KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR SUSTAINABLE DEVELOPMENT

18TH – 20TH MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

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PROGRAM AND BOOK OF ABSTRACTS
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CONFERENCE PROGRAMME

 THEME: ‘Re-Engineering Education for Sustainable Development’

 Sub-themes:
  ▪ Enhancing quality in education
  ▪ Educational reforms and governance
  ▪ Research, innovation and knowledge transfer in education
  ▪ Application of ICT in education
  ▪ Resource mobilization and utilization in education
Kenya Vision 2030 points at quality education and training as fundamental to its success. It outlines one of the challenges facing the education sector as creating a cohesive society imbued with a culture of practicing desirable values. Religious education has been identified as an important curriculum area in the transmission of desirable values. Pastoral instruction (PPI) programs have been part of the Kenya primary school curriculum since introduction of formal education. The Kenya National Education Commission of 1964 recommended an academic approach to PPI. Consequently, life approach was adopted basically to equip learners with desirable values and attitudes. A literature review revealed limited research about pedagogical approaches to PPI. This paper reports on a study on application of the life approach pedagogical approach to the teaching of Catholic PPI. The findings showed that teachers were not adequately prepared to apply the life approach methodology. Furthermore, teachers who attempted to apply the methodology encountered problems such as shortage of time and inadequate moral and material support. The researcher recommended that curriculum developers provide in-service training for teachers on the use of the life approach methodology and avail approved course books for the subject.

**Key words:** Pastoral Instruction; life approach; primary school curriculum; Catholic PPI; desirable values and attitudes.