



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

VALUES-BASED EDUCATION

A GUIDE FOR HEAD OF INSTITUTION IN BASIC EDUCATION



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A GUIDE FOR HoI IN BASIC EDUCATION.

Overview of the guide

Values-based Education (VbE) has been incorporated in the school curriculum to address the increasing behavioural and moral crisis in society. This guide has been developed to assist you as the Head of Institution (HoI) to effectively implement VbE in your school. Specifically, the guide will:

- a. enable you formulate an action plan for VbE implementation,
- b. guide you in carrying out steps, activities and processes to be followed during VbE implementation,
- c. ensure uniformity in VbE implementation across learning institutions in basic education.

Overall goal and general learning outcomes of Values-based Education

The overall goal of the Values-based Education is to nurture values in learners so that they become ethical citizens for positive and holistic transformation of society. At the end of the Basic Education Cycle, the learner is expected to:

- a. explore ways through which values can become part and parcel of their day to day life,
- b. demonstrate a secure sense of personal identity for self-fulfilment and development,
- c. exhibit cultural, moral and religious consciousness in day-to-day life,
- d. display empathy and respect for diverse groups of people for harmonious relationships,
- e. practise ethical behaviour that fosters responsible citizenship and good governance,
- f. apply critical and creative thinking skills towards finding ethical solutions to challenges in society,
- g. appreciate stewardship of resources and environment for sustainable development.

Implementing VbE through Whole School Approach (WSA)

Values are mainstreamed in the curriculum through the formal, non-formal, and informal learning dimensions as summarised in table 1.

Table 1: Dimensions of learning

Dimensions of learning	
Formal	Learning activities and experiences including role play, debates, singing, skits and field trips
Non-formal	Includes non-formal programmes such as clubs and societies, sports, Science and Engineering fairs and excursions
Informal	Social interactions, talking walls, modelling proper dressing, polite language, sharing resources among others

WSA in VbE implementation involves all stakeholders of a learning institution including members of the immediate school community and the wider community as shown in figure 1.

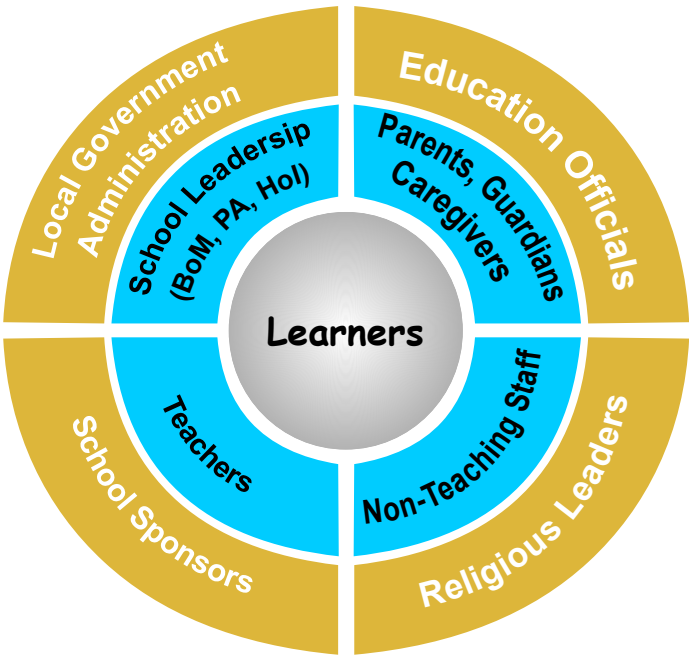


Figure 1: VbE Stakeholders

The Role of HoI in implementing VbE

The HoI has a key role in ensuring that values are effectively integrated in every aspect of the school's operations and culture. HoI should be at the forefront in modelling values to influence appropriate behaviour among learners and members of the school community. The HoI should specifically do the following:

- Identify relevant partners of the school community to support VbE implementation
- Sensitise every member of the school community (as listed in figure 1) on their role in nurturing values among learners
- Secure and distribute necessary resources to support implementation of VbE for example resource books, VbE guides, IEC materials among others
- Create and/or review the school's vision and mission statement and values ensuring values are incorporated
- Display the school's vision, mission statement and values at strategic points within the school compound
- Review school rules and regulations and other policies (for example, discipline, rewarding systems, assessments) to ensure they promote acquisition of values
- Involve learners in decision making (e.g. selecting school leaders, formulating school/class rules) which inculcate respect, responsibility, democracy, accountability among others
- Create a supportive environment that encourages nurturing of values through open interactions, modelling of values and recognition of good practices
- Support teachers in becoming role models, mentors and values champions in the school
- Ensure values are deliberately inculcated during school assemblies, classroom interactions, school events as well as co-curricular activities.
- Monitor the display of prioritised values by members of the school community within a given period of time (e.g. weekly, monthly, termly or yearly)
- Promote nurturing of values through co-curricular activities such as games, debates, drama, community service among others

