadership structures and the articulated independence and clarity in the unity of command as provided in the institutional framework.

For effective management, there is need to have clear and transparent structures on the management of material resources and human capital utilization. There is therefore need to put mechanisms for management and governance of P.E and sport to ensure efficient and effective resource utilization.

The governance and management of P.E and sport will be the responsibility of National and County governments as well as another key stakeholder. Roles and Responsibilities will clearly be spelt out for effective and efficient management.

## 5.2. Policy Goal

To promote governance and management of inclusive quality P.E and sport in basic education institutions.

## 5.3. Policy Objectives

1. To establish a multi-agency governance framework for management of P.E and sport.



2. To strengthen the governance and management of P.E and sport.
3. To strengthen mechanisms for consultation, coordination, collaborations and partnerships in P.E and sport in basic education.

### **5.4.1. Policy Statement I**

Strengthen governance in the implementation of inclusive quality P.E and sport.

#### **Strategies**

To implement this policy, the Ministry of Education, County Governments and relevant stakeholders will:

- i. Enhance existing structures to improve transparency and integrity in the management of P.E and sport;
- ii. Streamline the roles of different stakeholders in P.E and sport at the National and County levels;
- iii. Align P.E and sport governance and management to relevant policies and legal frameworks;
- iv. Promote advocacy and communication for P.E and sport;
- v. Establish a multi-agency coordination unit to ensure accountability and transparency in governance of P.E and Sport;
- vi. Enhance management structures to ensure accountability and transparency in governance of P.E and sport; and
- vii. Foster empowerment and involvement of learners and other key stakeholders in the management of P.E and sport.

### **5.4.2. Policy Statement II**

Adherence to legal obligations and contractual processes to safeguard the rights of learners and facilitators involved in P.E and sport.

#### **Strategies**

To implement this policy, the Ministry of Education, County Governments and relevant stakeholders will:

- i. Strengthen oversight on compliance of legal and contractual obligations in P.E and sport;
- ii. Establish safeguarding measures in governance and management; and



- iii. Promote coordination mechanisms for the implementation; and enforcement of safeguarding P.E and sport.

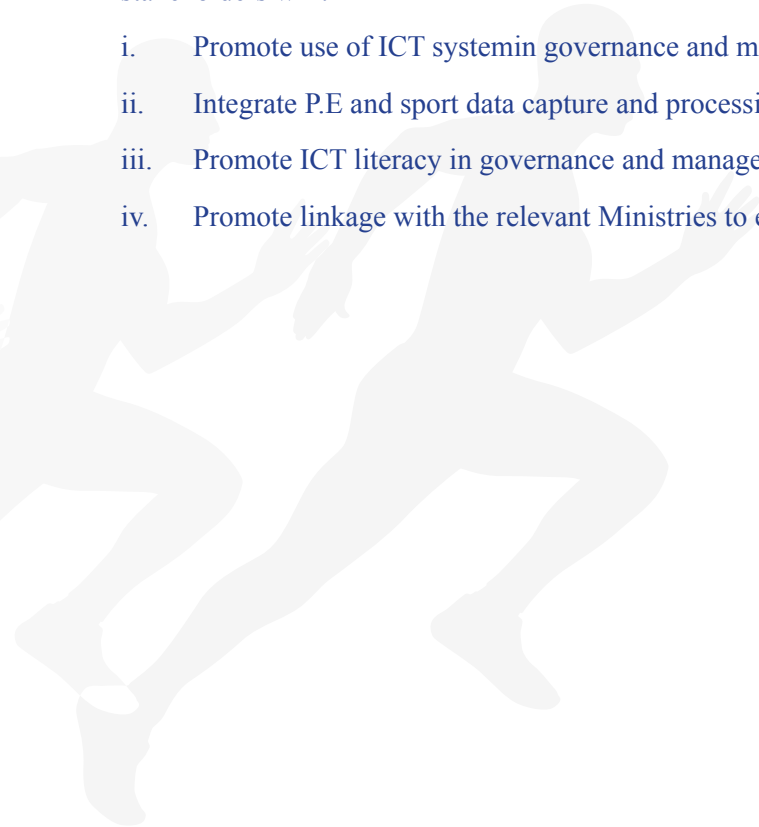
### **5.4.3. Policy Statement III**

Strengthen the use of Information Communication and Technology (ICT) in Governance and management of P.E and sport.

#### **Strategies**

To implement this policy, the Ministry of Education, County Governments and relevant stakeholders will:

- i. Promote use of ICT system in governance and management of P.E and sport;
- ii. Integrate P.E and sport data capture and processing in NEMIS for decision making;
- iii. Promote ICT literacy in governance and management of P.E and sport; and
- iv. Promote linkage with the relevant Ministries to enhance governance and management.





# CHAPTER SIX: RESOURCE MOBILIZATION AND PARTNERSHIPS

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## 6.1. Introduction

Successful implementation of this policy will require adequate resources and strengthened collaborations with key players. It is therefore important to secure adequate and appropriate resources for the implementation of the proposed strategies. In addition, there is need for more collaboration with various stakeholders, parental and community participation and harmonization of various efforts towards realization of the intended objectives.

## 6.2. Policy Goal

To enhance resource allocation and mobilization for sustainability of quality and inclusive P.E and sport in basic education institutions.

## 6.3. Policy Objectives

1. To enhance budgetary allocation and resource mobilization for P.E and sport.
2. To promote Public Private Partnerships for P.E and sport programmes.
3. To adopt innovative financing and resource mobilization mechanisms for P.E and sport programmes.

## 6.4. Policy Statement

Promote effective and efficient resource mobilization and partnerships for the development and effective implementation of P.E and sport programmes.

### Strategies

The Ministry of Education in collaboration with KNATCOM and key stakeholders will:

- i. Strengthen resource mobilization and linkages for implementation of P.E and sport interventions;



- ii. Strengthen Public Private Partnerships in resource mobilization for P.E and sport;
- iii. Promote collaboration, linkages and networking with line ministries, departments, agencies and partners in P.E and sport;
- iv. Enhance coordination, harmonization and transparency in management of resources and linkages in P.E and sport; and
- v. Strengthen monitoring and evaluation for efficient utilization of resources and linkages.



# CHAPTER SEVEN: INSTITUTIONAL FRAMEWORK

## 7.1. Introduction

This chapter describes the institutional framework that will guide management and coordination of P.E and sport. This policy will be implemented within the existing governance and coordination structures. A multi-sectoral coordination structure will be established to facilitate synergy among the actors in P. E and sport as shown in the Figure 1. In every level, from the national to the county level, is a coordination committee established to support effective coordination of P.E and sport in basic education. The role of key institutions in the implementation process has been briefly highlighted in Table 1.

*Table 7.1: The Role of Key Institutions in the Implementation of the Physical Education and Sport Policy*

S/ No.	Institution	Role
1.	Ministry of Education	Provide policy direction on P.E and Sport for basic education. Coordinate the implementation of P.E and Sport policy for basic education. Facilitate the provision of infrastructure for P.E and Sport. Provide a budgetary allocation for P.E and Sport. Safeguard learners in P.E and Sport.
2.	Ministry in Charge of Finance	Provide funds for P.E and Sport t as per the advice by the MOE on budgetary requirement.



S/ No.	Institution	Role
3.	Ministry in Charge of Sports, Culture and Heritage	<p>Provide overarching framework for sporting activities.</p> <p>Talent identification and development for competitive games and sports, modern and traditional games and sports, community sporting events and programmes.</p> <p>Support efforts towards resource mobilization for P.E and Sport infrastructure.</p>
4.	Ministry in charge of ICT and Youth Affairs	<p>Provision of ICT infrastructure.</p> <p>Ensure that out-of-school-youth gain access to P.E and Sport programmes.</p> <p>Promote intra generational peace dialogues through sporting activities.</p> <p>Support the mainstreaming of P.E and Sport policy that considers the needs of the disadvantaged youth/ adolescent in the education sector.</p>
5.	Ministry in charge of Public Service, Youth and Gender Affairs	<p>Promote and guide on gender equality and inclusion.</p> <p>Support in human resource development and management in P.E and Sport.</p>
6.	Ministry of Transport, Infrastructure, Housing and Urban Development	<p>Provide safety measures for accessible learner transport in P.E and Sport.</p> <p>Facilitate movement of key stakeholders.</p> <p>Provide a least restricted environment for conducive movement.</p>



S/ No.	Institution	Role
7.	Ministry in charge of Interior and Coordination of National Government	Provide security for safe P.E and Sport activities.
8.	Ministry of Health	Provide health and safety guidelines for P.E and Sport infrastructure, facilities and equipment. Participate in assessment and intervention particularly for learners with special needs. Prescribe suitable P.E and Sport activities for individuals; Provide health and safety protocols for P.E and Sport.
9.	Kenya National Commission for UNESCO	Carry out research on P.E and Sport, and anti-doping; document best practice and disseminate.
10.	Teachers Service Commission	Ensure provision of adequate and professional human resource for P.E and Sport in all basic education.
11.	County Governments	Implementation of P.E and Sport policy at County levels. Mobilize funds to support implementation of P.E and Sport programmes for children and youth. Provide adequate spaces and equipment for P.E and Sport activities. Provide data for children and youth engaged in P.E and Sport.
12.	Attorney General	Support MOE in drafting the relevant legislation. Provide advisories on legal matters related to P.E and Sport.



