

REMODELLING OF EDUCATION IN KENYA AND ACADEMICIZATION OF SPORTS AS A CORE CURRICULAR DISCIPLINE

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Executive Summary

*The European education in Africa, also christened as formal education, is an agemate of colonialism. Its introduction was purposed to provide skilled labour to supplement the economic and administrative deficit of the colonizers. The suppression of pre-colonial African educational system was both deliberate and strategic since, it is in the congenital human nature to conquer and dominate. The introduced European curriculum was tailormade for global north market needs. In the early twentieth century, human capital was desperately needed to drive the industrialization demands within Africa given the delayed era of mechanization. The Western curriculum was thus introduced in Africa for both basic and limited purposes. The leading educationists of the age were emphatic on the integral development of a learner and thus, sports were introduced as a co-curricular, and due to financial constraints, it was either optional or ignorable. Moreover, majority of the pioneer learners in Africa were either approaching age of majority or were majors readier for coupling. Sports and sporting were indispensable since they had evolved to become a conduit for cultural education. The onset of western system of education disregarded the various African sports perhaps tagging some as either anachronistic or preliterate. The western sports were promptly introduced rendering the indigenous ones obsolete. More significantly, the pioneer western educators were in urgent need for clerks and the demand for western educated work force was exponentially rising. Given these compounded factors, the possibility of introduction of sports as a career path would not only have sounded farfetched but also preposterous. Additionally, sport career had not attained professional competitiveness in global north as it is today. Africa is at crossroads to reinvent herself as a formidable force in the world market. Without underestimating the past encumbrances, the continent requires a *senatio et radice* in various fronts that continue to delay the detonation of potentialities. Sports' championship happens to be one of the embryonic areas that Africa can easily remain unbeatable. Strategically, the African countries need to invest in the remodelling of respective educational systems to upswing sport from being Extra-curricular or Cocurricular to Core-curricular*

program. The learners' mindsets have to be modulated to view sports as a lucrative career at par with other presently ennobled occupations that yield both influence and affluence. The bias of sport-science as either non-academic or a tailor-made career for lamebrained should be passionately obliterated as it plays as a major impediment to unlocking the infinite potentialities vested in the African sportsmen and women. Over and above, sports need to be appraised as a scientific branch of knowledge giving birth to numerous career paths and opportunities. This academic corpus employs to study tenets of educational changes as sine qua non for building sports career among African youths as well as innovative paths in the institution of sports science for sustainable global future.

Keywords: Africa, Athlete, Education, Competence-Based Curriculum, Sports, Youth.

Introduction

Every practice, custom, culture, system, or structure, whether acceptable or otherwise, has a history, background, purpose and an organic power. Our education systems, whether traditional or revised, have a history, background, purpose and propelling power. Largely, in Africa, our systems have not significantly migrated from the colonial needs of mere labour force to enabling of inventions and innovations. While all education systems have both merits and demerits, the purpose and propelling power must constantly be in a flux but not rickety. Indubitably, Africa lags behind in the exploring, identification, nurturing and evincing the sportsmanship of her people. As the second most populated continent with a population of about 1.4 billion people, it is inconceivable why it should not secure an enviable place in the sports world. Given that, over 800 million people in Africa are under 18 years of age, a targeted investment in talent development can never be a project in futility. Conceited efforts are imperatively needed in order to promote a wide range of sports prowess through identification of sporty aptitude, nurturing into full potentials, exhibiting them to the world and developing opportunities for their career sustenance (<https://www.allsportsacademyafrica.com>, 6th June, 2024). There exists a general consensus that Africa is deprived of numerous opportunities but has oodles of unexplored potentialities. Sports aptitude falls into such category, where, if strategic engagements ensue, the journey from playground to Olympics shall have been actualised.

A sport on the other hand, as defined by the Cambridge Online English dictionary, is a game, competition, or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/ or as a job. According to African Union, sport is a physical activity that is governed by a set of rules or customs involving specific

administration, governing body, organization and a historical background and often competitively engaged in (African Union, *Second Session of the African Union Conference*, 2008). Both definitions and descriptions underscore the physicality of sports which directly evoke the fundamentality of kinesthetic intelligence. The centrality of rules in governing sports stands out prominently given that, where competition is involved, deficiency of order and parameters of determining the victor, are recipes for chaos.