- Engage parents regularly to discuss and evaluate the extent to which learners have acquired the desired values. Assess the approaches used in nurturing values in learners such as modelling, extended classroom activities, age appropriate chores, while aligning the experiences at home and school environment
- Support and reward various instances and/or episodes exemplifying values, and celebrate achievements realised over time
- Create opportunities and/or spaces for reflective purposes with a view of initiating necessary improvements.

Ways of coordinating Stakeholders in VbE implementation

You are expected to coordinate the different stakeholders in order to achieve the intended goals of VbE in your school. This will involve:

- a. Identifying stakeholders as guided in *figure 1*
- b. Explaining the aims of the VbE programme and the roles and responsibility of each stakeholder
- c. Calling for regular meetings and putting in place a stakeholder engagement plan which will entail planned activities, assigning of responsibilities, required resources, timelines among others
- d. Identifying areas of collaboration among stakeholders and partners
- e. Constantly carrying out monitoring and evaluation to assess the gains made and areas of improvement
- f. Tracking and mitigating potential risks and threats, for example, by identifying and addressing negative influence from the wider society.

Steps for implementing VbE through WSA

Every school should aim to foster a culture that nurtures values in learners. This can be done by creating an environment that recognises and rewards behaviours aligned with the school’s values, ensuring learners feel appreciated and respected. The HoI should follow the following steps to effectively implement VbE in the school.