S/ No.	Institution	Role
13.	Media/Media Houses	<p>Promote P.E and Sport Programmes.</p> <p>Create awareness of P.E and Sport programmes.</p> <p>Publicize, inform and educate the public on P.E and Sport.</p> <p>Support out-of-of school learning programmes in P.E and Sport through media channels.</p>
14.	Educational/learning Institutions	<p>Implementation of P.E and Sport policy in their institutions.</p> <p>Provide adequate spaces and equipment for P.E and Sport activities.</p> <p>Provide data of learners engaged in P.E and Sport.</p>
15.	Research/Academia	<p>Carry out research on P.E and Sport.</p> <p>Recommend best practices.</p> <p>Provide findings of research and knowledge for informed decision-making in P.E and Sport.</p> <p>Support designing of new and emergent best models to inform the implementation of P.E and Sport in their learning institutions.</p>
16.	Kenya Academy of Sports	Nurturing talent and sports research.
17.	UN agencies/governmental organizations	Provide technical and financial support for the implementation of P.E and Sport programmes.



S/ No.	Institution	Role
18.	Civil Society Organizations and Faith Based Organizations, Sport Organizations/Federations, Private Sector Actors	<p>Mobilization of resources.</p> <p>Supporting sports competitions during sports days.</p> <p>Collaborating with MOE in popularizing of P.E and sport in learning institutions.</p> <p>Advocate for provision of budgets to support of P.E and sport in learning institutions.</p> <p>Support in the implementation of P.E and Sport Programmes.</p> <p>Sponsor learners and nurture talents in P.E and Sport.</p> <p>Community sporting programmes.</p> <p>Support to learning institutions and implementation.</p>

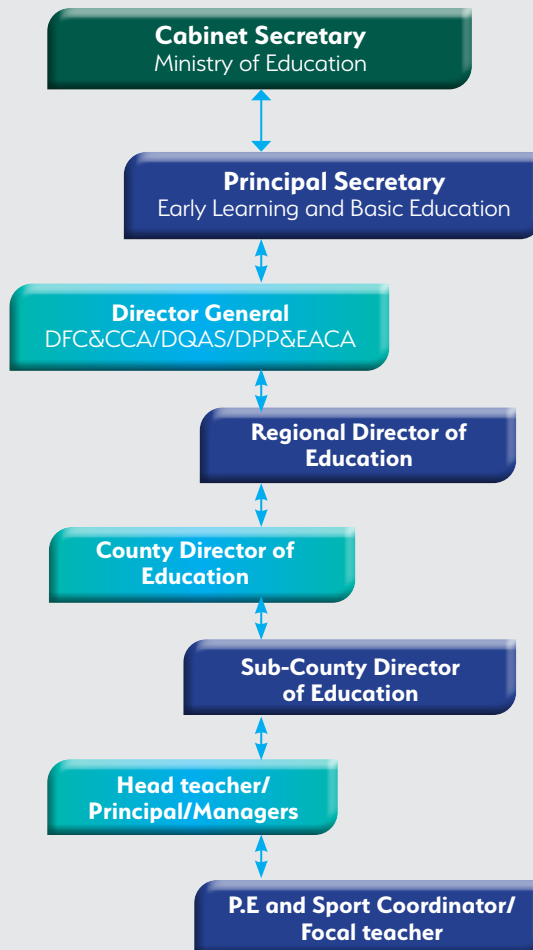


Figure 7.1: Coordination Framework for Physical Education and Sport Policy



## 7.1. Roles and Responsibilities

### 7.1.1. Cabinet Secretary

The Cabinet Secretary will constitute a national steering committee chaired by the Principal Secretary, Early Learning and Basic Education while the Director General will be the secretary. It will comprise the following members:

- Principal secretaries responsible for National Treasury, Health, Youth, and Sport.
- Chairperson EDPCG.
- CEO Teachers Service Commission.
- Chairperson – Private Sector Alliance (KEPSA).
- Chairperson COG.
- CEO, Kenya Institute of Curriculum Development (KICD).
- CEO, Kenya National Examination Council (KNEC).
- CEO, Kenya National Commission for UNESCO (KNATCOM).
- Chair, Kenya Secondary Schools Sport Association.
- Chair, Kenya Primary Schools Sport Association.
- Chair, Kenya Teachers Colleges Principals Association.
- CEO National Council for Persons living with disabilities.
- Chair, Parents Association.
- Director General Education.

The chair of the national steering committee will;

- (i) Coordinate the national steering committee; and
- (ii) Convene national steering committee meetings.
- (iii) The national steering committee will:
- (iv) Provide policy and legal direction to facilitate the implementation of this policy;
- (v) Oversee the implementation of the policy;
- (vi) Provide technical and mobilize resources for the implementation of this policy, and
- (vii) Establish requisite structures for the implementation of the policy.





### 7.1.2. Director General

The Director General will establish the technical committee for the implementation of this policy. The committee will be chaired by the Director General while the Director DFC&CCA will be the secretary. It will comprise representative from:

- SAGAs of basic education and a representative of partners in P.E and sport.
- Director, PP&EACA.
- Teachers Service Commission (TSC).
- Teachers Unions.
- Kenya Association of Manufacturing (KAM).
- Kenya Private Schools Association (KPSA).
- Kenya Secondary Schools Heads Association (KESSHA).
- Kenya Primary Schools Heads Association (KEPSHA).
- Special Schools Heads Association of Kenya (SSHAK).
- Special Needs Secondary Schools Heads Association of Kenya (SNSSHAK).
- Kenya Teachers Colleges Principals Association (KTCPA).
- Kenya Inter county Youth and Sport Association (KIYSA).
- Regional Directors of Education.
- COG.
- SAGAs of Sports (KAS, ADAK, Sports Kenya).
- Sports Federation and Association.

The chair of the technical committee will:

- (i) Operationalize the technical committee,
- (ii) Oversee day-to day implementation of P.E and sport policy,
- (iii) Initiate and implement requisite reforms in P.E and sport,
- (iv) Undertake monitoring and evaluation of P.E and sport activities at the national, County and institutional levels, and
- (v) Submit Quarterly reports to the national steering committee.

The technical committee will:

- (i) Develop national plans for implementation of P.E and sport,



- (ii) Coordinate implementation of the policy,
- (iii) Develop and operationalize a communication strategy for P.E and sport,
- (iv) Provide linkage between the Director General’s office and the Counties,
- (v) Mobilize resources for the implementation of P.E and sport,
- (vi) Organize Multi-sectorial consultative forums on P.E and sport,
- (vii) Carry out regular monitoring, evaluation and reporting of P.E and sport, and
- (viii) Develop national quarterly reports for submission to the national steering committee.

### **7.1.3. Regional Director of Education**

The Regional Director of Education will establish the regional coordinating committee for the implementation of P.E and Sport policy. The committee will be chaired by the Regional Director of Education while the officer responsible for Quality Assurance and Standards will be the secretary. The committee will comprise representatives from:

- Line ministries.
- TSC Regional Office.
- County governments.
- Partners (NGOs, CSOs, and FBO).
- Parent’s association.
- Regional Heads Associations (Primary, Secondary, Special Needs, Colleges).
- Sports Federation and Association.

The chair of the regional coordinating committee will:

- (i) Establish and coordinate the regional coordinating committee on P.E and sport,
- (ii) Coordinate implementation of P.E and Sport policy at the regional level,
- (iii) Coordinate monitoring and evaluation of P.E and sport at the regional level, and
- (iv) Submit quarterly reports to the chair, national technical committee.

The regional coordinating committee will:

- (i) Develop regional based plans for implementation of P.E and Sport policy,
- (ii) Oversee the implementation of the policy at the regional level,
- (iii) Provide guidelines for mainstreaming good practices in P.E and sport,
- (iv) Develop and operationalize a communication strategy for P.E and sport at the regional level,
- (v) Provide linkage between regional and the national technical committee,



- (vi) Organize multi-sectoral consultative forums on P.E and sport at the regional level,
- (vii) Coordinate monitoring and evaluation of P.E and sport at the regional level, and
- (viii) Develop regional quarterly reports for submission to the national technical committee.