Sports potency can only be underestimated. Its efficacy is measurably indemonstrable as it can pole-vault an individual or a community from paucity to opulence, from streets to stardom, from infamy to fame. Sports is arguably one of the fastest growing industries in the contemporary world. In the most admired ancient civilizations such as the Mayans, Greek, Egyptian, Chinese among others, sports were given appreciable prestige. Inspiringly, the sports were introduced to athletes at a young age. They were established to breed harmony among people and help in settling disputes or conflicts in an organized manner. Great leaders of the ancient world saw a fascination in sports and made it part of their reign to promote the human's natural competitiveness. Since then, new sports have continuously emerged as well as novel reasons for one to play, including monetization. It contains a certain magnetism that sticks people together rendering them classless, colourless and race-free.

Sport schools are a fairly new occurrence, developed mainly in the 1990s (Bosscher, et al., *A Multidimensional Approach*, 2016). In the last three decades, Europe, has experienced a rapid increase of sports schools. The new model of approaching sports has continued to spread throughout the world with covetable successes. The world population is becoming more convinced that sporting investment can lead into a stellar career. Furthermore, the monetization of sports is gold mine that has been amateurishly explored and shallowly excavated. However, before deep cut excavation, there has to be tried and tested strategies that would keep the lucrative industry ever innovative, rejuvenated and regulated.

History of Sports Education in Kenya

The epoch of colonial education in Kenya can be dated between 1895 to 1963. It can be fittingly christened colonial in two fronts, i.e., it was tailored and implemented by the colonialists and secondly, it was exclusively European in reference to content and context. Given the pressure to train skilled human resource to meet the industrialization demands, there was an obvious bias for preferred and prioritized subjects and content. The most espoused occupations were office clerks, technicians, teachers and artisans. The demands and market forces of the time thus conspired against the development of sports as an academic discipline with a career path. Given that the essence of sports in

health matters was vital, as a discipline, it was reduced to a co-curricular activity. Moreover, the European immigrants did not have a previous experience on how sports could be developed for either career or economic benefits.

The Victorian concept of education was largely based on what a man or a woman can do. Men were exposed to the Three R's (Reading, Writing and Arithmetic) while women were made to stick to the Three B's (Broom, Bathing and Babies/Bedroom). This gender bias dominated the formal education uptake in Kenya where the ratio of boys to girls in schools was unrestrainedly disproportionate. Even before the dust had settled, the western education was introduced through stratification, i.e., the European, the Asian and African education. It took decades before the unification of education systems saw the light of the day.

The history of sports in Kenya can be traced way back to the period prior to the British colonial rule (Njororai, *Contextualization of Kenya's Post-independence Sporting Success*, 2013). Before the coming of Europeans, informal education was practiced for impartation of cultural knowledge and customs to all and sundry. According to Mwisukha, Njororai and Onywera, this indigenous education had a component of sports, but only to a less extent as sports were generally regarded as a pastime activity (Mwisuka et al., *Contributions of Sports Towards National Development in Kenya*, 2003). However, Sifuna asserts that sports and play were not a pastime activity, but the actual conduit through which the young were taught to emulate the actions of elders, as well as received training that informed their character and identity (Sifuna, *Development of Education in Africa*, 1990). It can be deduced that sports formed part of the pre-colonial education curriculum. During this time, sports and play were basically interwoven into the very fabric of the African culture to help children and youths in acquiring cognitive, social and physical skills critical in adulthood. In the various indigenous communities, people actively participated in traditional sports such as dancing, hunting, wrestling matches, shooting with bows and arrows, plus many more.

Mahlmann argues that sport was introduced and used as a weapon of colonialism, and that some of the sports were played along racial lines. For example, rugby and tennis were strictly for whites, while hockey was played by Kenyans and Indians. He further opines that the main aim of the sporting culture was to dominate the social conversation of the community by making Africans to have feelings of inferiority in all aspects of life, having been defeated in sport competition (Kipchumba & Jepkorir, *Sports Policy in Kenya*, 2015). Over and above sports, the colonial systems upheld across board segregation where the Europeans would not interact with the Natives. Certainly, the colour bar had an adverse effect on the development of sports.