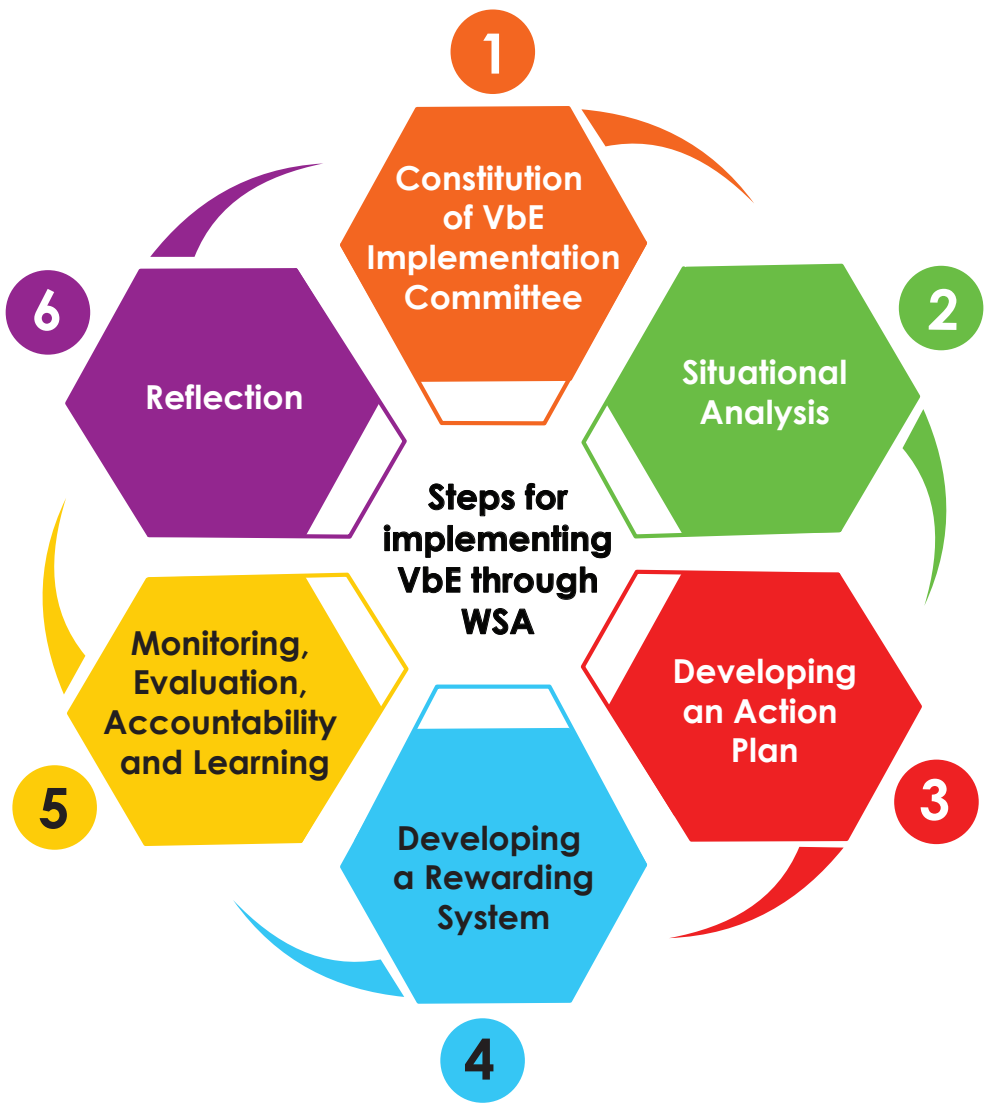


Figure 2: Steps for implementing VbE through WSA

Table 2: Ways of coordinating VbE stakeholders

Stakeholder	Ways of coordination
Learners	- Identify VbE Champions in each class who will ensure values are part and parcel of the school culture - Use school forums such as assemblies and school clubs to nurture values.
Teachers	- Appoint teachers to spearhead the VbE programme in each class - Guide the teachers on the school's core values - Guide the nomination, recognition and celebration for the teacher of the week/month/term and year - Ensure necessary resources are acquired and shared among teachers - Ensure all the members of staff are brought on board for effective VbE implementation.
Parents	- Create forums such as class meetings, school meetings, WhatsApp groups in order to share information on VbE - Create a reporting mechanism such as use of diaries and questionnaires through which parents give an update of progress made on acquisition of values, - Identify areas of collaboration for example providing feedback and rewarding positive behaviour.
Parents Association (PA)	- Organise for their sensitisation - Engage the PA through forums meant to enhance the school's culture - Regularly arrange for meetings to discuss learners' conduct.
Community Leaders (Religious organisations, local Administration)	- Organise joint meetings to address upholding of values in school and the whole community - Partner with the community to reward and celebrate their achievement in relation to values - Collaborate to map out the role of each community leader in VbE implementation in and outside the school.

Values and their indicators

These are the observable and assessable behaviour exhibited by a learner who demonstrates acquisition of the required values. The HoI should sensitise stakeholders on the indicators of prioritised values.

The figure below shows values and their indicators.

What you should pay attention to in values.		
1	Love - Putting other people's interests first - Caring for self and others - Forgiving easily when wronged - Avoiding causing pain to others	
2	Respect - Showing humility - Listening to others' views - Waiting for own turn when doing group tasks - Appreciating what others think and feel	
3	Unity - Enjoying working with others - Working for achievement of common goals - Sharing resources with others	
4	Responsibility - Caring for own belongings and those of others - Completing assigned tasks - Can be relied upon - Solving problems without blaming others	
5	Peace - Being calm - Relating well with others - Avoiding hurting others - Solving differences in a friendly manner	
6	Integrity - Doing the right things always - Being honest and fair to others - Following set rules and procedures when doing things - Using resources wisely	
7	Patriotism - Serving the community - Obeying set rules and regulations - Loving the country - Respecting different cultures	
8	Social Justice - Living in harmony with others - Being fair to all - Giving everyone equal opportunity - Sharing resources with others fairly	

Figure 3: Values and some of their Indicators

Characteristics of Institutions that serve as Centres of Learning for VbE

Every school should aspire to be a centre of learning for VbE. Highlighted below are the characteristics of a VbE Centre.



Roles and responsibilities of the School Community in VbE Implementation

The HoI should ensure that members of the school community support VbE implementation. This will be achieved by creating a community support plan. This plan should feature activities to be conducted, approach to be used, responsible actors and timelines. Refer to the HoI's Resource Book for the detailed plan.

In particular, the following are the roles and responsibilities of each stakeholder.

