The Role of Sports and Physical Education in Kenyan Learning institutions in achieving Millennium Development Goals (MDGs)

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Abstract

The establishment of the United Nations (UN) set Millennium Development Goals (MDGs) has ostensibly created a catalytic effect on the development of sports and physical education because it helps set and frame the global, national and local development agenda, provides the vision and plans of action to concretise the realities affecting human development. The MDGs are also be reflected in the UN declaration of the year 2005 as the International Year of Sport and Physical Education (IYSPE 2005), which is a major recognition and challenge to physical educators.

This paper makes a critical analysis and discussion on why and how sports and physical education in Kenyan learning institutions can help in the achievement of each of the identified eight (MDGs). The (MDGs) are concerned with eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empower women, reduction in child mortality and improve maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development. Several paradigms and reflections
are postulated to explain how sports and physical education creates opportunities to help fight poverty, are an essential element of access to quality and universal education. They also help in building confidence and overcoming prejudice amongst girls in learning institutions, help to convey messages on access and empowerment, helps to provide HIV /Aids and disease prevention messages. Additionally, sports and physical education are ideal to raise awareness about the need to preserve the environment, offer opportunities for innovative partnerships and can be used as a tool to build and foster partnerships for development.

Sports and physical education cannot afford to be left behind in strategic and global movements and thoughts. Learning institutions provides conducive environments and commitments to put in place right polices, procedures and best practices for achieving the MDGs. The paper envisages and recommends that sport managers and physical educators in Kenya rise up to the challenge of ensuring that the global UN set MDGs are understood and realised locally, nationally and within the subjects and disciplines of sports and physical education.

Key words:
MDGs, Sports, Physical Education, Learning Institutions, Kenya.