In the Phelps-Stokes Commission Report of 1924, it was observed that there was need for official inclusion of recreation in school curriculum, with the main focus on Physical Training (PT). This was followed by development of PT curriculum for schools that focused on the teaching of the modern sports as well as introduction of competitive sports in schools, communities and international levels (Rintaugu et al., *Sports*, 2011). It is worth noting that, among the three Preindependence education systems in the colonial Kenya, namely, Phelps-Stokes Commission, Beecher's Commission of 1947 and Binns Commission of 1952, the pioneer one laid major emphasis on physical education for African learners. The fact that it underscored African learners, meant that the Caucasian learners were already well attended and thus it sought to strike on equity for equality.

The Kenya Education Commission of 1964 that was chaired by Simeon Ominde made several recommendations. Among them was emphasis on the inclusion of PE as a co-curricular activity in the school curriculum (Ominde, *Commission Report*, 1964). As a co-curricular activity, PE was to complement the regular curriculum in achieving integral formation of students. In 1967, the first PE syllabus for primary schools was drafted, and in 1979, the first experts were appointed as a teacher of the subject. The development of PE syllabus for secondary schools then followed in 1980 and was published in 1985 (Mwisukha, et al., *Sports*, 2012). In 1980, a presidential decree was issued which required that PE should be a compulsory subject in basic education (Gitonga, et al., *Teacher- Trainees' Attitudes Towards PE in Kenya*, 2012). The 8-4-4 system was eventually inaugurated in 1986. Its special character was the appraisal for practical skills in the entire curriculum not excluding sports.

During this time, differently countries in the world had begun to re-interrogate their respective educational systems. There was a general perception that learners had been pigeonholed under rigid learning methods. Some were keen on revising curricula to best suit the industrial needs of the epoch. Adam Grant observes that, in 1970s, the new wave of thinking upended the world of education where the core premise was that, when students struggled, it was because the method of instruction was not tailored to their learning style. The cognitive mode, in which they were best at acquiring and retaining information, was either mismatched or bereft of. To grasp new concepts, verbal learners needed to read and write them; visual learners needed to see them illustrated in images, diagrams, and charts; auditory learners needed to hear them out loud; and kinesthetic learners needed to experience them through acting them out with body movements (Grant, *Hidden Potential*, 2024).

Sadly, the effectuation of the then new education system in Kenya did not breathe life into sports as a core discipline. To a marked degree, the journey to the academicization of sports had taken off. In the application phase, the PE lessons got rarely taught in

most public schools (Kariuki, *Attitude and Practice of Primary School Pupils*, 2017). In most cases, teachers opted to engage students during the PE lessons through teaching other subjects that they considered to be “academic” while PE and sports were considered as elective co-curricular activities. The nonacademic activities were judged suitable for after-classes engagement. (Quay, *The Challenges of Teaching PE*, 2014). Where teachers did not want extra hours for remedial teachings, students utilized the P.E lessons either for socialization or catnapping. Markedly, the fire and vigour for academicization of sports had hit a snag ending up as a debacle.

Birth of Competency Based Curriculum with Sports as a Corepillar

The wind of change in the Kenyan educational system breathed life to the place of sports in the 21st century. The entire spirit and percipience emerged from the recognition and appreciation of diversity of talents and competencies. Such qualities become evident at an early life stage of an athlete and therefore easily tappable and developable. Indubitably, a talent spotted early in life is made golden by facilitation and polishing. The now superannuated 8-4-4 system in Kenya served its relevance with merits and demerits. It was largely scorned for being content and examinations oriented with little emphasizes on lucrative competences. A national curriculum that is consistent with the evolving needs of a nation is one of the key drivers of socio-economic development (Esau & Mpofu, *The Preparedness of Primary Schools*, 2017). The birth of a new-curriculum aimed at responding to the needs of the modern Kenya. Educational constructionism advices educationists to let learners swim in the world of experience and come up with better practical solutions. By introducing a system that allow learners to learn by doing, the magnitude of future innovations can only be infinite. The Pragmatic educational philosophy of John Dewey ought to become the philosophical handbook for the CBC in global south. Kenya, as one of the fastest developing countries in the world, a relevant curriculum is certainly a *conditio sine qua non* lest the progress cannot be guaranteed.