#### **7.2.4. County Director of Education**

The County Director of Education will establish the county coordinating committee for the implementation of this policy. The committee will be chaired by the County Director of Education while the officer in charge of Quality Assurance and Standards will be the secretary. It will comprise representatives from:

- Department of Sport.
- TSC County Office.
- County Governments.
- Partners (NGOs, CSOs, FBOs).
- Parent’s association.
- County Heads Associations (Primary, Special Needs and Secondary).
- County Sports Association (Primary, Special Needs and Secondary).
- Sports Associations (Federations and Organizations).

The chair of the county coordinating committee will;

- (i) Coordinate the county coordinating committee on P.E and sport,
- (ii) Coordinate implementation of P.E and Sport policy at the County level,
- (iii) Coordinate monitoring and evaluation of P.E and sport at the County level, and
- (iv) Submit quarterly reports to the chair, regional technical committee.

The county coordinating committee will:

- (i) Develop county-based plans for implementation of P.E and Sport policy,
- (ii) Oversee the implementation of the policy at the County level,
- (iii) Provide guidelines for mainstreaming good practices in P.E and sport,
- (iv) Develop and operationalize a communication strategy for P.E and sport at the county level,
- (v) Provide linkage between county and the regional coordinating committee,
- (vi) Organize multi-sectoral consultative forums on P.E and sport at the county level,
- (vii) Coordinate monitoring and evaluation of P.E and sport, and
- (viii) Develop County quarterly reports for submission to the regional coordinating committee.



### **7.2.5. Sub-County Director of Education**

The Sub-County Director of Education will establish the sub-county coordinating committee for the implementation of this policy. The committee will be chaired by the Sub-County Director of Education while the officer in charge of Quality Assurance and Standards will be the secretary. It will comprise of sub county representatives from:

- Quality Assurance and Standards.
- TSC Sub County Office.
- Sports.
- Heads Associations (Primary, Secondary and Special Needs).
- Partners (CSOs, FBOs, NGOs, CBOs).

The chair of the Sub-County coordinating committee will:

- (i) Provide strategic leadership to the committee,
- (ii) Convene sub county P.E and sport meetings,
- (iii) Coordinate the implementation of the policy, and
- (iv) Submit quarterly reports to the county technical committee.

The sub-county coordinating committee will:

- (i) Develop Sub-County plans for implementation of P.E and Sport policy,
- (ii) Oversee the implementation of the policy at the Sub-County level,
- (iii) Provide guidelines for mainstreaming good practices in P.E and sport,
- (iv) Develop and operationalize a communication strategy for P.E and sport,
- (v) Provide linkage between Sub-County and the county coordinating committee,
- (vi) Organize multi-sectoral consultative forums on P.E and sport,
- (vii) Coordinate monitoring and evaluation of P.E and sport, and
- (viii) Develop quarterly reports for submission to the county coordinating committee.

### **7.2.6. Head Teacher/Principal/ Manager**

The institutional -based committee will be established and chaired by the head teacher while the secretary will be the focal teacher. The committee will comprise not more than 7 members including:

- Head teacher/principal.
- Teacher in-charge of games / focal teacher.
- Guidance and counselling teacher.



- Teacher in charge of health matters.
- Parent representative.

The Head teacher/principal/ manager will be responsible for the overall implementation of this policy at institutional level. The head teacher/principal/ manager will:

- Chair the school-based committee on P.E and sport,
- Establish the school-based committee on P.E and sport,
- Coordinate implementation of this policy at the institutional level,
- Oversee the day-to-day implementation of the policy,
- Put in place mechanisms for internal quality assurance of P.E and sport programmes, and
- Submit quarterly reports to the Sub-County.

The institutional -based committee will:

- Guide the establishment and coordination of a P.E and sport club in the school,
- Organize school community activities on P.E and sport,
- Establish/identify platforms to showcase good practices in P.E and sport by the pupils/ students to parents and community,
- Coordinate peer support programmes for teachers in P.E and sport for continuous improvement,
- Establish collaboration and partnerships with other institutions,
- Mobilize resources for P.E and sport, and
- Conduct internal quality assurance in P.E and sport.

### **7.2.7. P.E and Sport Facilitator/ Focal Teacher**

The P.E and Sport facilitator/focal teacher will be the substantively appointed games teacher. The focal teacher will:

- Coordinate all P.E and sport activities at the institution level,
- Coordinate development of institutional-based guidelines for generation and mainstreaming of good practices in P.E and Sport,
- Coordinate the P.E and sport club activities, and
- Coordinate internal quality assurance, monitoring and evaluation of P.E and sport.



# CHAPTER EIGHT: MONITORING, EVALUATION, REPORTING AND LEARNING

## 8.1. Introduction

Effective monitoring, reporting, evaluation and learning will ensure the intended objectives are achieved by providing feedback for improved delivery of P.E and sport and decision making.

Monitoring, evaluation and reporting of P.E and sport will enable tracking of implementation and measuring of the effectiveness, efficiency and quality of P.E and sport programs in Basic Education Institutions. Through M&E, necessary data will be gathered to guide planning and efficient use of resources. The Ministry of Education will ensure adherence of standards for P.E and sport. Standard guidelines will be developed to clearly inform procedures and processes for teaching, learning, assessment and monitoring. In addition, published reports on impact and success stories about benefits of P.E and sport to contribute to sustainable development will be shared to promote best practices under communities of practice to stimulate future development of P.E and sport in basic education.

## 8.2. Policy Goal

To monitor and evaluate the implementation of quality and inclusive P.E and sport for improved performance and transparent reporting to relevant stakeholders.

## 8.3. Policy Objective

Strengthen regular and effective monitoring, evaluation, reporting and learning of P.E and sport programmes across all basic education institutions.

## 8.4. Policy Statement

To strengthen monitoring, evaluation, reporting and learning of P.E and sport.



## Strategies

The Ministry of Education in collaboration with other stakeholders will:

- i. Establish mechanism for monitoring, evaluation, reporting and learning for continuous tracking of performance in P.E and sport.
- ii. Enhance capacity of education officials, facilitators and key stakeholders to ensure effective monitoring and support to implementation of P.E and sport curriculum;
- iii. Strengthen capacity in data collection, analysis and utilization of the findings for decision making.
- iv. Enhance research and sharing of findings of P.E and sport to advice on best practices to inform policy and practice of P.E and sport;
- v. Benchmark in order to share best practices that can improve establishment of communities of practice;
- vi. Strengthen communication frameworks for collation and sharing of information and periodic reports with relevant stakeholders on progress of P.E and sport; and
- vii. Establish major assumptions, risks and mitigation strategies for effective implementation of P.E and sport.

## 8.5. Policy Review

This Policy will be reviewed from time to time as need arises in line with international, regional and national trends and also address pertinent and contemporary issues. It will also be reviewed in line with government policies and priorities.



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# ANNEX I: PHYSICAL EDUCATION AND SPORT POLICY IMPLEMENTATION PLAN

POLICY AREA 1: INFRASTRUCTURE, FACILITIES AND EQUIPMENT						
<b>Policy Objective:</b> To provide inclusive, age appropriate and gender responsive P.E and Sport infrastructure, facilities, and equipment.						
<b>Policy Statement:</b> Promote inclusive, age appropriate and gender responsive P.E and Sport infrastructure, facilities and equipment for enjoyment and learning.						
Strategy	Activities	Performance Indicator	Responsibility	Timeline	Estimated cost (KES Million)	
Promote accessible infrastructure, facilities and equipment for adequate provision of P.E and sport.	Undertake a survey on the status of P.E. and sport infrastructure, facilities and equipment.	Status report	MOE KNATCOM	December 2022	4	
	Integrate P.E. and sport infrastructure, facilities and equipment in the Kenya National Education Strategic Sector Plan.	Inclusive NESSP	MOE	December 2023	0	
Establish mechanisms to secure, manage and safeguard adequate spaces for P.E and sport.	Develop a system of safeguarding.	Safeguarding system	MOE	December 2022	6	
	Build capacity of stakeholders on safeguarding.	No. of stakeholders reached	MOE	December 2022	4	



