



THE EXECUTIVE OFFICE OF THE PRESIDENT

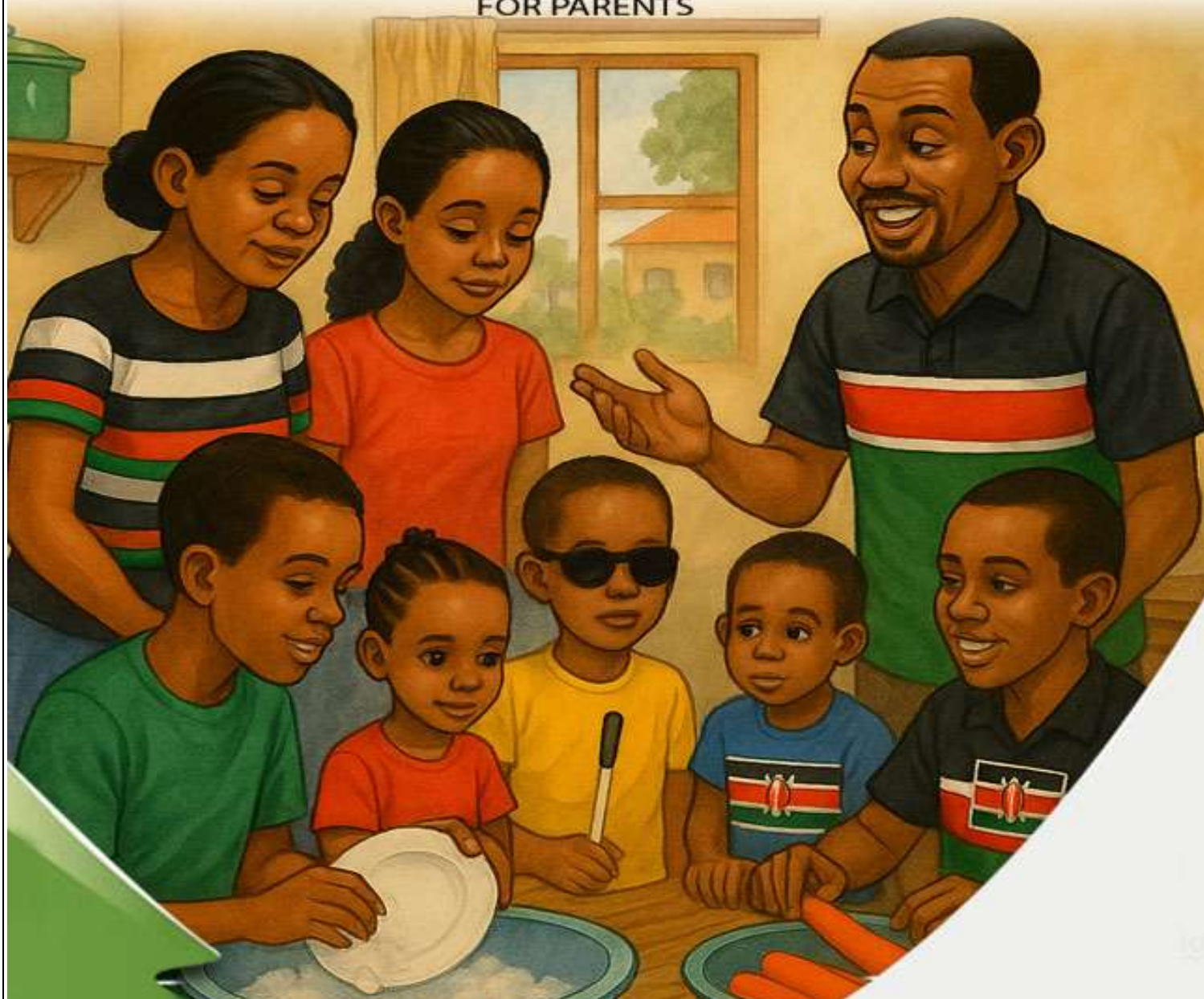
OFFICE OF THE PRIME CABINET SECRETARY & MINISTRY OF FOREIGN AND DIASPORA AFFAIRS
STATE DEPARTMENT FOR NATIONAL GOVERNMENT CO-ORDINATION

DIRECTORATE OF NATIONAL COHESION AND VALUES

:

NURTURING NATIONAL VALUES IN CHILDREN AND YOUTH

TRAINING MANUAL FOR PARENTS



Global
Peace
FOUNDATION
KENYA



MEDIA
COUNCIL OF KENYA



Wimbo wa Taifa

Ee Mungu nguvu yetu
ilete baraka kwetu
Haki iwe ngao na mlinzi
Natukae na undugu amani na uhuru
Raha tupate na ustawi.

Amkeni ndugu zetu tufanye sote bidii
Nasi tujitoe kwa nguvu
Nchi yetu ya Kenya tunayoipenda
Tuwetayari kuilinda.

Natujenge taifa letu
Eeh, ndiowajibu wetu
Kenya istahili heshima
Tuungane mikono pamoja kazini
Kila siku tuwe na shukrani

Wimbo wa Jumuiya ya Afrika Mashariki

Ee Mungu twaomba uilinde
Jumuiya Afrika Mashariki
Tuwezeshe kuishi kwa amani
Tutimize na malengo yetu.

Chorus

Jumuiya yetu sote tuilinde
Tuwajibike tuimarike
Umoja wetu ni nguzo yetu
Idumu Jumuiya yetu.

Uzalendo pia mshikamano
Viwe msingi wa umoja wetu
Natulinde uhuru na amani
Mila zetu na desturi zetu.

Viwandani na hata mashambani
Tufanye kazi sote kwa makini
Tujitoe kwa hali na mali
Tuijenge Jumuiya bora.

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ABBREVIATIONS AND ACRONYMS

- | | |
|---------|---|
| 1. DNCV | Directorate of National Cohesion and Values |
| 2. GPF | Global Peace Foundation |
| 3. KICD | Kenya Institute for Curriculum Development |
| 4. MCK | Media Council of Kenya |
| 5. NPA | National Parents Association |
| 6. RELI | Regional Education Learning Initiative |

PREFACE BY THE PRINCIPAL SECRETARY

Article 4(2) of the Constitution provides that the Republic of Kenya shall be a multi-party democratic state founded on national values and principles of governance. In addition, Article 10(1) of the Constitution provides that the national values and principles of governance bind all state organs, state officers, public officers and all persons whenever any of them applies or interprets the Constitution, enacts, applies or interprets any law or makes or implements public policy decisions.

Sessional Paper No.8 of 2013 on National Values and Principles of Governance identifies the family as a critical institution in the creation of a values-based society. The policy requires parents and guardians to mentor and nurture their children into effective, functional and useful members of society who uphold national values.

The State Department for National Government Coordination through the Directorate of National Cohesion and Values is mandated to spearhead the promotion of national values and principles of governance. Consequently, the State Department, in conjunction with other stakeholders undertook to develop a *Training Manual for Parents on Inculcating National Values and Principles of Governance in Children and Youth*. This manual is a response to a notable values and behavioural crisis among the general population and young people in particular. Many young people are growing up without the desired values, positive attitudes and psycho-social competencies needed to function as responsible citizens. The purpose of the manual therefore is to build the capacity of parents to inculcate national values in youth and children.

The Manual provides broad based strategies and measures to be implemented by parents to facilitate effective inculcation of national values among children and the youth. It is a product of wide stakeholder consultations both internally and externally, and is in line with the Constitution, Vision 2030 and the Bottom -Up Economic Transformation Agenda. The manual is a demonstration of the Government's commitment to strengthening the family unit as a primary socialization institution, and a basis for social order.

It is envisaged that the training manual will facilitate empowerment of parents by employing elaborate strategies that foster acquisition of, and adherence to national values by children and youth.

This will in turn help children and youth fit well in society and play their role effectively in national development.

In a nutshell, promotion and inculcation of national values and principles of governance will be instrumental in the achievement of socio-cultural, economic and political transformation. This training manual is therefore a critical instrument for use by key actors in the training of parents on national values and principles of governance. I appeal to all, not just parents, to take advantage of this manual in their engagements with youth and children. It will help in transforming Kenya into a progressive society founded on values and principles espoused in Article 10 of the Constitution.



HON. AHMED A. IBRAHIM

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR NATIONAL GOVERNMENT COORDINATION

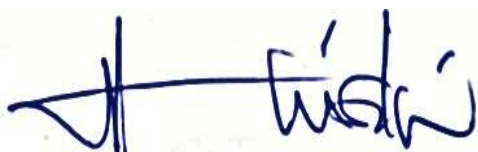
STATEMENT FROM THE SECRETARY, NATIONAL COHESION AND VALUES

The future of any nation lies in the hands of its children and youth. Nurturing essential values in this segment of the community is a cornerstone for building a responsible, united, and progressive society. As the future custodians of a nation's heritage and development, young people must be guided to embrace values from an early age. Values form the moral and ethical foundation necessary for personal growth, social harmony, and national development, and are essential for building a strong and harmonious society. By nurturing values from an early age, we empower the next generation to become responsible citizens who contribute meaningfully to the progress and unity of the nation.