In the December of 2017, Competency Based Education (CBC) was introduced in Kenya. The progression of sports discipline from co-curricular to core-curricular subject became one of its tenets in Kenya. Riding on the outstanding performance of Kenya in the world of sports, and especially athletics and field events, the paradigm shift occasioned by remodelling of the education system could not afford to disregard sports. Additionally, sport is part of the social pillar of Vision 2030 as well as an enabler in the achievement of sustainable development goals (Sapkota & Neupane, *Sport for Development and Peace*, 2018). The CBC provides for specialization in particular academic areas at the end of the Lower Secondary School Phase. Curriculum evaluation employs a system of Competence Assessment Tests (CATs) measuring knowledge, skills and competences, the results of which will be cumulative and form part of a

summative assessment at the end of each phase. This is distinct from the former Educational System where students either passed or, if failed, they exited the formal system.

The CBC arrived at the opportune time when the global priorities were moving towards sustainable development in areas that facilitate human life and existence. The United Nations Department of Economic and Social Affairs, spelt out 17 Sustainable Development Goals (SGD's) that came into effect on the 1st of January, 2016. The primary purpose is to achieve the 2030 Agenda for Sustainable Development. Among the 17 Goals, Nos. 3, 4, 5, 8, 11 and 16 are achievable through sports and sport education. Additionally, the revised International Charter of Physical Education, Physical Activity and Sport, that was adopted during UNESCO's 38th Session of the General Conference in November 2015, has helped in advocating for the right place of sports in our contemporary world. Sport and physical activity are enshrined as fundamental rights in the documents. The revised Charter introduced universal principles such as gender equality, nondiscrimination and social inclusion in and through sport. It also highlighted the benefits of physical activity, the sustainability of sport, the inclusion of persons with disabilities and the protection of children. High-quality physical education is important to children's physical literacy and can also create other learning outcomes.

The new Kenyan curriculum reform has re-defined sports by placing it on an equal rating as other disciplines that are both academic and career pathways. The non-examinable PE in curriculum has been upgraded into an academic and career pathway. This break from the past means that sports have been moved from the periphery to the nucleus by becoming both academic and an established career pathway. The paradigm shift is complimentary to the Sports Act of 2013 (Republic of Kenya) that requires identification and nurturing of young sports-talent at an early age. The CBC took a giant stride towards responding to the existential needs of man in the 21st century. It is a vehicle that shall import talents from underground to outer space with abundance of opportunities and benefits.

In the CBC, an enhanced sports professional training begins in the middle school, i.e., from Upper Primary through Junior and Senior Secondary. At the tertiary level, it would certainly be too late to embark on initial professional sports training. The pathways provided for by CBC are broadly categorized into three: i) Social Sciences, ii) Arts and Sports Science, and iii) Science, Technology, Engineering and Mathematics (STEM). A learner progressing from Lower Secondary to Senior Secondary can select and pursue any pathway depending on their personality, ability, interest, and career choice. Each Senior School, as an Institution, is expected to make informed decisions with regards to the pathway of choice based on availability of the requisite

infrastructure that would ensure development of the competencies identified in the respective pathway. Schools can also decide to offer one or more pathways depending on the ability to acquire the infrastructure necessary for acquisition of the identified competencies (*Basic Education Curriculum Framework*, 2017).

According to the *Basic Education Curriculum Framework*, learners pursuing sports science are expected to learn particular core subjects as well as some elective ones. Sports Science core subjects comprise of Human Physiology, Anatomy and Nutrition, and Sports Ethics. In addition, the learner shall choose a minimum of one and a maximum of two of the following optional subjects: Ball Games, Athletics, Indoor Games, Gymnastics, Water Sports, Boxing, Martial Arts, Outdoor pursuits and Advanced Physical Education. Students graduating from sports pathway may join middle level colleges or universities to pursue careers in the sports industry depending on their interests, abilities and personality.

According to Kenya Institute of Curriculum Development, Sports Science as an academic subject, will utilize some of the knowledge gained from lower Secondary School and spirally build on it. It is expected that 5% of learners in Senior School will take subjects in this track. It aims at offering learners an opportunity to actualize their talents in specific subjects of their choice. Sports at this level draws from Howard Gardner's multiple intelligence theory which states that learners possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. Sports acumen is found under the umbrella of kinesthetic intelligence.

It is vital to consider the place of indoor games such as chess among others that tend to be pretty cerebral yet they fit within the definition of sports. While they belong more to the logical/mathematic form of intelligence, sports persons should find them equally significant in the view of integral growth and development. Educationist should endeavour to introduce such sports and make them popular among learners. It is fallacious to infer that learners excelling through kinesthetic intelligence are ineducable in areas that require other forms of intelligence.

