

Community Empowerment and Engagement:

The community should be sensitised and involved in playing its critical role in nurturing values in learners. This ensures consistency in values exemplified by the learner both in school and in the community.

Effective implementation of VbE will enable learners to:

- i. Uphold values in their day-to-day lives
- ii. Demonstrate a secure sense of personal identity for self-fulfilment and development
- iii. Exhibit cultural, moral and religious consciousness in their lives
- iv. Display empathy and respect for diverse groups of people for harmonious relationships
- v. Practise ethical behaviour that fosters responsible citizenship and good governance
- vi. Apply critical and creative thinking skills towards finding ethical solutions to challenges in society
- vii. Appreciate stewardship of resources and environment for sustainable development



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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society



VALUES-BASED EDUCATION

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Values

Values are standards that guide an individual in different circumstances. They are shared by members of a society and help determine what is considered good or bad, and desirable or undesirable.

From the Preamble on the Constitution of Kenya, 2010;

We, the people of Kenya, affirm our faith in God, honour the heroes who fought for freedom, and celebrate our cultural and religious diversity.

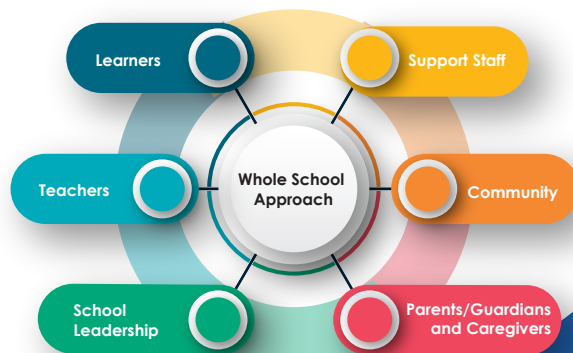
We pledge to live in unity, protect the environment, uphold individual and community well-being, and pursue a government founded on human rights, equality, justice, and the rule of law.

Exercising our sovereign will, we adopted and enacted the Constitution for ourselves and the future generations.

Article 10 of the Constitution of Kenya, 2010, specifically outlines the National Values and of Governance that are the foundation of the Republic of Kenya.

Values in CBC

Values are a core pillar of CBC. They have been integrated across all learning areas with the aim of ensuring learners become empowered, engaged and ethical citizens for positive and holistic transformation of society. This is to address behavioural crisis in society.



Nurturing Values in Learners

Role of Stakeholders

While the school integrates values in learning activities, every member of the community should exemplify values for appropriate reinforcement. Some of the roles of various stakeholders in nurturing values may include:

Teachers

- Role model values expected of learners
- Design and carry out learning activities that integrate values
- Empower, engage and collaborate with parents to reinforcement values
- Develop healthy teacher-learner relationships and a safe environment for positive character formation of the learners

School Administrators

- Create a learning environment where everyone fosters values
- Organise VbE activities that involve all members of the school community
- Reinforce values in learning institutions

Learners

- Participate in VbE learner-led projects and activities both in school and in the community
- Model values in their day-to-day lives
- Collaborate with stakeholders in promoting values in the school

Non-teaching Staff

- Role model values to the learners
- Provide a supportive environment for

learners to develop values

- Participate in monitoring practices that support VbE in schools

Parents

- Create a supportive home environment where the child freely expresses self.
- Model and reinforce values among children.
- Collaborate and actively participate in school events to encourage learner participation and consistency in promoting values.

VbE Implementation Strategies

Capacity Building: Create awareness of the significance of values through workshops, seminars and benchmarking activities.

Learning activities: Individual or group-oriented activities such as storytelling, role-playing, singing, narration, group discussions, games, debates and dramatisation are effective in nurturing values and holistic development of learners.

Learner Support Programmes: A learner should participate in school programmes that are conducted outside class to utilise opportunities for nurturing values and attitudes that support learners' overall well-being.

Incidental learning: Any wrong or right actions by an individual or group of people should either be reprimanded or rewarded for reinforcement of values.