One of the mandates of the Directorate of National Cohesion and Values is to spearhead and co-ordinate the promotion of National Values and Principles of Governance through public education and sensitization forums. This is done through different value carriers and drivers as provided for in Sessional Paper No. 8 of 2013 on National Values and Principles of Governance. One of the key value carriers and drivers is the family, which is regarded as the natural and fundamental unit of society, and a primary agent of socialization. Through family socialization, children and youth can be empowered to embrace values, make ethical decisions, become socially responsible, and contribute positively to their families and communities.

This manual provides a structured way of sensitizing and training parents on nurturing values in children. It also seeks to build a strong moral foundation, shape responsible future leaders, reduce social ills and negative behaviour, preserve cultural and national heritage, and enhance national development. Investing in morals and values-based upbringing of children and youth will not only help in reducing negative behaviour but also ensure the development of future leaders who are committed to peace, justice and sustainable national progress.

I would like to acknowledge and thank the Directorate staff and the partner institutions: Zizi Afrique Foundation, Kenya Institute of Public Policy Research and Analysis (KIPPRA), Kenya Institute of Curriculum Development (KICD), National Parents Association, Global Peace Foundation, Regional Education, Learning Institute (RELI), and Media Council of Kenya (MCK) for the immense support towards producing this training manual.



Josiah K. Musili, EBS

SECRETARY, NATIONAL COHESION AND VALUES

EXECUTIVE SUMMARY

This Training Manual is a product of efforts by various stakeholders coordinated by the State Department for National Government Coordination, Directorate of National Cohesion and Values. It was developed through a consultative and research-based approach to ensure quality, simplicity and precision to highlight practical ways of nurturing national values in children and youths through parents. The training manual is envisaged to be an informational material and a facilitator guide for training and sensitization on inculcation of national values to children and youth by parents.

The Manual discusses national values under four thematic areas: creation of a strong national identity, fair allocation of resources and opportunities, governance, and sustainable development. The thematic areas are aimed at equipping parents and guardians with knowledge, skills and attributes to nurture specific values.

Further, the manual proposes appropriate learning outcomes for each unit, required resources, and session activities meant to engage the participants, and key points related to the session outcomes. It also provides a variety of extended activities for implementation by parents and guardians in homes. The graphical illustrations contained in each unit makes reading not only enriching but also informative.

Chapter One discusses creation of a strong national identity through nurturing the national values of patriotism, national unity, rule of law, sharing and devolution of power and democracy and participation of the people. The unit provides precise definition of each value under the thematic group, characteristics of the value and provides practical ways of applying the value in children and youth. The unit also provides extended activities for each value under creation of a national identity.

Chapter Two focuses on how fair allocation of resources at the family can be enhanced through inculcation of the national values of human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized. The unit explores the meaning, characteristics, and strategies for nurturing each of these national values, with value specific extended activities.

Chapter Three explores how governance can be promoted at family through nurturing national values of good governance, integrity, transparency and accountability. It outlines the meaning, attributes and practices for parents to nurture these national values in children and youth at family level.

Chapter Four interrogates the thematic area on sustainable development. The unit defines the value as the prudent use of available resources to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. It seeks to equip parents and guardians with knowledge, skills and attitudes for nurturing the value of sustainable development at the family level. The unit discusses sustainable development in three dimensions, namely, economic dimension, social dimension and environmental dimension.

It is envisaged that this training manual will be an important tool for equipping parents with knowledge, skills and attitudes for nurturing national values in children and youth at the home environment and ultimately transform the society to facilitate the realization of Kenya Vision 2030.

GUIDE TO FACILITATOR

This training manual is designed to provide you with practical guidance on how to effectively facilitate sessions aimed at equipping participants with the knowledge, skills, and values necessary to nurture national values in children and youth. The manual is divided into four thematic areas, each forming a chapter:

1. Creating a Strong National Identity
2. Fair Allocation of Resources
3. Effective Governance
4. Sustainable Development

Each chapter is organised into a series of sessions, which highlight the session outcomes, resources and materials to be used, activities for the participants, key points for the facilitator and a section on extended activities. Each session begins with an introduction to guide you on the expectations. This is followed by session outcomes outlining the value being addressed, its key characteristics, and strategies for parents to nurture it. While specific sessions may call for particular resources, there are also general materials that you will use throughout the training. These include:

- Training manual
- Information Education and Communication (IEC) materials
- Power point presentations for the sessions
- Writing materials: flipcharts, marker pens, notepads, pens, sticky notes, chalk, charcoal
- Projectors
- Masking tape

Consider being resourceful and adaptable by improvising where necessary. For example, used carton boxes can serve as effective substitutes for manila paper in activities and presentations.

Additionally, each session features a central activity designed to help achieve the intended learning outcomes. As you will be working with adult learners, it is important to make each session as interactive and participatory as possible. Encourage reflection moments on each activity and facilitate discussions on lessons learned to strengthen participants' capacity to nurture the values in their children and youth. At the end of each session, be intentional to assign the extended activities provided. These activities offer participants an opportunity to apply the knowledge and skills gained during the training in their families.

CHAPTER 1: CREATING A STRONG NATIONAL IDENTITY



OVERVIEW

This chapter discusses how a strong national identity can be achieved through upholding the values of Patriotism, Rule of law, Sharing and Devolution of Power, National Unity, Democracy and Participation of the People.

SESSION ONE: PATRIOTISM



Figure 1: A family celebrating a national day

1.1 Introduction

This session entails an understanding of the meaning of patriotism and its characteristics as well as ways of nurturing patriotism in children and youth.

1.1.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the term patriotism
- b) Outline characteristics of patriotism
- c) Apply measures to nurture patriotism in children and youth.

1.1.2 Learning Resources



- An image of the national flag, or the actual national flag
- Constitution of Kenya
- The National Anthem

1.1.3 Session Activity

Guide participants to

1. Brainstorm on the meaning of patriotism and share in plenary
2. Explain the meaning of patriotism
3. Discuss in groups characteristics of patriotism. Write them on a flip chart, mount them on the wall and guide the participants to critique each group's work.
4. Guide them to act out a skit on ways of nurturing patriotism in children and youth.

1.1.4 Key Points

- Patriotism entails having strong love, loyalty and commitment to one's country
- Characteristics of patriotism include: -
 - Demonstration of national pride through love and loyalty to the country
 - Appreciation of national symbols e.g. coat of arms and national flag
 - Protecting national heritage
- Ways of nurturing patriotism in children and youth include: -
 - Leading children in doing something for the community, making a positive contribution to the society.
 - Listening to patriotic songs while encouraging children and youth to appreciate family, cultural and national heritage.
 - Encouraging children and youth to visit community historical sites or archives.
 - Sharing stories about family history, culture, values and positive customs
 - Sharing stories about community and national heroes
 - Encouraging children and youth to attend national celebrations.
 - Discussing ways in which family members can contribute and support family initiatives.

1.1.5 Extended activities

Guide participants to practice the following at home.

- Listen to a patriotic song and discuss the implication of the song on enhancing patriotism
- Participate together in a national celebration and discuss lessons learnt

- Share with children and youth the family history, culture, values and heritage and discuss any attachment to them by the children
- Prioritize the use of *Made in Kenya* products in the family and discuss with the children their feelings about use of those products
- Display of the coat of arms on a chart, identifying items where the coat of arms is used such as badges, currency, documents, and others as a national symbol.

SESSION TWO: NATIONAL UNITY

1.2 Introduction

This session entails an understanding of the meaning of national unity and its characteristics as well as nurturing the value of national unity in children and youth.

1.2.1 Session Outcomes

By the end of the session, the participant should be able to:

- a) Explain the meaning of national unity
- b) Outline characteristics of a cohesive society
- c) Apply measures of nurturing national unity in children and youth.

1.2.2 Learning Resource



- A typed list of Kenyan ethnic communities
- Map of Kenya with different communities
- Images of Kenyan communities in traditional dress

1.2.3 Session Activity

Guide participants to

1. Brainstorm on the meaning of national unity and share in plenary
2. Discuss in groups characteristics of a cohesive society. Write them on a flip chart and mount them on the wall. Guide participant to conduct a critique of each group's work
3. Guide participants to role play on ways of nurturing national unity in children and youth.