In contrast to European sports, the combination of education and elite sport is arranged through so called school sport programmes or sport schools. Characteristically, they have a systematic and flexible approach for assisting young elite athletes to pursue their secondary education while also training and competing at an elite level (Radtke & Coalter, *Sport Schools*, 2007). The wisdom of appraising sports as a career path has a traditional justification. Largely, in the pre-independence Africa, the selected sporting activities resonated well with skills needed for survival as well as economic stability. The Maasai's of East Africa would take spear throwing activities as a sport but also, given their nomadism, spears were taken as an ultimate weapon of self-defence against ferocious wild animals and thievery.

Luis Fraile, who investigated the feasibility and possible benefits of indoor games in primary school, found that kinesthetic perception, rhythm perception, hard work, dedication to task, selfcontrol, and more skills were developed and strengthened as the learner solved problems, interacted with others and accomplished set goals (Fraile, *The feasibility and Possible Benefits of Indoor Games in Primary School*, 2017). Complimentarily, F. Andersson argues that sport schools, as a means of cultivating young talented athletes, can increase the already palpable pressure for early specialization, which can lead to negative consequences, such as higher injury rates, athlete burn-out or dropping out from sport at an early age (Anderson, *Sport Schools in Europe*, 2023). The CBC ingenuity can be described as a masterstroke while not underestimating the diligence required to concretely achieve the implementation.

Prospects of Sports Industry

The mushrooming of sports academy, elite sports schools, sport centres of excellence are indicators of radical shifts in the approach to sport education and training. The promotion of sports pathway is both needful and opportune. A break from the past where P.E was perceived as a non-intellectual and a non-academic is looming large. Learners pursuing sports as a career pathway should be equipped in theory and practice for career openings such as self-employment, or employment opportunities connected to sports (Cola, *Beyond the Scoreboard*, 2006). These include becoming instructors, sports' medicine, physiotherapists, sports coaches, sports nutritionists, sports massage therapists, personal trainers, gym attendants, fitness program coordinators, swimming pool attendants, sports researchers, and public relations officers. Others career opportunities are refereeing, coaching, lifesaving, teaching, athletics trainers, stadia management specialists, sports masseurs, aerobics and anaerobic trainers, sports journalism, and many more. These careers, not only benefit the individual, but also contribute to socioeconomic development. Making it to the apex of sports prowess, just as in other fields of specializations, is no mean feat. In order to caveat athletes that fail to ride on the crest of a wave, academic institutions should thus invest on establishing technical and vocational training colleges as well as sports-science universities to broaden the professional absorption surface area. Empirically, the need for institutions of higher education happens to be determined by the needs of the local community and the gaps in human resource for a meaningful extraction of available resources. Africa, and Kenya in particular, has a tyranny of unextracted sports-related resources. The need for higher institutions of learning with bias in sports is evident. The continued dearth breeds death to the sports industry.

In a world that is more divided than united, the calls for equity and equality are ever increasing. Sports provide a reliable way of promoting equality among girls and boys. Once the virtue is inculcated at an early age, hardly can it wither. If all world players

were desirous of a harmonious society, then the seeds of harmony ought to be sowed at early stages of human development. Sports offer a perfect opportunity to introduce the most desired virtues for the betterment of the global village. As upcoming sportspersons embrace and promote equality, the sports industry will certainly thrive.

Sports are characteristically grounded on stable discipline and focus on constant improvements. Due to negative influences, highly talented sportspersons fall prey to utilization of ergogenic aids as they work their way up. Deplorably though, the recommendable vigilance of anti-doping agencies has trapped a troop of super sportspersons. The repercussions have been professionally ruinous not to a few. Sports industry in Africa should grant primacy on ethical formation of future champions and inculcate desirable virtues. However, sports' professionals need to up their game on guiding sportspersons on nutrition and medications. In the past, sportspersons have been vindicated for doping after random blood tests. Unknowingly, the innocent victims find themselves in the trap for using foods or medicines that leave traces of chemicals that test positive for doping.

The Global Sporting Arms Race (GSAR), which refers to seeking of success by investing strategically to elite sports, has become the model of conducting sports related businesses. Regardless of the pros and cons, GSAR's perpetuation appears dwindling given that, sports deliver the most desired sets of accomplishments for the contemporary man, namely, adulation and adoration, health and wealth. Such bodies and organs can be of paramount support in building a sustainable sporting culture thus bringing about a better world. Nevertheless, the wheels of change need to be imperatively kept well-oiled lest the entire enterprise runs into absurdism.