	Secure, manage and safeguard adequate spaces for P.E and sport.	% of spaces secured for P.E and Sport	MOE/ County governments/ EACC/ Ministry of Lands	December 2024	4
Promote use of accessible modern technology in the implementation of P.E and sport.	Develop sensitization guidelines on use of modern technology.	No. of guidelines developed	MOE KNATCOM	June 2022	4
	Build capacity of P.E and Sport facilitators on the use of available modern technology.	% of facilitators using modern technology in delivery of P.E and Sport	MOE KNATCOM	June 2022	8
Promote locally manufactured P.E and sport equipment to foster economic growth.	Sensitize stakeholders on use of locally manufactured P.E and sport equipment.	% of procured locally manufactured P.E and Sport equipment	MOE	December 2022	3
	Conduct campaign on tax reduction of P.E and sport equipment.	% of tax relief	MOE/KRA	December 2023	1
Promote environmental-friendly and sustainable practices in P.E and sport infrastructure, facilities and equipment.	Develop standards for environmentally friendly and sustainable practices in P.E. and sport.	Standards developed	MOE	June 2022	3
	Develop minimum quality standards in construction and maintenance of green sports and P.E infrastructure, facilities and equipment.	Quality Standards developed	MOE KNATCOM	June 2022	3



Promote provision of safe equipment and space for protection of learners from the risks of sport.	Sensitize stakeholders on the standards.	No. of stakeholders reached	MOE/ KNATCOM /EP	December 2022	4
	Construct green sports and P.E infrastructure	% of green sports and P.E infrastructure	MOE/ MOSCH/ CGs	December 2024	100
	Mobilize resources to support the construction of P.E and sport facilities	% of Budget allocated	MOE	December 2022	10
	Develop safety standards for P.E. and sport.	Safety Standards developed	MOE	December 2022	3
	Sensitize stakeholders on safety standards for P.E. and Sport.	No. of stakeholders sensitized	MOE	December 2022	2
	Develop criteria for recognition and Award of Health, Safety and Safeguarding Champions.	Recognition criteria	MOE-DQAS	December 2022	3
	Recognize and Award Health, Safety and Safeguarding champions.	No. of champions awarded through transparent process	MOE/EP	December 2024	10
	Monitor adherence to Health, Safety and Safeguarding measures and Standard Guidelines in P.E and Sport.	No. of monitoring Reports	MOE	December 2024	4



**POLICY AREA 2: PHYSICAL EDUCATION AND SPORT (FOR) DEVELOPMENT**

**Policy Objective 1:** To promote acquisition of knowledge, skills, attitude and values necessary for holistic development through P.E and sport.

**Policy Statement 1:** Enhance inclusive quality P.E and sport education for sustainable development.

Strategy	Activities	Performance Indicator	Responsibility	Timeline	Estimated cost (KES Million)
Promote universal access to P.E and sport while ensuring a rights-based approach.	Develop Advocacy programmes to promote rights-based approach.	No. of programmes implemented	MOE/ KNATCOM /EP	December 2023	3
	Sensitize stakeholders on importance of P.E and sport.	No. of stakeholders sensitized	MOE KNATCOM	December 2022	2
Promote acquisition of life skills and values through P.E and sport.	Develop and provide appropriate IEC materials on rights-based approach.	% of schools with appropriate IEC materials	MOE/ KNATCOM /EP	December 2024	4
	Develop life skills and values programmes in sport t for development.	No. of programmes implemented	MOE/ KNATCOM/ EP	December 2022	3
Promote gender equity and inclusion in P.E and sport.	Sensitize stakeholders on sport for development.	No. of stakeholders sensitized	MOE/ KNATCOM/ EP	December 2022	2
	Develop gender mentorship programmes to promote P.E. and sport.	% of basic learning institution with active gender mentorship programmes	MOE/EP	December 2022	3



	Capacity build female coaches/instructors/facilitators.	% of basic learning institutions with female facilitators	MOE/TSC	December 2024	3
Promote adherence to Health, Safety and Safeguarding measures and Standard Guidelines in P.E and sport;	Sensitize learners, facilitators and key players on compliance with Health, Safety and Safeguarding measures and Standard Guidelines in P.E and sport	No. of stakeholders sensitized	MOE/ KNATCOM/ MOSCH/ADAK	December, 2021	2
Enhance peace promotion through P.E and sport to advance peaceful coexistence in society.	Establish programmes that promote peace agenda.	No. of programmes implemented	MOE/ KNATCOM/ EP	December 2024	2
	Create awareness on P.E and Sport for peace and peaceful co-existence.	No. of communities reached for peace through sport	MOE/ KNATCOM/ EP	December 2021	5
	Sensitize media on use of P.E and sport to promote peace.	% of peace programmes through the media	MOE/ KNATCOM/ Media	December 2024	2
Promote inclusive learning in P.E and sport.	Develop inclusive P.E and sport programmes that are universal.	No. of programmes implemented	KICD/MOSCH / KISE	December 2024	2
	Capacity build facilitators on inclusive programmes.	No. of facilitators trained	MOE/TSC/ KNATCOM / KISE/KICD/	December 2023	2
	Establish a community collaboration system to promote inclusive P.E and sport in society.	No. of community collaboration systems	MOE/KISE/ MOSCH/ KNATCOM	December 2024	3





<b>Policy Objective 2: To promote talents and protect clean sport for all learners.</b>					
<b>Policy Statement 2: Promote P.E and sport activities for talent identification, development and protection of clean sport for all learners.</b>					
<b>Strategy</b>	<b>Activities</b>	<b>Performance Indicator</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Estimated cost (KES Million)</b>
Promote the fundamental right to participation in P.E and sport activities by providing a level ground for fair playing and non-discrimination to spur clean sport.	Develop advocacy programs on clean sport.	No. of programmes implemented	MOE/ KNATCOM/ KICD/MOSCH/ ADAK	December 2024	2
	Sensitize key stakeholders on adherence to clean sport.	% of stakeholders sensitized	MOE/KICD/ KNATCOM/ MOSCH/ADAK	December 2024	2
Promote the spirit of sport values to all learners in order to influence positive culture change that will lead to prevention of doping in P.E. and sport activities, promote life-long learning and skills development.	Establish programmes on anti-doping.	% of basic learning institutions implementing anti-doping programmes	MOE/ KNATCOM /MOSCH/ ADAK/ EP	December 2022	3
	Develop materials for anti-doping.	No. of stakeholders reached with anti-doping materials	MOE/ KNATCOM/ ADAK/EP	December 2023	2
	Establish mentorship and role modelling programmes to promote lifelong learning skills.	% of basic learning institutions have active mentorship and role modelling programs	MOE/ KNATCOM/ EP/ ADAK	December 2024	2
	Sensitize key stakeholders on anti-doping.	No. of stakeholders reached	MOE KNATCOM/ /EP/ADAK	December 2024	2

Establish and maintain inclusive centres of excellence for scouting, training and nurturing of talented learners in various sports.	Conduct a feasibility study.	Feasibility Report	MOE/KAS/ KNATCOM/EP	December 2022	3
	Disseminate the feasibility study findings.	No. of stakeholders reached	MOE/KAS	December 2023	3
	Establish and strengthen inclusive centers of excellence.	No. of counties with centers of excellence	MOE/KAS	December 2023	3
	Recruit and induct sport talent scouts who will identify learners with talent.	No. of qualified sport talent scouts	MOE/KAS/ County Government	December 2022	5
	Strengthen use of ICT through establishing and maintenance of a data base for inclusive talent identification, development and nurturing.	Data base	MOE/KICD/ MOSCH/ ADAK	December 2024	2
	Identify and place talented learners.	No. of talented learners placed	MOE/KAS/Sports Federations	December 2022	2
	Conduct learners' symposiums to create awareness on talent development and career opportunities in sports.	No. of learners participating	MOE/KNATCOM/ MOSCH/ ADAK	December 2024	3
	Capacity build facilitators and coaches in relevant sport courses and safeguarding.	% of facilitators with knowledge, skills and competencies	MOE/KAS/Sport federations	December 2024	2





Enhance sport and talent nurturing in learning institutions.	Develop and implement a strategy for identification, development and appropriate placement of talents on vocationally oriented levels.	Strategy developed	MOE/KICD/ MOSCH/ADAK	December 2024	2
	Conduct talent assessment programmes for children with special talents and abilities.	No. of assessment programmes	MOE/KICD/ MOSCH/ADAK	December 2024	2
Promote compliance to anti-doping regulations and measures against the manipulation of sports competitions.	Domestic anti-doping measures.	No. of domesticated anti-doping measures	MOE/ADAK	December 2022	3
	Conduct sensitization and awareness campaigns on regulations and measures.	No. of stakeholders sensitized	MOE/ADAK	December 2022	4
Promote modern and indigenous games and sports at national, regional and international level.	Develop criterion to identify modern and traditional games and sport.	No. of traditional and modern games and sports	MOE/ MOSCH/ KAS/KICD	December 2022	2
	Establish linkages with national, regional and international sport organizations.	No. of agreements signed	MOE/ MOSCH/ EP	December 2024	1