Table 3: Roles and responsibilities of VbE stakeholders

Step	Expectations
Parents, guardians, caregivers	a) Model values for children to emulate, b) Guide children on responsible behaviour expected of them c) Engage children in activities and practices that inculcate values through age-appropriate activities d) Reinforce the values practised in school and give feedback.
Learners	a) Seek guidance from parents, guardians, caregivers and teachers on the expected behaviour in society b) Acquire and practise values under different contexts c) Support peers in displaying the required behaviour consistent with the target values, for example, integrity, kindness, respect, responsibility.
Non-teaching staff	a) Model values consistent with the adopted school culture through such practices as appropriate dressing, language use, respect and acts of kindness b) Reinforce learners' behaviour in line with the accepted school culture, for example, by correcting them when they display undesirable behaviour.
Local administration	a) Exemplify values that are consistent with the school's adopted culture. b) Discourage undesirable behaviour among learners through warnings, reprimanding, punishment among others c) Support and reinforce learners' behaviour that is in line with the accepted school culture.
Board of Management (BoM)	a) Periodically include values as an agenda item in the BoM b) Support the establishment and/or enhancement of acceptable values in school. c) Reinforce learners behaviour that is in line with the adopted values - system d) Participate in the school's forums including VbE review meetings, rewarding VbE Champions, and co-curricular activities. on a regular basis.

Assessing Values

To effectively assess values exhibited by learners, the HoI should do the following:

1

Inform all stakeholders of the nature and benefits of assessing values

2

Monitor the contribution of the school community in the administration of assessment of values

3

Discuss the methods and tools that are used in assessing of values

4

Guide on reporting findings of assessment

5

Document assessment results for future reference and learning purposes

6

Discuss findings with all stakeholders in order to improve achievement of learning outcomes in the next cycle of assessment

7

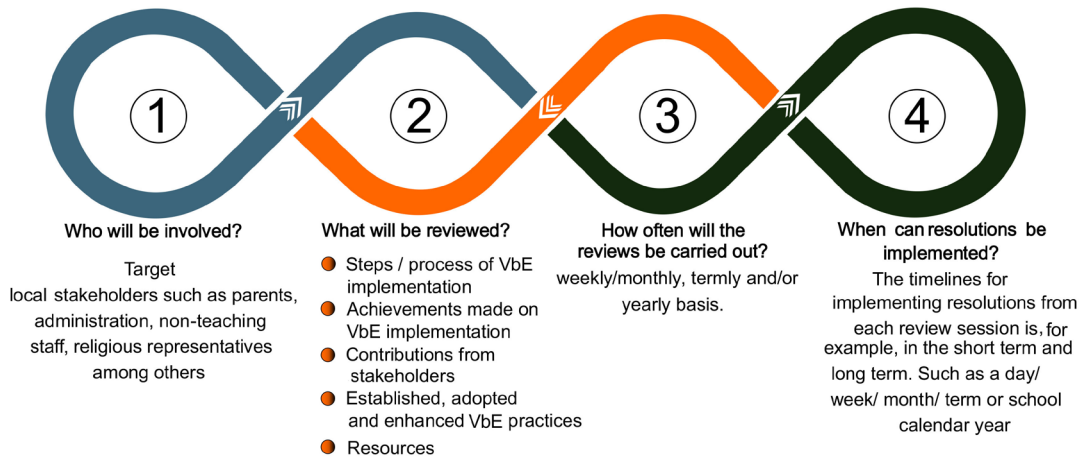
Guide on ways of reinforcing and supporting the exemplification of values both in and outside school

8

Recommend practices for replication in other areas

Guidance on VbE Review Sessions

Review sessions are necessary to ascertain the effectiveness of the VbE programme. As the HoI, you should formulate an appropriate plan for



VbE Monitoring, Evaluation, Accountability and Learning (MEAL)

As the HoI, incorporating MEAL in the VbE implementation will enable you to:

- Track progress and identify achievements, challenges, and areas for improvement
- Make informed decisions on whether to refine certain activities for better engagement
- Assess whether the desired outcomes of the VbE programme have been achieved
- Ensure that all stakeholders are actively engaged and responsible for upholding values.

The HoI should do the following to mainstream MEAL in VbE implementation:



Implementation matrix

Implementation is a critical phase in the undertaking of any project or programme. The implementation matrix in the HoI resource book gives guidelines for successful implementation of VbE. The HOI should:

1. Collaborate with the implementation committee to contextualise the matrix to the learning institution
2. Obtain consent of stakeholders involved in the programme through frequent meetings
3. Undertake preliminary resourcing for the implementation of VbE to initiate nurturing of values
4. Guide implementation of the planned activities and processes by ensuring that all target values are adequately mainstreamed
5. Conduct monitoring sessions as appropriate by availing monitoring and assessment forms for learning and reflection while considering baseline, midline and endline tools.