1.2.4 Key Points

- National unity ensures harmony and peaceful co-existence of people irrespective of their diversity in age, gender, race, ethnic, economic or religious background.
- Characteristics of cohesive society include:

- Understanding, tolerance and respect for diversity
- Appreciation of diverse cultural backgrounds
- Interdependence and collaboration among members in society.
- Existence of consensus building on divergent opinion
- Existence of policies, systems and institutions that safeguard national cohesion
- Improved management of ethnic and socio-cultural diversities.
- Improved sense of belonging.
- Ways of nurturing national unity in children and youth at family level include: -
 - Being an example to children and youth on how to co-exist with family members, neighbours and people from other backgrounds.
 - Strengthening family unity through family meetings, joint initiatives and shared activities.
 - Exposing children to stories, books, and movies that celebrate diversities.
 - Appreciating traditional dishes from different communities.
 - Guiding family members on how to appreciate different perspectives and opinions.
 - Guiding family members in resolving conflicts peacefully.
 - Engaging in shared hobbies and activities.

1.2.5 Extended activities

Guide participants to practice the following at home.

- Attend a community sporting activity together and discuss with children later about their experience of the activity.
- Invite friends or neighbours from different backgrounds to your family and discuss with children on the feelings they had when interacting with neighbours
- Establish a family association and agree on consistent unifying activities
- Participate as a family in a community service project and discuss lessons learnt with the children on the importance of unity
- Share a story that highlights negative intercommunity conflict and reflect on the lessons learned, and how to apply them.

SESSION THREE: SHARING AND DEVOLUTION OF POWER

1.3 Introduction

This session entails an understanding of the meaning of ‘sharing and devolution of power’, its characteristics and the ways of nurturing this value in children and youth.



Figure 2: Sharing of responsibilities in the family

1.3.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the meaning of ‘sharing and devolution of power’
- b) Outline characteristics of ‘sharing and devolution of power’.
- c) Apply ways of nurturing ‘sharing and devolution of power’ in children and youth

1.3.2 Learning Resources



- A map of Kenya with 47 counties

1.3.3 Session Activity

Guide participants to

1. Brainstorm on the meaning of sharing and devolution of power and share in plenary.
2. Discuss in groups characteristics of sharing and devolution of power. Write them on a flip chart and mount them on the wall. Conduct a critique of each groups work.

1.3.4 Key Points

- Sharing and devolution of power involves an arrangement in which power and resources are shared between different levels of governance in society.
- Main characteristics of ‘sharing and devolution of power’ include
 - Existence of a framework that guides sharing of power and resources
 - Existence of different levels of management
 - Collaboration with different levels of management
 - Political representation at all levels
 - Decentralization of services and resources
- The ways of nurturing “sharing and devolution of power”
 - Involving children and youth in decision-making on family matters
 - Discussing with children and youth the existing structures of governance and representation at all levels
 - Encouraging sharing household chores among family members.
 - Rotating leadership roles, allowing different members to take charge in various situations.
 - Acknowledging achievements by children on delegated tasks.
 - Encouraging collaboration among family members and neighbours

1.3.5 Extended activities

Guide participants to practice the following at home.

- Delegate a responsibility to children and discuss the challenges they faced in accomplishing the delegated roles.

SESSION FOUR: RULE OF LAW

1.4 Introduction

This session entails an understanding of the meaning of ‘Rule of law’, its characteristics, and the ways of nurturing the rule of law in children and youth.

Family Rules

1. **Respect Everyone**
Speak kindly, listen when others are talking, and treat each other with fairness.
2. **Be Honest**
Always tell the truth and admit mistakes. Use polite words like *please*, *thank you*,
3. **Take Responsibility**
Finish your tasks and clean up after yourself.
4. **Use Time Wisely**
Balance study, play, and rest.

1.4.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the meaning of the 'rule of law'
- b) Outline characteristics of the 'rule of law'
- c) Apply measures of nurturing the 'rule of law' in children and youth.

1.4.2 Learning Resources



- A copy of the Constitution of Kenya

1.4.3 Session Activity

Guide participants to

1. Brainstorm on the meaning of the rule of law and share in plenary
2. Discuss in groups characteristics of the rule of law. Write them on a flip chart and mount them on the wall. Guide the participants to critique each group's work
3. Act out a skit on ways of nurturing rule of law in children and youth

1.4.4 Key Points

- Rule of law is the requirement for all individuals to respect and adhere to existing rules and regulations
- Characteristics of the rule of law are-
 - Existence of agreed upon rules and regulations
 - Existence of institutions and procedures for law enforcement
 - Existence of consequences for non-compliance
 - Equality before the law
 - Compliance with the law
 - Fair, impartial and consistent rulings
 - Existence of alternative dispute resolution mechanisms
- The ways of nurturing the rule of law
 - Parents leading by example in adhering to family rules and norms
 - Involving children in developing a set of family rules that are clear, understandable and consistent
 - Rewarding adherence, sanctioning violations of family norms
 - Encouraging children to take responsibility for their actions and learn from their mistakes
 - Periodically reviewing the set family rules and norms when needed

1.4.5 Extended activities

Guide participants to practice the following at home.

- Parents to guide children and youth in discussing consequences of not adhering to family rules and norms. Lead them in reflecting on the purpose of consequences of not adhering to family rules
- Engage children to develop family norms to guide use of phones in the house, or attendance and participation in family activities. Lead them in reflecting on the importance of norms developed

SESSION FIVE: DEMOCRACY AND PARTICIPATION OF THE PEOPLE

1.5 Introduction

This session provides an understanding of the meaning of democracy and participation of the people, its characteristics and ways of nurturing democracy and participation of the people.



Figure 3: Children and parents at a civic education activity

1.5.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the meaning of '*democracy and participation of the people*'
- b) Outline the characteristics of democracy and participation of the people
- c) Apply ways of nurturing democracy and participation of the people in children and youth.

1.5.2 Learning Resources



- A copy of a Kenyan voter's card

1.5.3 Session Activity

Guide participants to: -

1. Brainstorm on the meaning of democracy and participation of the people and share in plenary.
2. Discuss in groups characteristics of democracy and participation of the people. Write them on a flip chart and mount them on the wall. Conduct a critique of each group's work.
3. Guide them to act out a skit on ways of nurturing democracy and participation of the people in youth and children. Guide the participants to reflect on the lessons from the skit.