	Develop training materials for modern and traditional games.	No. of materials developed	MOE/ KNATCOM/ KICD/KAS/ TSC	December 2022	2
	Sensitization of facilitators and coaches to promote modern and traditional games.	% of basic learning institutions with trained facilitators	MOE/ KNATCOM/ KICD/TSC	December 2024	2
Enhance advocacy and awareness programmes for key stakeholders on the importance of inclusive talent development in P.E and sport.	Develop advocacy and awareness programmes.	No. of programmes implemented	MOE/ KNATCOM /MOSCH/KAS/EP	December 2021	3
	Build capacity of key stakeholders on inclusive talent development.	No. of stakeholders sensitized by category	MOE/ KNATCOM/ MOSCH/KAS/ EP	December 2024	3
	Organize annual conference on inclusive talent development.	No. of conferences held	MOE/ KNATCOM /MOSCH/ KAS/ EP	December 2024	4
	Establish inclusive P.E and sport clubs in learning institutions.	No. of learning institutions with functional P.E and Sport clubs	MOE/TSC/ KNATCOM	December 2024	4
	Conduct round table meetings with the private sector, donor partners, academia, media to popularize inclusive talent development.	No. of reports	MOE/ KNATCOM/ MOSCH/KAS/ EP	December 2024	1



### POLICY AREA 3: P.E. AND SPORT FOR LEARNERS WITH DISABILITIES AND SPECIAL NEEDS

**Policy Objective:** To expand P.E. and sport opportunities for learners with disabilities and special needs.

**Policy Statement:** Promote inclusive P.E. and sport for learners with disabilities and special needs.

Strategy	Activities	Performance Indicator	Responsibility	Timeline	Estimated cost (KES Million)
Enhance the development of flexible P.E. and sport curriculum that is adaptable to type and severity of disability.	Development of inclusive P.E and sport curriculum and curriculum support materials.	No. of materials developed	MOE/KICD	December 2022	5
Promote the use of inclusive methodologies in the implementation of P.E. and sport.	Develop a strategy of advocating for and raising awareness on inclusive P.E and sport for learners with disabilities and special needs.	Advocacy and awareness strategy	MOE/TSC/KICD/ KISE	December 2022	2
Strengthen collaboration with allied professionals and community partners in the implementation of P.E and sport for learners with disabilities and special needs.	Develop and implement a plan for engaging professionals and community partners supporting P.E and sport for learners with disabilities and special needs.	No. of professionals and community partners supporting P.E and sport for learners' disabilities and special needs.	MOE/ KISE	December 2022	2
Enhance training of facilitators to deliver quality, disability-appropriate and inclusive P.E and sport.	Conduct capacity building of facilitators to deliver quality, disability-appropriate and inclusive P.E and sport.	No. of facilitators trained	MOE/TSC/KICD/ KISE	December 2022	2



Promote provision of safe, accessible infrastructure and adaptable equipment for P.E and sport for learners with disabilities and special needs.	Provide accessible and appropriate infrastructure, materials and equipment.	% of learning institutions with functional P.E and Sport infrastructure	MOE/TSC/KISE Special Olympics	December 2022	6
Enhance talent development of learners with disability at all levels of P.E and sport hierarchy and across types and severity of disability.	Conduct talent development programmes of learners with disability at all levels of P.E and Sport	No. of programmes implemented	MOE/TSC/KICD/KISE	December 2022	2
Enhance human resource allocation and personnel capacity to mainstream and provide inclusive P.E and sport for learner's disabilities and special needs.	Recruit adequate personnel to support learners with disabilities and special needs.	No. of personnel recruited for P.E and sport	MOE/TSC/KICD/KISE	December 2022	2
<b>POLICY AREA 4: CURRICULUM IMPLEMENTATION</b>					
<b>Policy Objective:</b> To implement P.E and sport as a learning area and a career pathway in basic education curriculum.					
<b>Policy Statement:</b> Promote inclusive implementation of P.E. and sport curriculum in learning institutions.					
<b>Strategy</b>	<b>Activities</b>	<b>Performance Indicator</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Estimated cost (KES Million)</b>
Strengthen P.E and Sport curriculum implementation for basic education.	Undertake gap analysis.	Gap Analysis Report	MOE/ KICD/TSC	December 2021	2
	Develop intervention programmes based on analysis.	No. of intervention programmes	MOE/KICD	December 2022	2





	Develop an inclusive P.E. and Sport curriculum designs.	No. of curriculum designs	KICD	December 2023	4
	Develop training materials to implement intervention programmes.	No. of training manuals	MOE/ TSC KICD	December 2022	2
	Sensitize quality assurance officers, facilitators and other stakeholders on implementation of P.E. and sport.	No. of officers trained by category	MOE	December 2024	2
Promote gender responsive, age and ability appropriate curriculum support materials.	Undertake gap analysis.	Gap analysis report	KICD	December 2022	2
	Adapt curriculum materials for SNE and disabilities.	No. of adapted curriculum materials	KICD/KISE	December 2022	2
Strengthen the use of learner-centered pedagogy and assessment for effective P.E. and sport curriculum implementation.	Sensitize on gender responsive, age and ability appropriate curriculum.	No. of stakeholders sensitized	MOE/TSC/KICD	December 2024	6
	Review TTCs curriculum to incorporate P.E. and sport learner-centered pedagogy.	No. of TTCs implementing P.E. and sport learner-centered pedagogy	KICD, MOE/ TSC/ KISE	December 2024	4
	Sensitize facilitators on learner-centered pedagogy and assessment.	No. of trained facilitators	MOE/ TSC/KICD/ KISE	December 2024	2
	Review of P.E. and sport formative and summative assessment guidelines to make them learner-centered.	No. of assessments	MOE/ TSC/ KNEC	December 2022	4

<p>Promote integration of traditional sport and games from various regions into schools' curriculum as a tool for embracing cultural diversity.</p>	<p>Develop training materials for integration of traditional sport and games.</p>	<p>No. of training materials developed</p>	<p>KICD/TSC</p>	<p>December 2024</p>	<p>2</p>
	<p>Sensitize TTCs, Officers, facilitators on integration of traditional sport and games in curriculum implementation.</p>	<p>No. of officers sensitized by category</p>	<p>MOE/ TSC/ KICD</p>	<p>December 2022</p>	<p>2</p>
<p>Strengthen linkages between schools and community to enable use of sport resources by both learners and members of the community.</p>	<p>Develop guidelines on linkages with schools and communities in P.E and sport.</p>	<p>No. of guidelines developed</p>	<p>MOE/ KICD/ PAs</p>	<p>December 2024</p>	<p>2</p>
	<p>Sensitize schools and communities on use of sport resources.</p>	<p>No. of sensitization workshop reports</p>	<p>MOE/ MOSCH/ EP</p>	<p>December 2024</p>	<p>2</p>
	<p>Identify shared P.E and Sport resources.</p>	<p>No. of shared sport resources</p>	<p>MoE/ MOSCH / EP/ CGs</p>	<p>December 2024</p>	<p>2</p>
	<p>Develop MoUs between schools and communities for harmonious use of shareable resources.</p>	<p>No. of MoUs signed</p>	<p>MoE/ MOSCH / EP/ CGs</p>	<p>December 2024</p>	<p>1</p>





Empower facilitators, parents and community in supporting P.E and sport activities in basic education institution.	Develop guidelines for parental engagement and community involvement in P.E and sport.	No. of guidelines developed	MoE/ MOSCH / EP/ CGs	December 2022	1
	Sensitize parents, communities and facilitators on child development and P.E. and sport as a potential career pathway.	No. of stakeholders sensitized by category	MoE/ MOSCH / EP/ CGs	December 2024	2
<b>POLICY AREA 5: HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT FOR P.E AND SPORT</b>					
<b>Policy Objective 1:</b> To enhance human resource capacity for P.E and sport curriculum implementation.					
<b>Policy Statement:</b> Strengthen human resource development and management in P.E and sport.					
<b>Strategy</b>	<b>Activities</b>	<b>Performance Indicator</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Estimated cost (KES Million)</b>
Enhance Pre- and In-service training in P.E and sport.	Develop pre and in- service training materials aligned to P.E and sport curriculum and emerging trends.	No. of training materials developed	MOE / KICD/TSC /TTCs	December 2022	4
	Conduct In-service training of P.E and sport facilitators.	% of qualified facilitators trained	TSC/MOE/	December 2023	2
Strengthen continuous Professional Development for P.E and sport	Develop professional development programmes on P.E. and sport.	No. of programmes developed	MOE/ TSC/KNEC	December 2022	2