Medical challenges have become excessively expensive to manage. As such, they have become major liabilities that invite poverty without sounding warning bells. Some of the medical complications are directly related to lifestyle choices that keep sports and sporting at the periphery. Levels of overweight and obesity among learners from the urban and semi-urban areas are comparatively higher compared to rustic environments. While the health dangers would be latent at an early age, the explosion time cannot remain perpetually incubated. Strategic investments in sports have a direct impact on the health of the world population. Hence, a successful sports industry can symbiotically breed success in other industries that are at service to humanity.

Innovations for Remodelling Sports Education in Africa

In order to productively mid-wife a true remodelling of sports' education, it is a *conditio sine qua non* to conceive and birth a process of exploring, identification, qualification, nurturing and showcasing talents. Akin to other age-based dexterities, neophyte trainees have to be exposed to suitable training at an early age. In sports, learning does

occur with the use of the body to solve problems and it enables understanding of oneself and other persons. This permits learners to leverage their strengths and mitigate their weaknesses.

Selected institutions could be accredited as centres of sports excellence within areas of dense population. As such, local governments and education officers should make it convenient for youths to benefit from them regardless of the schools that they attend. Berntsen and Kristiansen, (*Perceptions of Need-Support When Having Fun*, 2020) utilize the concepts of *eudaimonia* and *hedonia* to discuss the approach to athletes. Hedonic athletes refer to the category that want to have fun while ‘playing’ sports. The Eudaimonic athlete’s category enjoys hard work and practice to develop and reach goals in their sports. A hybrid of the two would help create and sustain sport elitism.

The methodic approach to revolutionize sports, especially in Africa, would be the effectuation of dual curricula for dual career. In such arrangement, the end product will be elites tagged as; soccer champion and engineer, a lawyer and a top basketballer, a stunning marathoner and an accountant, a leading golfer and a neurosurgeon and so on. At the formation and training phases, the duality can easily cause stress to the learners and trainees. However, elite sports require a hardened soul that is able to cope with success, failure, almost unachievable high expectations and so on. As Adam Grant argues, institutions need to explore how to build the character skills and motivational structures in order to promote the realization of potentials, and how to design systems that create opportunities for those who have been underrated and overlooked (Grant, *Hidden Potential*, 2024). Thus, the earlier they develop immunity and coping skills, the better for their professional growth and development. In the delivery of a seamless duality, concepts that communicate otherwise should be suppressed. The terms coaches, instructors and trainers should be avoided and instead, the teacher, educator and tutor would be sufficient in career to avoid a dichotomy. The teacher taking mathematics or geography should also serve as a hockey or tennis tutor. Such an exemplar becomes a powerful inspiration to young sports’ elites. The logic behind it is to exterminate a separatory mentality in fields of education that treat sport as a mediocre occupation.

It is inconceivable to imagine huge success on sports where the government and its agencies are notoriously absent from the field. As the custodian of the public good, government at all levels of governance should imperatively provide adequate resources in the remodelling of education systems. In order to void overburdening of elite sports’ students, specific curriculum could be developed with reduced subjects yet enough to ascertain growth and sharpening of cognitive skills. Additionally, given the growth and reliability of online mode of learning, sport students could be permitted to take online classes while away for trainings and competition. While reservations on quality and

standards are expected to rise, continued improvements on the online content delivery may keep the shortcomings in check.

Conclusion

This Academic Paper thus has employed to explore means through which Kenyan and African systems of education can embark on the Academicization of Sports. The potentiality of sports in Africa has been unexplored. The opportunities are infinite both within and without Africa. The existing educational systems need a major overhaul in order to facilitate a paradigm shift. Learners and their parents need to be consistently empowered in order to exploit every sporty talent. Despite the setbacks experienced before, a firm resolve is enough to trigger off a transformative agendum in the sport industry. The remodelling of education in Kenya and academicization of sports as a core curricular discipline shall remain more of a journey than a destination. The indispensable shift from co-curricular to core curricular requires the stakeholders to work up the nerve and venture into the world of possibilities. Parents and educationists are instrumental in broadening the minds of learners with sports talents. The shift from traditionally elite careers to new frontiers.

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