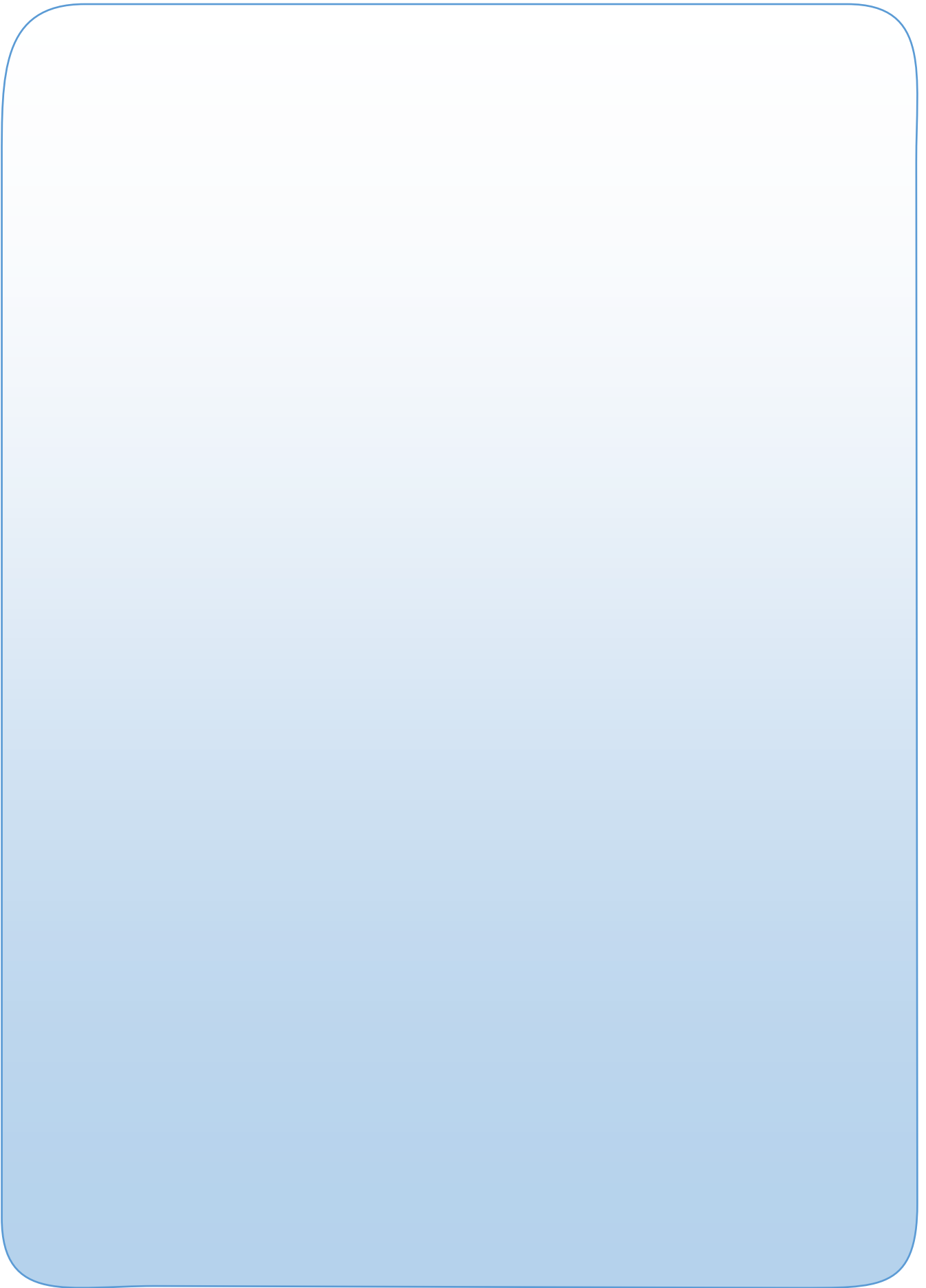
1.5.4 Key Points

- Democracy and participation of the people entail involving all people in decision-making on matters that affect them.
- Characteristics of democracy and participation of the people include: -
 - Existence of mechanisms and platforms for engaging people
 - Opportunities for all to participate in regular, free and fair elections
 - Freedom of assembly, peaceful protests and demonstration, and open public discussion on all issues
 - Freedom of expression with accountability.
 - Involving all members in decision making in matters affecting them.
- Ways of nurturing democracy and participation of people at family level include: -
 - Involving children in age-appropriate discussions, ensuring their voices are valued and their perspectives considered
 - Actively listening to the Children's ideas and opinions
 - Avoid dismissing or belittling Children's ideas even if they are not feasible, instead encourage them to explore and refine their thoughts
 - Encouraging children and youth to participate in family and community decision making processes in matters that affect them
 - Encouraging children and youth to express their opinions on different family matters.
 - Encouraging children and youth to be patient and have respect for others' opinions.
 - Having various communication platforms to discuss family issues regularly.
 - Encouraging youth to participate in community and school democratic processes

1.5.5 Extended activities

Guide participants to practice the following at home.

- Invite children and youth to have a discussion on the preferred mode of communication. Guide them on reflecting on each mode selected in terms of improving family discussions and engagements
- Children and youth to accompany parents to witness a local voting exercise and have a reflection on the lessons learnt.



CHAPTER 2: FAIR ALLOCATION OF RESOURCES AND OPPORTUNITIES

OVERVIEW

This chapter aims to equip parents and guardians with knowledge, skills, and attitudes for nurturing fair allocation of resources and opportunities at the family level. It explores the meaning, characteristics, and strategies for nurturing the values of human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination, and protection of the marginalised.



Illustration of values relating to the fair allocation of resources and opportunities

SESSION ONE: HUMAN DIGNITY

2.1 Introduction

This session entails an understanding of the meaning of human dignity, characteristics of human dignity and strategies for nurturing human dignity at family level.



Figure 4: Providing for the needy

2.1.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the meaning of human dignity in everyday life
- b) Outline attributes of human dignity in the society
- c) Apply strategies of nurturing human dignity in children and youth

2.1.2 Learning Resource



- A printout of a skit guide and a carton box

2.1.3 Session Activity

Guide Participants to:

1. Brainstorm on the meaning of human dignity and share in plenary
2. Discuss in groups characteristics of human dignity. Write them on a flip chart and mount them on the wall. Guide participants to review each group's work
3. Guide them to act out a skit on ways of nurturing human dignity in youth and children

2.1.4 Key Points

- Human dignity involves treating other people with respect and honour and upholding of their rights.
- Characteristics of human dignity include:
 - Acceptable standard of living
 - Fair treatment
 - Participation in decision-making processes
 - The existence of a support system for the vulnerable
 - Freedom from physical, sexual, and mental harassment
- Ways of nurturing human dignity in children and youth at the family level include:
 - Parents modelling respectful behaviour for each other and children
 - Offering comfort and psychosocial support to members in times of distress.
 - Treating people in a humane manner.
 - Being kind and practicing etiquette in the family setup.
 - Demonstrating kindness and empathy towards each other during difficult times
 - Providing safety and protection to family members.

2.1.5 Extended activity

- Ask family members to visit a children's home/needy family and donate items to the children to enable them to live a dignified life. Guide the children in reflecting on how donated items could help children in the children's home to live dignified lives

SESSION TWO: EQUITY

2.2 Introduction

This session entails understanding the meaning of equity, the characteristics of equity and strategies for nurturing equity at family level.



Figure 5: Sharing family chores and duties among family members

2.2.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the meaning of equity.
- b) Outline characteristics of equity.
- c) Apply relevant strategies to nurture equity in children and youth.

2.2.2 Learning Resource



- Copies of a printed story

2.2.3 Session Activity

Guide participants to:

1. Brainstorm on the meaning of equity and share in plenary
2. Discuss in groups characteristics of equity. Write them on a flip chart and mount them on the wall. Conduct a critique of each group's work.
3. Share a story on ways of nurturing equity in youth and children and discuss lessons learnt

2.2.4 Key Points

- Equity entails distribution/sharing of resources and opportunities based on individual needs
- Characteristics of equity in a family include:
 - Fair distribution of responsibilities, chores, opportunities and resources.
 - Individual needs guiding distribution of resources.
- Ways of nurturing equity in children and youth at the family level include:
 - Recognizing the unique needs and abilities of every child and ensuring responsibilities and resources are shared in accordance with established needs.
 - Giving children tailored support to cater for specific needs of each family member.
 - Giving children opportunities to make choices and take responsibilities appropriate for their ages and abilities
 - Refraining from comparing children to each other as this promotes feelings of inadequacy
 - Sharing family chores and duties in accordance to each child's abilities and strengths

2.2.5 Extended activities

Guide participants to practice the following at home:

- Draw a motorbike and a vehicle and ask the children to explain why a motorbike has only two wheels while a vehicle has four. Have a reflection together on the meaning of this in life
- Ask the children to explain why they put on heavy and warm clothes in the morning while going to school and put on light clothes in the afternoon. Have a reflection together on the meaning of this in life.

SESSION THREE: SOCIAL JUSTICE

2.3 Introduction

This session discusses the meaning and characteristics of social justice, and practices that parents can employ to nurture social justice in children and youth.



Figure 6: Family members participating in environmental day

2.3.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the meaning of social justice
- b) Identify characteristics of social justice
- c) Apply strategies to nurture social justice in children and youth

2.3.2 Learning Resources



- A printout of a skit guide

2.3.3 Session Activity

Guide participants to

1. Brainstorm on the meaning of social justice and share with plenary
2. Discuss in groups characteristics of social justice. Plenary to critique each group's work
3. Guide participants to act out a skit on ways of nurturing social justice in children and youth, and plenary to reflect on lessons learnt.

2.3.4 Key Points

- Social justice ensures equal access to societal opportunities and privileges for enjoyment of rights and individual well being.
- Characteristics of social justice include:
 - Access to opportunities
 - Enjoyment of societal benefits and privileges
 - Respect for human rights
 - Inclusion of diversity
 - Participation in decision making
- Ways of nurturing social justice in children and youth at the family level include: -
 - Guiding children to participate in community service programmes and be active citizens
 - Encouraging children to stand against policies that marginalize, hurt and stereotype others
 - Encouraging children to support the vulnerable members of the family/society through charitable giving and donations
 - Encouraging the children to engage in volunteerism activities that address social issues
 - Supporting children to join social justice advocacy groups, such as peace clubs

2.3.5 Extended activities

Guide participants to practice the following at home:

- Encourage family members to participate in community projects in the neighbourhood e.g., clean-up exercises and create a moment to reflect on the same
- Lead children in making donations to the vulnerable members in the community and reflect on how they felt in the whole exercise.

SESSION FOUR: INCLUSIVENESS

2.4 Introduction

This session focuses on understanding the meaning of inclusiveness, characteristics of an inclusive family, and strategies for nurturing inclusiveness at the family level.