	Build capacity of teachers and facilitators on professional developmental programmes in P.E and sport.	No. of facilitators	MOE/KNEC/ TSC/ KNATCOM	December 2024	2
	Develop standards for P.E and sport facilitators and coaches.	No. of standards	MOE/ TSC	December 2023	1
	Sensitize facilitators and coaches on P.E and sport standard.	No. of facilitators and coaches sensitized	TSC / MOE/TTCs / KNATCOM	December 2023	2
	Monitor and evaluate adherence to P.E and sport standard.	No. of reports	MOE/ TSC / KNATCOM	December 2024	2
Enhance professional code of conduct for P.E and sport facilitators.	Organize programmes in P.E and sport professional code of conduct for facilitators.	No. of programmes	MOE / TSC / TTCs/ EP	December 2021	2
Diversify the modes of teaching and learning in P.E and sport.	Induct P.E and sport facilitators on emerging teaching learning methods for basic education curriculum.	% of facilitators using diverse modes	MOE / TSC / TTCs	December 2022	2
Enhance coaching and mentorship programmes for P.E and sport teachers/facilitators	Develop coaching and mentorship programmes to capacity build P.E and sport teachers	No. of P.E and sport teachers' / facilitators sensitized	MOE/ TSC	December, 2023	2







<b>Policy Objective 2: Provide adequate workforce for P.E and sport.</b>						
Provide workforce for inclusive teaching and facilitation of P.E and sport curriculum.	Train P.E and sport facilitators.	No. of facilitators trained in P.E and sport by category	MOE	December 2024	4	
	Place facilitators in learning institutions by category.	No. of trainees absorbed by category	TSC	December 2024	2	
	Develop guidelines for registration of professional coaches.	No. of guidelines developed	MOE/TSC	December 2022	2	
	Sensitize coaches on the guidelines.	No. of coaches sensitized	MOE/TSC/ KNATCOM	December 2023	2	
	Vet and register P.E and sport professional coaches.	No. of coaches registered	MOE/TSC/ MOSCH	December 2024	1	
	Establish and maintain a data base of registered P.E and sport professional coaches.	Real time data base	MOE/TSC	December 2024	1	
	Deploy qualified teachers/ facilitators and educators	No. of learning institutions with substantive P.E teachers/ facilitators	TSC	December 2024	5	
	Promote recruitment of qualified teachers/ facilitators and educators					
<b>Policy Statement: Strengthen the experiential opportunities and support systems.</b>						
Enhance P.E and Sport outcome-based assessment	Develop and administer assessment tools in line with other subjects	No. of outcome-based assessments annually	MOE/KNEC	December 2024	3	
Promote use of innovative teaching and learning resources.	Review related literature on innovative learning approaches	No. of reports	MOE/TSC/KICD	December 2024	1	

	Develop programmes on innovative learning	No. of programmes	MOE/TSC/KICD/ KNEC	December 2024	1
	Train P.E and Sport teachers on innovative strategies	No. of teachers/ facilitators reached	MOE/TSC/KICD	December 2024	2
Enhance teamwork between teachers/facilitators and students	Develop P.E and sport team work strategy	No. of strategy	MOE/TSC/KICD	December 2022	1
	Sensitize teachers and learners on the importance of team work	No. sensitized	Institutions	December 2024	1
Foster parental involvement and community engagement in PE and Sport.	Develop guideline for parental involvement and community engagement.	No. of guideline developed	MOE/ KICD/ KNATCOM/ MOSCH/ ADAK	December 2022	1
	Sensitize key stakeholders on the guidelines.	No. reached	MOE/ KICD/ KNATCOM	December 2022	1
Enhance opportunities for peer learning, mentorship and communities of practice in PE and Sport.	Develop programmes for peer learning, mentorship and communities of practice programmes.	No. of programmes developed	MOE/ KICD/ KNATCOM	December 2022	1
	Sensitize learners on existing PE and sport opportunities	No. reached	MOE/ KICD/ KNATCOM	December 2022	1



## POLICY AREA 6: QUALITY ASSURANCE AND STANDARDS FOR P.E AND SPORT

**Policy Objective:** To enforce compliance to standards of P.E and sport in all institutions of basic education.

**Policy Statement:** Enhance standards for learning and facilitation of P.E and sport and enforce compliance by all institutions of basic education.

Strategy	Activities	Performance Indicator	Responsibility	Timeline	Estimated cost (Million)
Strengthen P.E and sport standards for basic education.	Develop standard guidelines for learning and facilitation of P.E and Sport	P.E and sport standards	DQAS	June, 2022	1
	Dissemination of P.E. and sport t standards to key stakeholders.	No. of reports	DQAS/ DPP/ EACA/ DFSCCA	December 2022	1
	Build capacity for teachers, institutional leaders and managers on PE and sports.	No. reached	TSC/ DQAS	December 2022	4
Promote the use of inclusive assessment standard guidelines and tools to inform the implementation of P.E and sport curriculum.	Develop inclusive assessment standard guidelines and tools for implementation of P.E and sport.	Level specific inclusive assessment standard guidelines and tools for implementation of P.E and Sport.	MOE/MOSCH	December 2021	1
	Sensitize Stakeholders on inclusive assessment standard guidelines and tools.	No. of stakeholders sensitized	MOE/ TSC/EP	December 2022	2
	Monitor and evaluate standard guidelines for inclusive assessment of P.E and Sport.	No. of reports	MOE/ EP	December 2022	3



	Conduct action research on implementation of standard guidelines for P.E and Sport.	No. of report	MOE/ EP	December 2024	4
Enhance capacity of education officials, facilitators and other relevant stakeholders for effective quality assurance for implementation of P.E and Sport curriculum.	Develop and implement a training manual for building capacity of education stakeholders.	Training manual developed	MOE/TSC/ EP/ KICD	December 2022	2
	Conduct nationwide training workshops on quality assurance.	No. of facilitators trained	MOE	December 2022	2
Strengthen standard assessments for P.E and sport	Carry out regular standards assessment of P.E and Sport infrastructure, facilities, equipment and other learning resources.	No. of institutions assessed on implementation of P.E and Sport	MOE/TSC	December 2022	4
	Institute Institutional Based Quality Assurance for P.E and Sport t (IBQA)	No. of schools with functional Institute Institutional Based Quality Assurance	MOE/TSC	December 2024	0
Promote multi-agency approach in undertaking quality assurance activities at all levels.	Develop guidelines for multi-agency approach in undertaking P.E and sport quality assurance.	Multi agency guidelines	DQAS	By Dec 2022	2
	Sensitize key stakeholders on guidelines to promote multi-agency P.E and sport quality assurance.	No. of stakeholders sensitized	DQAS	By June 2023	2





<b>POLICY AREA 7: INTEGRATION OF ICT IN P.E AND SPORT</b>						
<b>Policy Objective:</b> To integrate Information Communication and Technology (ICT) in P.E and sport.						
<b>Policy Statement:</b> Promote the integration of Information Communication and Technology (ICT) in P.E and sport.						
Promote use of ICT in P.E and sport	Conduct ICT infrastructure needs assessment.	No. of report	MOE	December 2021	2	
	Develop appropriate ICT interventions.	No. of interventions implemented	MOE	December 2024	3	
	Engage relevant ICT stakeholders.	No. of stakeholders engaged	MOE/EP	December 2024	1	
Integrate P.E and Sport data capture and processing in NEMIS for decision making.	Assess Map System requirements.	No. of analysis reports	MOE/EP	December 2022	2	
	Develop P.E and Sport data capture module.	No. of system logs	MOE/EP	December 2023	3	
	Integrate P.E and Sport module into NEMIS platform.	No. of logs	MOE	December 2024	2	
Establish P.E and sport talent portal.	Generate relevant system analytics.	No. of system reports	MOE/EP	December 2024	2	
	Map System requirements	No. of analysis reports	MOE/EP	December 2022	2	
	Develop P.E and sport talent portal.	No. of system logs	MOE/EP	December 2023	3	

	Integrate P.E and sport talent portal with other relevant platforms.	No. of logs	MOE	December 2024	2
	Generate relevant portal analytics.	No. of reports generated	MOE/EP	December 2024	2
Promote ICT literacy in P.E and sport	Develop ICT literacy training materials.	No. of training manuals developed	MOE/EP	December 2021	2
	Capacity builds the stakeholders on ICT literacy in P.E. and sport.	No. of stakeholders sensitized	MOE/EP	December 2024	4
Promote linkage with relevant ministries to enhance protection of learners engaging in P.E and sport against cyber-crime.	Identify agencies to partner with in addressing issues related to cyber-crime in P.E and sport.	No. of partners identified	MOE/ MOICT/ MICNG /EP	December 2021	1
	Develop procedures for partnership linkages issues related to cyber-crime in P.E and sport.	No. of MOUs	MOE/EP	December 2021	2
	Create awareness on the role of various partners in mitigating cyber-crime in P.E and sport.	No. of stakeholders sensitized	MOE/EP	December 2022	3