Figure 7: Resolving family disagreements and conflicts

2.4.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Explain the term inclusiveness
- b) Outline characteristics of inclusiveness
- c) Apply relevant strategies to nurture inclusiveness in children and youth

2.4.2 Learning Resources



- A copy of the Constitution

2.4.3 Session Activity

Guide participants to:

1. Brainstorm on the meaning of inclusiveness and share in plenary
2. Discuss in groups the characteristics of inclusiveness and write them on a flip chart
3. Conduct a critique of each group's work
4. Guide participants to share experiences on strategies for nurturing inclusiveness in children and youth

2.4.4 Key Points

- Inclusiveness entails affording all members of the family an opportunity to participate in decision-making processes and activities that affect them.
- Characteristics of inclusiveness include:
 - Diversity in representation
 - Diversity in decision-making
 - Diversity in family chores/roles
- Ways of nurturing inclusiveness in children and youth include:
 - Creating open family dialogue sessions and safe spaces for expression and decision-making
 - Parents modelling the use of inclusive and respectful language in family interactions
 - Tasking every member with a role/responsibility to support the well-being of the family.
 - Appreciating and respecting every family member in their uniqueness or differences.
 - Involving everyone in resolving family disagreements and conflicts.
 - Engaging in activities that the family can carry out together.
 - Supporting members of the family in difficult times and celebrating one another's successes.

2.4.5 Extended activities

Guide participants to practice the following at home.

- Guide the children in developing a family budget that has input from every member of the family, and reflect on the importance of having input from each family member during such exercises
- Lead children to eat vegetables (*mboga*) without salt and guide them to reflect on the importance of salt in improving the taste of vegetables. Relate this experience to a real-life situation

SESSION FIVE: EQUALITY

2.5 Introduction

This session entails an understanding of the meaning of equality, characteristics of equality, and strategies for nurturing equality at the family level.



Figure 8: A parent sharing fruits

Ensuring every individual has the same rights, opportunities, and treatment regardless of their differences.

2.5.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Define the term equality,
- b) Outline characteristics of equality
- c) Apply relevant strategies to nurture equality in children and youth

2.5.2 Learning Resources



- A printout of a role-playing script

2.5.3 Session Activity

Guide the participant to:

1. Brainstorm on the meaning of equality and share in plenary
2. Discuss characteristics of equality in groups. Lead participants to conduct a critique of each group's work
3. Guide them to role-play ways of nurturing equality in children and youth

2.5.4 Key Points

- Equality ensures every individual has the same rights, opportunities, and treatment regardless of their uniqueness/background.
- Characteristics of equality include:
 - Equal access to opportunities and resources
 - Equal access to social and economic rights
 - Balanced gender representation
 - Equal access to information
 - Equal or same treatment
- Ways of nurturing equality in children and youth include
 - Parents treating every child in the same way in terms of provision of opportunities, love, care and attention regardless of gender.
 - Challenging every manifestation of gender stereotype in the family or community
 - Assigning tasks and responsibilities without basing the assignment on gender
 - Promoting sharing of responsibilities between boys and girls to foster a sense of contribution and equality
 - Supporting children's interests and passions without limiting them based on gender stereotypes
 - Assigning household chores equally among all family members· Rotate tasks so everyone experiences different responsibilities.

2.5.5 Extended activities

Guide participants to practice the following at home.

- Guide children to play games where each child gets a fair chance to lead, decide, or set the rules for the next round. Have a reflection with children on how the whole experience was
- Watching and discussing educational content that highlights equality and having a discussion afterward about the importance of equality.
- Discuss why sharing work equally in the family is important.

SESSION SIX: HUMAN RIGHTS

2.6 Introduction

This session entails an understanding of the meaning of human rights, characteristics of human rights and strategies for nurturing human rights at family level.



Figure 9: Ensuring access to basic needs

2.6.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Define the term human rights
- b) Outline characteristics of human rights
- c) Apply relevant strategies to nurturing human rights in children and youth

2.6.2 Learning Resources



- A copy of the constitution

2.6.3 Session Activity

Guide participants to

1. Brainstorm on the meaning of human rights and share in plenary
2. Discuss in groups the characteristics of human rights. Write them on a flip chart and mount them on the wall. Conduct a critique of each group's work.
3. Share experiences on nurturing human rights in children and youth
4. Provide participants with the following scenario and guide them to answer the questions that follow.

Case Study: Family and Children's Rights

The Zerina family lives in a small town in Busia County. The parents, Nira and Kalen, are raising three children: Tovan, their teenage son (16), Elira, their lively 10-year-old daughter, and Miko, their youngest at 5.

Like many families, they share laughter, worries, and big dreams for their children while also struggling with the challenges of everyday life.

Elira loves school and often talks about becoming a teacher one day. Nira and Kalen are proud of her passion, but sometimes they whisper to each other: "Can we really keep paying for fees, books, and uniforms?" At times, they've even considered asking her to stay home to help with chores. But deep down, they know education is her right and her key to the future.

Later that week, little Miko came down with a high fever. Nira held him close, worried. Medicine and doctor visits cost more than they could afford, and Kalen suggested trying herbs instead. Still, both feared waiting too long could make things worse. They wrestled with the tension between financial struggles and Miko's right to proper health care.

Meanwhile, Tovan was painting upstairs. He often shared his drawings and thoughts online from fashion to music to social issues. His parents sometimes found his posts "too bold," but they also saw how important it was for him to express himself. They wondered: "How can we guide him without silencing him?"

Then one Sunday, after their usual worship service, Tovan surprised them. He asked if he could join a friend at a different gathering. He was curious about how others practiced their faith. Nira and Kalen hesitated. They had always taught their children to follow family traditions, but now they faced a choice to hold tightly to their way, or respect their son's right to explore.

The Zerina's' story shows the everyday balancing act parents face protecting their children's rights to education, health, expression, and religion, while still holding on to family values.

Discussion Questions for Parents

How can Zerina's family make sure all their children stay in school and enjoy the right to education, even with financial challenges?

What affordable and practical steps can parents take to protect their children's health?

How can parents support a child's freedom of expression while still offering guidance?

If a child wants to explore a different religion, how can parents balance family traditions with the child's right to choose?

From your own family's experience, what challenges do you face in protecting your children's rights, and how do you overcome them?

What other rights should parents ensure their children enjoy?

2.6.4 Key Points

- Human rights entail entitlements and freedoms that every individual possess by virtue of being human.
- Characteristics of human rights include:
 - Inherent- exist by virtue of being human, not granted by any authority
 - Universal- they apply to everyone, everywhere regardless of race, gender, age, status
 - Inalienable- they cannot be taken away arbitrarily
 - Interdependent and indivisible-all rights are connected and equally important
- Ways of nurturing human rights in children and youth include:
 - Parents providing for basic needs such as education, health, food, and shelter and clothing to every child
 - Protecting children from all forms of abuse, neglect and exploitation
 - Creating a safe and secure environment for children to express their feelings and emotions
 - Parents recognizing signs of emotional or physical abuse and responding appropriately
 - Parents introducing basic child protection principles including safeguarding, reporting mechanisms
 - Training children to avoid actions that harm others
 - Treating everyone in a manner that upholds human rights
 - Securing freedom of expression in the family
 - Discussing real-life situations related to human rights in an age-appropriate way.

2.6.5 Extended activities

Guide participants to practice the following at home.

- Create a human rights collage using drawings, magazine cut-outs, or a painting to make a visual representation of rights like peace, education, love, and equality. Frame and hang the works as a wall hanging. Invite children to reflect on how each right is important to them
- Watch movies or documentaries that emphasize human rights and ask children what they learned and how they can apply the lessons in daily life.

SESSION SEVEN: NON-DISCRIMINATION

2.7 Introduction

This session entails an understanding of the meaning of non-discrimination, characteristics of non-discrimination, and strategies for nurturing non-discrimination.

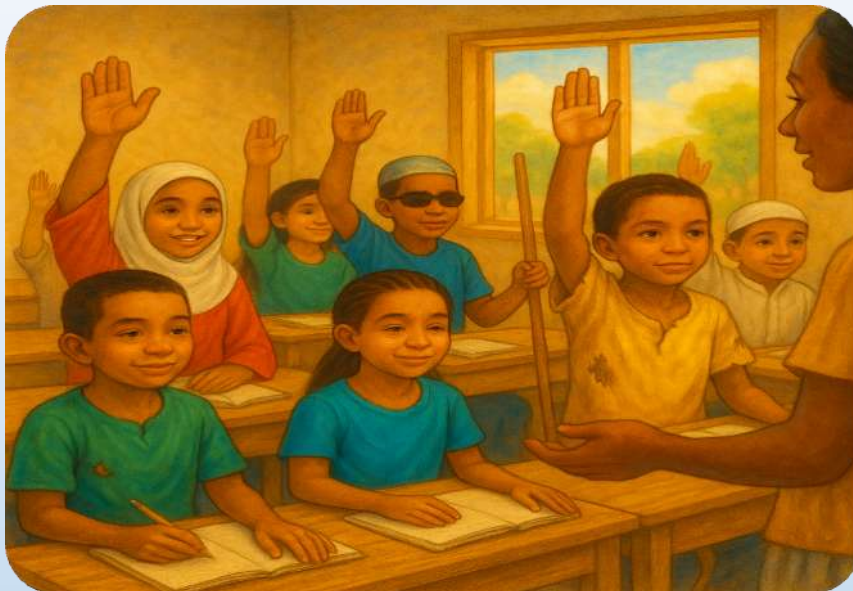


Figure 10: A teacher treating learner without bias

2.7.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Define the term non-discrimination
- b) Outline characteristics of a non-discrimination
- c) Apply relevant strategies to nurture the value of non-discrimination in children and youth

2.7.2 Learning Resources



- A copy of the Constitution
- printout of stories with theme of non-discrimination

2.7.3 Session Activity

Guide participants to:

1. Brainstorm on the meaning of non-discrimination and share in plenary
2. Discuss in groups characteristics of non-discrimination. Write them on a flip chart. Conduct a critique of each group's work
3. Guide them to share experiences on strategies for nurturing non-discrimination in children and youth

2.7.4 Key Points

- Non-discrimination is the practice of treating all people in the same way without any bias or favouritism based on gender, age, religion, or other factors.
- Characteristics of non-discrimination include:
 - Free expression of cultural values, language, and practices by members of the community
 - Equal access to services and opportunities
 - Equal distribution of resources
 - Participation by all in decision-making processes
 - Free association and interactions in public and social places
- Ways of nurturing the value of non-discrimination in children and youth include:
 - Parents avoiding use of biased and discriminatory language in their communication and demonstrate respect for all individuals regardless of background, abilities or beliefs
 - Encouraging children to engage and interact with peers from diverse back grounds
 - Encouraging children to place themselves in the position of those being discriminated for them to understand the impact of discrimination on victims
 - Parents being a role model and ensuring one does not discriminate against others in the family.
 - Sharing stories with themes on non-discrimination and discussing the importance and lessons learned with the children.
 - Encouraging children to form friendships with people from different backgrounds.

2.7.5 Extended activities

Guide participants to practice the following at home:

- Compose and recite a poem on the value of non-discrimination and discuss with children on the lessons in the poem
- Conduct a family bonfire and talk about ways of promoting non-discrimination in the family.
- Choose and watch age-appropriate films that highlight discrimination and have discussions afterwards about the adverse effects of the above discrimination and propose remedies.



istics, and strategies for

Figure 11: Supporting vulnerable members of the family and society

2.8.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a) Define protection of the marginalised
- b) Outline characteristics of the protection of the marginalised
- c) Apply relevant strategies to nurture the value of protection of the marginalised in children and youth

2.8.2 Learning Resources



- A copy of the Constitution

2.8.3 Session Activities

Guide participants to:

1. Discuss the meaning of protection of the marginalised and share in plenary
2. Discuss in groups characteristics of the protection of the marginalised. Write them on a flip chart and mount them on the wall. Critique each group's work
3. Guide participants to share experiences on nurturing the protection of the marginalised in children and youth

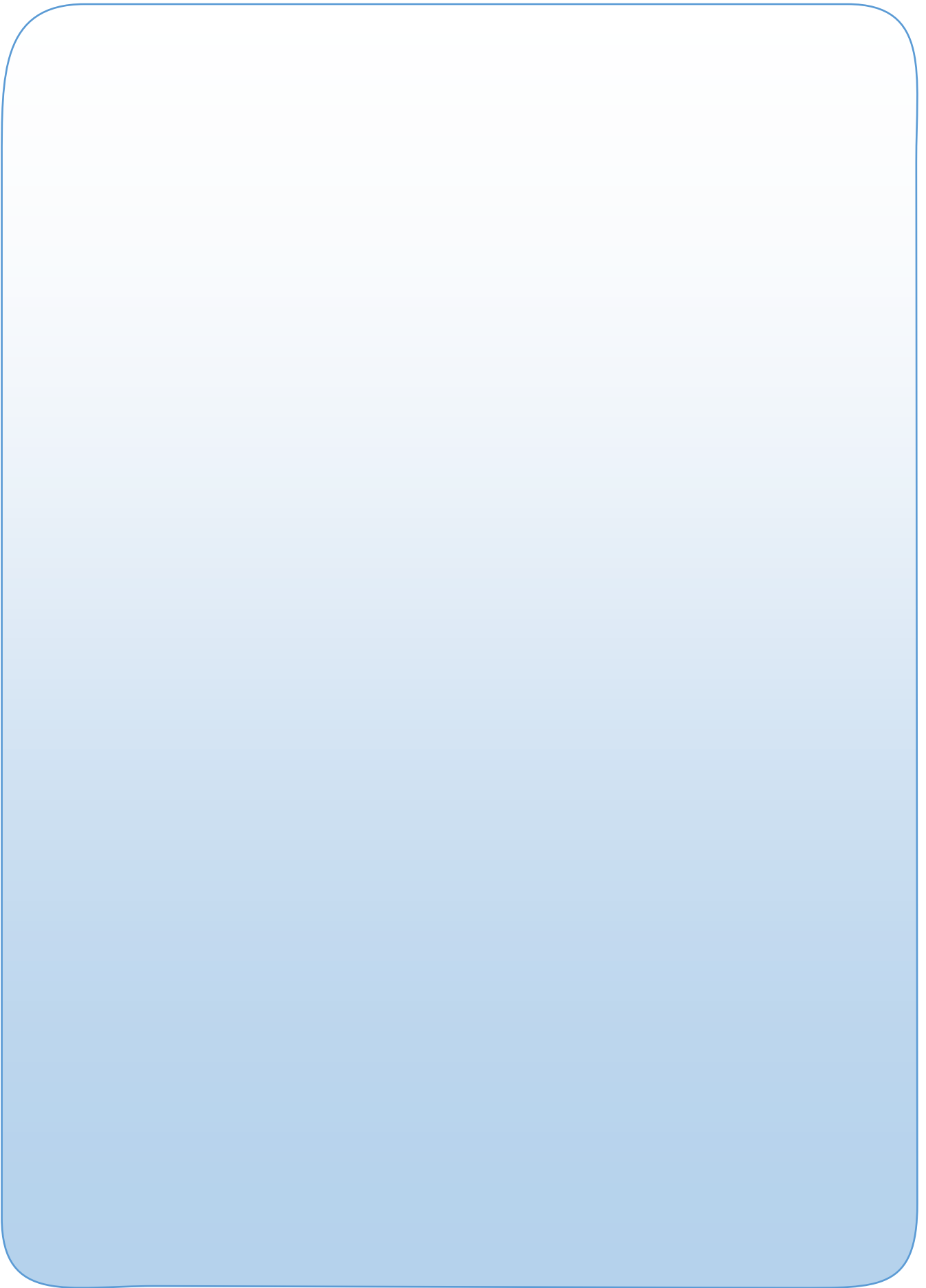
2.8.4 Key Points

- Protection of the marginalized involves safeguarding the welfare of the vulnerable or disadvantaged members of society
- Characteristics of protection of the marginalised include:
 - Reservation of special opportunities for the marginalised
 - Improved access to services by the marginalised
 - Improved social inclusion of the marginalised
- Ways of nurturing the value of protection of the marginalised in children and youth include:
 - Encouraging children to provide relevant additional support to the vulnerable members of the family and society
 - Encouraging children to stand up and defend the welfare of the vulnerable in the society if need be
 - Promoting use of language that does not perpetuate exclusion and marginalization
 - Building empathy in children by encouraging them to step into other people's shoes, especially the marginalized
 - Availing assistive devices and life skills to community members with special needs

2.8.5 Extended activities

Guide participants to practice the following at home:

- Identify a child or youth with special needs and discuss with children on the best ways to support such a child or youth in a family setting.
- Lead children in visiting a home for the elderly and let them participate in supporting them through a day's routine. Reflect on the whole experience at the end of the day.



CHAPTER 3: GOVERNANCE

OVERVIEW

This chapter explores how governance can be nurtured at home through shared responsibilities, open communication and effective use of resources. It outlines practices for parents to nurture values of Good Governance, Integrity and Transparency and Accountability at family level.

SESSION ONE: GOOD GOVERNANCE

3.1 Introduction

This session covers activities that will enable participants to live and practice good governance to be emulated by their children. The session entails the concept of good governance and practices for parents to model good governance at home.