<b>POLICY AREA 8: PROVISION OF PHYSICAL EDUCATION AND SPORT DURING EMERGENCY</b>						
<b>Policy Objective:</b> To mainstream emergency preparedness and response in P.E and sport.						
<b>Policy Statement:</b> Promote participation of P.E and sport during emergency.						
<b>Strategy</b>	<b>Activities</b>	<b>Performance Indicator</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Estimated cost (KES Million)</b>	
Establish health and safety guidelines for the provision of P.E and sport during emergencies.	Conduct needs assessment to identify health and safety needs.	No. of reports	MOE/ KNATCOM	December 2021	2	
	Develop need-based health and safety guidelines.	No. of guidelines developed	MOE/MOH/MOSCH	June 2022	2	
Create awareness of relevant stakeholders on health and safety during emergency	Sensitize relevant stakeholders on health and safety guidelines	No. of stakeholders sensitized	MOE/ KNATCOM/ EP	December 2023	2	
Adopt innovative approaches for providing P.E and sport during emergencies.	Benchmark on the best approaches for providing P.E and Sport during emergencies.	Report on benchmarking	MOE/ KNATCOM	December 2022	6	
	Develop best practice on P.E and sport innovative approaches during emergencies.	No. of approaches developed	MOE/ KNATCOM	December 2024	3	
	Sensitize key stakeholders on best approaches.	No. of stakeholders reached	MOE/ KNATCOM/ EP	December 2024	3	

	Use innovative approaches for austerity measures.	No. of innovations used	MOE	December 2024	2
	Create incentives and reward systems to encourage innovations in P.E and sport during emergency.	No. of innovations rewarded	MOE/EP	December 2024	4
Promote efficient utilization of P.E and sport resources in emergency response interventions.	Develop sensitization guidelines on resource utilization for emergency.	No. of guidelines developed	MOE/EP	June 2022	2
	Build capacity on prudent utilization of emergency resources.	No. of stakeholders capacitated	MOE/EP	December 2022	4
	Provide P.E and sport emergency resources.	% of emergency budget allocated and utilized	MOE/ Treasury	December 2024	1
	Monitor and evaluate utilization of resource management for emergency interventions.	No. of M&E reports generated	MOE/EP	December 2024	4
Enhance collaboration and partnerships for delivery of P.E and sport during emergency situation.	Map stakeholders in P.E and sport during emergency.	No. of stakeholders identified and engaged	MOE/ Partners	December 2024	1
	Develop engagement guidelines.	Number of guidelines developed	MOE/EP	December 2024	2
	Conduct engagement forums.	No. of forums held	MOE/EP	December 2024	2





Promote resilience in P.E and sport during emergency.	Conduct a gap analysis.	No. of report	MOE	December 2024	2
	Develop appropriate interventions.	No. of interventions	MOE/ EP	December 2022	2
Promote physical activity and sport for psychosocial support and well-being to cultivate a sport culture in society resilient to emergency.	Develop emergency preparedness and response procedures.	No. of procedures developed	MOE/ EP	December 2022	2
	Build the capacity on implementation of interventions and emergency procedures.	No. of stakeholders' capacity build	MOE/ EP	December 2024	2
	Undertake a gap analysis.	No. of report	MOE	December 2024	2
	Identify relevant stakeholders to undertake the psychosocial support.	No. of stakeholders	MOE/EP	December 2021	1
	Develop modules to guide the implementation of psychosocial support through P.E and sport.	No. of modules	MOE/EP	December 2022	2
	Carry out comprehensive sensitization on the availability of psychosocial support.	No. of awareness meetings	MOE/EP	December 2023	2
	Monitor the implementation of P.E and sport psychosocial support initiatives during emergency.	No. of monitoring reports	MOE/EP	December 2024	4



## POLICY AREA 9:RESOURCE MOBILIZATION AND PARTNERSHIPS

**Policy Objective:** To enhance adequate resources and promote partnerships for P.E and sport.

**Policy Statement:** Promote effective and efficient resource mobilization and partnerships for the development and effective implementation of P.E and sport programmes.

Strategy	Activities	Performance Indicator	Responsibility	Timeline	Estimated cost (KES Million)
Strengthen resource mobilization and linkages for implementation of P.E and sport intervention.	Conduct a need assessment.	Need assessment report	MOE/ KNATCOM	December 2021	2
	Develop resource mobilization strategy for P.E and sport	Strategy developed	MOE/KNATCOM/EP	June 2022	2
	Develop financial proposals to increase budgetary allocation.	% in budgetary allocations	MOE / KNATCOM / MOSCH/ADAK	December 2024	2
	Identification of potential partners for technical and financial resources.	No. of potential partners	MOE/MOSCH/ADAK	December 2024	1
Strengthen Public Private Partnerships in resource mobilization for P.E and sport	Develop MOUs with partners and Public Private Partnerships (PPPs).	No. of MoU's signed	MOE /County Governments/ line ministries / agencies/ Private sector /EP	December 2024	1



	Develop guidelines for implementation for PPPs and other partners.	No. of guidelines	MOE /County Governments/ line ministries / agencies/ Private sector/EP	December 2022	2
	Build partnerships and mobilization of resources for P.E and sport and anti-doping programmes	No. of partnerships established	MOE / KNATCOM/EP	December 2024	1
Promote collaboration, linkages and networking with line ministries, departments, agencies and partners in P.E and Sport.	Develop guidelines for collaboration and linkages with partners.	No. of reports	MOE /County Governments/ line ministries / agencies/ Private sector/EP	December 2021	2
	Build the capacity of key stakeholders on the guidelines.	No. of stakeholders sensitized	MOE/KNATCOM /County Governments/ line ministries / agencies/ Private sector/EP		
	Promote exchange programmes with partners.	No. of exchange programmes	MOE /County Governments/ line ministries/ KNATCOM / agencies/ Private sector/EP	December 2024	4
	Participate in local and international events.	No. of events participated in	MOE /County Governments/ KNATCOM/ line ministries / agencies/ Private sector/EP	December 2024	4



Enhance coordination, harmonization and transparency in management of resources and linkages in P.E. and sport.	Develop guidelines for coordination, harmonization and transparency in P.E and Sport.	No. of guidelines	MOE /County Governments/ line ministries / agencies/ EP	June 2021	2
	Sensitize key stakeholders on the coordination guidelines.	No. of stakeholders reached	MOE /County Governments/ line ministries /EP	December 2021	2
	Expand the provision of funds, scholarships, and bursaries to support talent for P.E and sport.	No. of learners benefiting	MOE /County Governments/ KNATCOM/ line ministries /EP	December 2024	4
Strengthen monitoring and evaluation for efficient utilization of resources and linkages.	Develop P.E and Sport resource utilization and linkages tools.	No. of M&E resource utilization and linkages tools	MOE	December 2021	1
	Monitor and evaluate the status of resource utilization and linkages.	No. of reports	MOE /County Governments/ line ministries /EP	December 2024	6



**POLICY AREA 10: GOVERNANCE AND MANAGEMENT OF PHYSICAL EDUCATION AND SPORT**

**Policy Objective:** To strengthen the governance and management of P.E and sport.

**Policy Statement 1:** Strengthen governance in the implementation of inclusive quality P.E and sport.

Strategy	Activities	Performance Indicator	Responsibility	Timeline	Estimated cost (KES Million)
Enhance existing structures to improve transparency and integrity in the management of P.E and sport.	Mapping out of existing structures in the management of P.E and Sport.	No. of reports	MOE	December 2021	1
	Develop guidelines on management of existing structures.	No. of guidelines	MOE	December 2021	2
	Capacity build stakeholder's transparency and integrity.	No. of stakeholder's capacity built	MOE /County Governments/ line ministries /EP	December 2024	2
Streamline the roles of key stakeholders in P.E and sport. at the National and County levels.	Review the mandates of the key stakeholders in P.E and Sport.	No. of reports	MOE /County Governments/ line ministries /EP	December 2021	1
	Induct stakeholders on their roles and responsibilities.	No. of stakeholder inducted	MOE /County Governments/ line ministries /EP	December 2024	4