Figure 12: Listening and being responsive to the needs and concerns of each family member

3.1.1 Session Outcomes

By the end of the session, the participant should be able to:

- Explain the concept of good governance,
- Identify the characteristics of good governance at family level,
- Apply strategies for nurturing good governance at family level.

3.1.2 Learning resources



- Carton box or flip chart
- Videos or documentaries on governance reforms
- Role plays on leadership and corruption reporting
- Governance simulation games (e.g., budget allocation, stakeholder negotiation)

3.1.3. Session Activity

Guide the participants to:

1. Draw concepts of good governance from the videos
2. Brainstorm on the meaning of good governance and share in plenary.
3. Discuss characteristics of good governance. Write them on a flip chart/carton box and mount them on the wall. Conduct a gallery to critique each groups' work.
4. Identify gaps or mis-steps in good governance in society
5. Act out a skit on ways of involving children and youth in taking care of family resources and conduct a reflection session on the skits.

3.1.4 Key Points

- Good governance seeks to promote proper management of resources to meet society's needs
- Characteristics of Good governance:
 - Responsiveness to public needs and demands
 - Existence of sound laws, policies and regulations.
 - Established oversight institutional frameworks.
 - Clearly allocated and understood individual responsibilities and defined authority in organizations.
 - Existence of performance and service delivery monitoring systems.
 - Involvement of stakeholders in decision-making.
 - Existence of risk management frameworks.
 - Periodic internal and external audits; and
 - Innovation and responsiveness in service delivery.
- Ways of nurturing good governance among children and youth
 - Parents modelling ways of minimising wastage in the use of family resources such as pocket money, energy consumption, avoiding food wastage.
 - Fostering communication and feedback among family members by holding regular consultative meetings.
 - Involving each family members in making decisions on use of family resources.
 - Observing timeliness in execution of family activities
 - Sharing out roles in the management of family resources
 - Listening and being responsive to the needs and concerns of each family member.

3.1.5 Extended activities

Guide participants to practice the following at home:

- Map out own family experiences where they need to improve utilisation of family resources
- Discuss as a family on your roles in managing family resources

SESSION TWO: INTEGRITY

3.2 Introduction

This session discusses definition, attributes and practices that parents can engage to nurture integrity.

3.2.1 Session outcomes

By the end of the session, the participant should be able to:

- a) Explain the meaning of integrity,
- b) Identify the indicators of integrity,
- c) Outline the strategies and practices for nurturing integrity in children and youth.

3.2.2 Learning Resources



- Printouts of the case scenario

3.2.3 Session Activity

Organise participants in groups and ask them to do the following:

1. Start the session with a plenary discussion on a common understanding of integrity
2. Share their childhood experiences when they displayed honest or dishonest behaviour and consequences they faced.
3. Provide participants with the following scenario and guide them to answer the questions that follow:

CASE SCENARIO

One evening, everyone in the family sat to have a meal. Mum had made ugali, meat, and vegetables. Raha looked at the vegetables and frowned. She did not like them very much. Mum said, "Everyone needs to eat a little bit of everything. It is good for your body."

Raha nodded but had an idea. When no one was looking, she quietly scooped the vegetables and hid them under the table. After dinner, mum asked, "Did everyone finish their food?"

Raha smiled and said, "Yes! I finished everything." But just then, the family cat started playing with the hidden vegetables. Mum and dad looked surprised. Raha pretended to be shocked. Dad gently said, "Raha, it is okay not to like some things, but hiding food and saying you finished is not being honest.

Mum added, "You could have told us the truth. We would have listened. Honesty means telling the truth even about small things." Raha looked down ashamed, and said, "I am sorry. Next time, I will just say I don't want it instead of hiding it."

Questions:

1. What is it that showed a lack of honesty?
2. Why is it important to be honest even about little things?
3. Highlight the characteristics of the value of integrity from the case scenario.
4. How could the situation be handled differently?
5. Discuss ways in which you can foster honesty among your children and youth. Share in plenary.

3.2.4 Key Points

- Integrity is about consistency in doing what is right no matter the circumstances.
- Characteristics of Integrity
 - Compliance with the existing policy and legal frameworks;
 - Safeguarding public interest;
 - Standards of professionalism;
 - Moral and ethical standards;
 - Impartiality and objectivity in the discharge of duties;
 - Sharing honest and accurate information;
 - Declaring conflict of interest;
 - Not engaging in corrupt practices;
 - Consistency in honest actions
- Ways of nurturing integrity in children and the youth
 - Encouraging children to stand up for what is right, even in the face of opposition or adversity.
 - Consistently celebrating and rewarding honest choices among children motivates them to continue practising honesty.
 - Following up on every commitment and promise to have it fulfilled
 - Encouraging children and family members to report all forms of misbehaviour
 - Parents modelling honesty and consistence in their interactions and engagement with children
 - Parents being an example in adhering to family rules and norms such as going home early.

3.2.5 Extended Activities

Guide participants to practice the following at home:

- Discuss with children areas in which they have been punished because of dishonest behaviour.
- Hold conversations with children on the importance of owning up their mistakes.
- Engage their children on different rewards they can get when they practise honesty.

SESSION THREE: TRANSPARENCY AND ACCOUNTABILITY

3.3 Introduction

This session discusses the concept of transparency and the attributes/ practices of living transparently and accountability at home.

3.3.1 Session Outcomes

By the end of the session, the participant should be able to:

- a) Explain the meaning of transparency and accountability,
- b) Outline characteristics of transparency and accountability,
- c) Apply practices that encourage family members to nurture and uphold transparency and accountability.

3.3.2 Learning Resources



- Printouts of the dialogue below or play a recording of the same.

3.3.3 Session Activity

Guide participants to read the following dialogue and answer questions (the dialogue may also be read in role play style by some participants as others listen):

Parent: *Alright everyone, it's time for our family meeting. Today, we are discussing how we can all be more open and responsible in our family. Let's start with how each of us has been doing with our family duties. Can everyone tell me what they have been doing?*

Child 1: *I've been helping mum with washing clothes, but I forgot to clean up my room yesterday.*

Parent: *Thank you for being honest about not cleaning your room yesterday. It's important that you take responsibility for your chores. I appreciate you helping with washing clothes, but let's remember to finish all our duties before we move on to other activities.*

Child 2: *I have been doing all my duties! I have cleaned my room, fed the pets/ chickens and taken out the trash.*

Parent: *It is good that you are doing your duties, but I am not sure I believe that you have been doing all of them. I noticed that the pets/chickens were not fed today. Let's remember to be honest with each other. Is there anything you would like to admit to?*

Child 2: *Well, I may have forgotten to feed the pets/chickens a few times. And I did not take out the trash.*

Parent: *Thank you for admitting that you did not do all of your duties. It is okay to make mistakes, but it is important to be honest and accountable. When you forget to do your duties, it affects the rest of the family. So, let us work on a plan together to make sure you don't forget your responsibilities in the future.*

Questions:

1. What value(s) is the dialogue illustrating?
2. From the dialogue, how did the family portray characteristics of transparency and accountability. List all the characteristics portrayed by each member in the dialogue.
3. Which other ways can you nurture transparency and accountability in your family?

3.3.4 Key Points

- Transparency and accountability involve openly sharing appropriate information and taking responsibility for your own actions.
- **Characteristics of transparency and accountability**
 - Availability of legal and policy frameworks
 - Existence of clearly defined structures for information sharing and decision making
 - Established oversight mechanisms (checks and balances)
 - Limited centralization of information
 - Conciseness and clarity of information shared
 - Appropriate mode of communication
 - Setting, monitoring and evaluating annual performance targets
 - Regular internal and external audits.
- **Ways of nurturing transparency and accountability in children and youth**
 - Providing various channels of sharing information at the family such as family meetings, WhatsApp groups, extended family gatherings and celebrations
 - Allowing children to report back on assigned tasks
 - Allowing children to be open and take responsibility for actions. This creates an environment of trust and teamwork.
 - Setting clear and achievable expectations for each member
 - Leading by example through role modelling transparency and accountability.
 - Establishing clear consequences of not
 - Providing positive reinforcements for commitments well executed
 - Parents being open with children about their own emotions, decisions and challenges even if they are difficult

3.3.5 Extended Activities

- As a family, sit down and draw a chart assigning duties and responsibilities to every member for the week. Every member should be given a chance to decide what duties best align with their capacity.
- At the end of the week, the family sits down and reviews the chart
- Reflection questions.
 1. What have we achieved this week?
 2. What was not achieved and why?
 3. What can we improve on in the coming week?

CHAPTER 4: SUSTAINABLE DEVELOPMENT

OVERVIEW

This Chapter seeks to equip parents/guardians with knowledge, skills and attitudes for nurturing the value of sustainable development at the family level. Three dimensions of sustainable development are discussed in this chapter as follows: economic dimension, social dimension and environmental dimension.