Align P.E and sport. governance and management to relevant policies and legal frameworks.	Constitute a national committee to review existing relevant policies and legal frameworks in line with P.E and Sport.	National Committee constituted and operationalized	MOE	December 2024	1
Promote advocacy and communication for P.E and Sport.	Develop advocacy and communication programmes for P.E and Sport.	No. of programmes	MOE /County Governments/ KNATCOM/ line ministries /EP	December 2024	4
Establish a multi-agency coordination unit to ensure accountability and transparency in governance of P.E and sport.	Create awareness and sensitization forums on P.E and Sport.	Number of forums held	MOE /County Governments/ KNATCOM/ line ministries /EP	December 2024	2
	Establish steering and technical committees at National, Regional, County and sub-county levels.	Terms of Reference (TOR) defined	MOE / KNATCOM	December 2021	1
Enhance management structures to ensure accountability and transparency in governance of P.E and sport.	Organize multi-sectoral consultative forums on P.E and sport.	No. of forums conducted	MOE /County Governments/ line ministries /EP	December 2024	4
	Establishment of an M&E System.	M&E System	MOE /County Governments/ line ministries /EP	December 2022	4
Empowerment and involvement of learners in the management of P.E and sport.	Establish national and county level learner's P.E and sport. council.	No. of learner's P.E and Sport council	MOE	December 2024	2
	Capacity build representatives of the learner's P.E and sport. council.	No. of learners	MOE / KNATCOM	December 2024	4





<b>Policy Statement 2:</b> Adherence to legal obligations and contractual processes to safeguard the rights of learners and facilitators involved in P.E and sport.						
Strengthen oversight on compliance of legal and contractual obligations in P.E and sport.	Sensitize key stakeholders on the legal obligations, responsibilities and contractual processes in P.E and sport.	No. of stakeholders sensitized	MOE /County Governments/ MOSCH/ADAK/ KNATCOM	December 2024	2	
	Review rules and regulations governing P.E and Sport delivery.	Reviewed guidelines	MOE/MOSCH/ ADAK	December 2021	1	
Establish safeguarding measures in governance and management	Establish referral networks for safeguarding learners and facilitators from risks in P.E and sport.	No of referral networks established	MOE /County Governments/ line ministries / MOSCH/ ADAK	December 2024	4	
	Develop safeguard measures for P.E and sport	No. of safeguards developed	MOE/MOSCH/ ADAK	December 23	2	



## POLICY AREA 11: MONITORING, EVALUATION, REPORTING AND LEARNING

**Policy Objective:** To strengthen regular and effective monitoring, evaluation, reporting and learning of P.E and sport programmes.

**Policy Statement:** Strengthen monitoring, evaluation, reporting and learning of P.E and sport.

Strategy	Activities	Performance Indicator	Responsibility	Timeline	Estimated cost (KES Million)
Establish mechanism for monitoring, evaluation, reporting and learning for continuous tracking of performance in P.E and sport.	Develop results matrices for monitoring P.E and Sport Policy	P.E and Sport Results Matrix	MOE/KNATCOM/TSC/KICD/ EP	June, 2021	1
	Develop MERL guidelines and tools.	No. of MERL guidelines and tools developed and operationalized	MOE/KNATCOM/TSC/KICD/ EP	December 2021	1
Enhance capacity of education officials, facilitators and key stakeholders to ensure effective monitoring and support to implementation of P.E and sport curriculum.	Capacity build key stakeholders on MERL and implementation of P.E and sport.	No. of stakeholder's capacity built	MOE/KNATCOM /County Governments/ line ministries	December 2024	4
Strengthen monitoring for P. E and sport including infrastructure, facility, equipment, instructional materials and learning.	Develop monitoring tools for infrastructure, facility, equipment, instructional materials and learning.	No. of tools developed	MOE/ TSC/ KNATCOM/KICD	December 2021	1
	Capacity build education officials, facilitators and key stakeholders on the usage of the standards assessment tools	No. of stakeholder's capacity built	MOE/ TSC// KNATCOM / County Governments/ line ministries /EP	December 2024	2





Promote multi-agency approach in undertaking quality assurance activities at all levels.	Establish multi-agency steering committees for quality assurance.	No. of agencies engaged	MOE/ MOSCH	December 2024	1
Strengthen capacity in data collection, analysis and utilization of the findings for decision making.	Conduct annual monitoring and evaluation activities of implementation of P.E and sport in basic education institutions.	No. of reports	MOE/ TSC/ KNATCOM	December 2024	4
Enhance research and sharing of findings of P.E and sport to advice on good practices.	Undertake research and share findings on best practices in P.E and sport.	No. of research reports	MOE/ KNATCOM/ EP	December 2024	4
Benchmark in order to share best practices that can improve establishment of communities of practice	Benchmark on best practices (locally, nationally, regionally and internationally).	No. of exchange programmes	MOE/ KNATCOM/ EP	December 2024	6
Strengthen communication framework on MERL for collation and sharing of information and periodic reports with relevant stakeholders on progress of P.E and sport.	Develop P.E. and sport Communication strategy in MERL.	No. of communication strategies	MOE/ KNATCOM	December 2021	2
	Conduct forums for information exchange in P.E and sport.	No. of forums held	MOE /County Governments/ KNATCOM /line ministries /EP	December 2024	4
Establish major assumptions, risks and mitigation strategies for effective implementation of P.E and sport.	Identify major assumptions and risks in implementation of P.E and sport policy	P.E and Sport risk assessment matrices	MOE/ KNATCOM	By 31 <sup>st</sup> December, 2020	0.5
	Develop safeguards and risk mitigation strategies	Safeguards and risk mitigation plan	MOE/ KNATCOM	By 31 <sup>st</sup> December, 2020	0.5



## ANNEX II: LIST OF TECHNICAL WORKING GROUP

1.	Dr. Silvester Mulambe	Director Policy, Partnerships & East African Community Affairs
2.	Dr. Evangeline Njoka	Secretary General, Kenya National Commission for UNESCO
3.	Anne Gachoya	Directorate of Policy, Partnerships & EACA
4.	Dr. Joel Ongoto	Kenya National Commission for UNESCO
5.	Orpha Nyakundi	Kenya National Commission for UNESCO
6.	Ezekiel Tumbo	Teachers Service Commission
7.	Dr. Samuel Ngaruiya	Directorate of Policy, Partnerships & EACA
8.	Truphena Kirongo	Director General's Office
9.	James Onyango	Directorate of Vocational Education & Training
10.	Edith Wekesa	Directorate of Policy, Partnerships & EACA
11.	Salome Wenyaa	Directorate of Quality Assurance & Standards
12.	Josephine Ondieki	Directorate of Project Coordination & Delivery
13.	Loice Kimani	Directorate of Field Coordination & Co-curriculum Activities
14.	Monica Obonyo	Directorate of Field Coordination & Co-curriculum Activities
15.	Susan Ngigi	Directorate of Special Needs Education
16.	Martin Kavua	Directorate of Special Needs Education
17.	Fred C. Kisanya	Directorate of Adult & Continuing Education
18.	Doreegen Kemunto	Directorate of Policy, Partnerships & EACA
19.	Purity Warigia	Kenya Institute of Curriculum Development
20.	Dr. Lydiah Mucheru	Kenya Institute of Curriculum Development
21.	Jacqueline Onyango	Kenya Institute of Curriculum Development
22.	Dr. Bailasha Nicholas	University of Nairobi
23.	George Mwaura	Kenya Institute of Special Education
24.	Dr. Assumpta Matei	Kenya National Examinations Council
25.	Dr. Lucy Ogol	Tom Mboya University
26.	Mary Kangethe	Kenya National Commission for UNESCO
27.	George Gathungu	Kenya National Examinations Council
28.	Dr. Annah J. Yegon	Ministry of ICT Innovation and Youth Affairs
29.	Dennis Munuve	Ministry of Sport, Culture and Heritage
30.	Agnes Wanjiku	Anti-Doping Agency of Kenya
31.	Douglas M. Ratemo	Kenya Academy of Sports
32.	Dr. Charles Kebaya	Machakos University
33.	Kristin Richter	GIZ S4DA
34.	Irene Tindi	Centre for Research and Innovations/GIZ S4DA
35.	Andrew Oloo	GIZ S4DA
36.	Andiwo Obondoh	Centre for Research and Innovations/GIZ S4DA
37.	Janeann Kivi	UNICEF
38.	Susan Masila	Kenya Olympic Special
39.	Mildred Mwanzi	Kenya National Commission for UNESCO
40.	Jane W. Home	Directorate of Policy, Partnerships & EACA





REPUBLIC OF KENYA

MINISTRY OF EDUCATION



United Nations  
Educational, Scientific and  
Cultural Organization



Kenya National  
Commission for UNESCO  
(KNATCOM)



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REPUBLIC OF KENYA

**Ministry of Education**

P.O Box 30040-00100 Nairobi,  
Kenya.Jogoo House B, Harambee Avenue

Tel: +254-020-3318581

Fax : +254-020-20214287

Email : [info@education.go.ke](mailto:info@education.go.ke)