SESSION ONE: ECONOMIC DIMENSION OF SUSTAINABLE DEVELOPMENT

4.1 Introduction

This session entails a description of the economic dimension of the value of sustainable development, identification of the indicators of the economic dimension and demonstration of skills and strategies for nurturing sustainable development in children and youth at family level.

4.1.1 Session Outcomes

By the end of the session, the participant should be able to:

- a) Explain the economic dimension of sustainable development.
- b) Identify the characteristics of economic dimension of sustainable development at family level.
- c) Apply relevant skills and strategies to nurture the economic dimension of sustainable development in children and youth at family level.

4.1.2 Resources materials



- Posters depicting use of technology in production of goods and services
- A chart on diverse sources of revenue
- Poster on a sample family budget

4.1.3 Session Activity

Guide participants to:

1. Brainstorm on the definition of economic dimension of sustainable development at family level and share in plenary
2. Discuss in groups characteristics of economic dimension of sustainable development, write on flip charts and mount them on the wall, Conduct a critique of each group's work
3. Guide participants in sharing experiences on ways of nurturing economic dimension of sustainable development

4.1.4 Key Points

- Economic dimension is a component of sustainable development whereby economic activities are conducted in a way to preserve and promote long-term well-being of the society.
- Characteristics of economic dimensions of sustainable development:
 - Use of technology in the production of goods and services
 - Efficient production to reduce costs
 - Having stable and diverse family revenue
 - Financial literacy
 - Investments in assets and skills
 - Balanced consumption and conservation



Figure 13: A family appreciating home based income generating activities

- Ways of nurturing economic dimension of sustainable development at family level
 - Using technology to advance family livelihoods or income generating activities.
 - Having home-based production (e.g., gardening, food preservation)
 - Establishing entrepreneurial/ income generating activities (Eg. livestock keeping, beekeeping, family business)
 - Preparation of family budgets for school shopping and financial plans
 - Family budgeting and financial planning (Passing to children financial knowledge and practices).
 - Preparation of wills and inheritance plans.

4.1.5 Extended activities

Guide participants to practice the following at home.

- Lead children to visit a family income generating initiative and engage them on the importance of the project to the family, and how they could improve the project given a chance.
- Have a discussion with the children on what each one of them could do to improve the family income. Let them draw a plan for their identified activities and share with others in a family meeting.

SESSION TWO: SOCIAL DIMENSION OF SUSTAINABLE DEVELOPMENT

4.2 Introduction

This session entails a description of the social dimension of the value of sustainable development, identification of the indicators of the social dimension and demonstration of skills and strategies for nurturing the social dimension of sustainable development in children and youth at family level.



Figure 14: Parental involvement in learning and school activities

4.2.1 Session Outcomes:

By the end of the session, the participant should be able to:

- a. Explain the social dimension of sustainable development.
- b. Identify the characteristics of social dimension of sustainable development at family level.
- c. Apply strategies to nurture the social dimension of sustainable development in children and youth at family level.

4.2.2 Resources materials



- Pictures/ videos of family members attending a family function (e.g weddings, anniversaries);
- A sample family tree chart

4.2.3 Session Activity

Guide participants to:

- Develop a family tree as a demonstration of the social structure of the family
- Brainstorm on the meaning of social dimension of sustainable development and share in plenary.
- Discuss in groups the attributes of social dimension of sustainable development. Write on flip charts and mount on the wall. Critique each group's work
- Role play/ watching a video to trigger experience sharing on activities of nurturing social dimension of sustainable development in children and youth at family level

4.2.4 Key Points

- The social dimension of sustainable development is the well-being and continuity of a society.
- Characteristics of social dimension of sustainability
 - Children and youth enrolled in school
 - Appreciation of family and extended family as a critical part of social identity.
 - Awareness of family health history and disease prevention measures
 - Existence of structures for supporting the elderly, disabled, or vulnerable members
 - A sense of belonging and emotional support
 - Knowledge and awareness of culture and values
- Ways of nurturing the social dimension of sustainable development
 - Parents attending family functions together with children and youth
 - Engagement of children and youth in family gatherings where lineages and support systems are revealed
 - Parents involving children and youth in discussions on family health history and uptake of health interventions.
 - Parental involvement in school activities
 - Cleanliness and hygienic practices at home
 - Habitual celebration of family heritage

4.2.5 Extended activities

Guide participants to practice the following at home:

- Involving children and youth in documenting the family tree and history and lead them in reflecting on lessons learnt about their family.
- Involving children in planning and participation in family events such as rites of passage, birthdays, weddings, graduation ceremonies and help them to reflect on the importance of such activities to the family.

SESSION THREE:

ENVIRONMENTAL DIMENSION OF SUSTAINABLE DEVELOPMENT

4.3 Introduction

This session entails a description of the environmental dimension of sustainable development, identification of the characteristics of the environmental dimension and application of strategies for nurturing the environmental dimension of sustainable development in children and youth at family level.

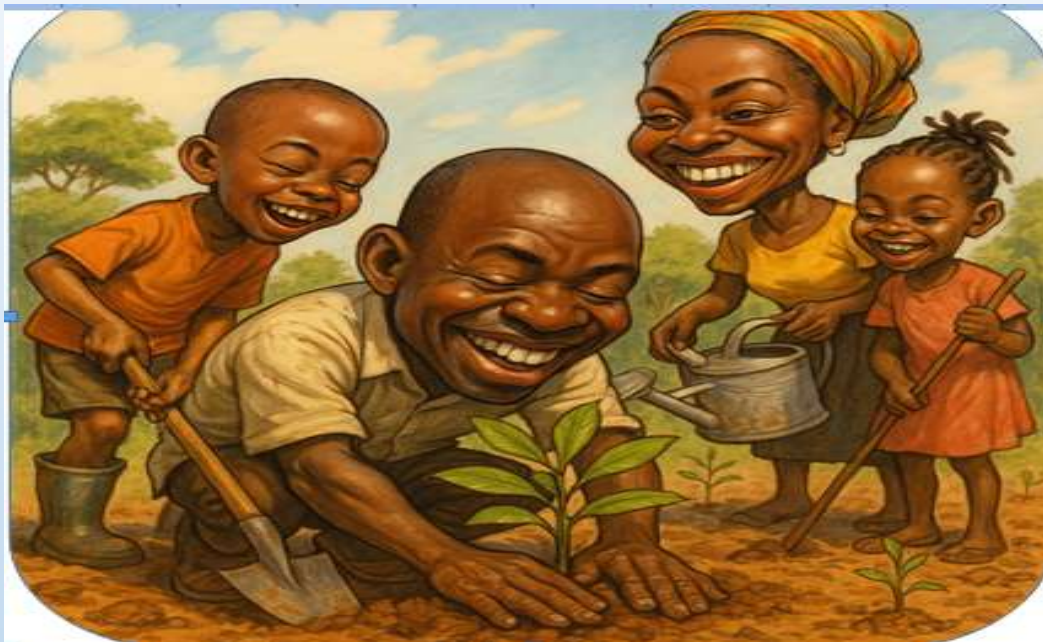


Figure 15: A family engaging in environmental conservation

4.3.1 Session Outcomes

By the end of the session, the participant should be able to:

- a. Explain environmental dimension of sustainable development
- b. Outline the characteristics of environmental dimensions of sustainable development
- c. Apply strategies to nurture the environmental dimension of sustainable development in children and youth at family level

4.3.2 Resources materials



- Pictures/ posters on environmental activities on sustainable development

4.3.3 Session Activity

Guide participants to:

1. Brainstorm on the meaning of environmental dimension of sustainable development and share in plenary
2. Discuss the characteristics of environmental dimension of sustainable development. Write them on a flip chart and mount on the wall. Critique each group's work
3. Role play various ways of involving children and youth in environmental activities

4.3.4 Key Points

- Environmental dimension of sustainable development is the responsible use and conservation of natural resources to support present and future generations.
- Characteristics of environmental dimension of sustainable development
 - Resource efficiency (water and energy conservation, minimizing waste)
 - Use of renewable energy
 - Recycling and re-use of materials
 - Effective waste management
 - Protecting soil, forests and water sources
 - Reducing carbon emissions by using energy efficient ways
- Ways of nurturing environmental dimension of sustainable development
Involving children and youth in family and community activities such as:
 - Planting indigenous tree species and controlling soil erosion
 - Collection of litter, safe waste disposal practices, re-use, recycling and de-cluttering
 - Economical use of natural resources including water conservation, land use and clean energy

4.3.5 Extended activities

Guide participants to practice the following at home.

- Engage children and youth in practicing safe farming methods (examples; proper use of herbicides and pesticides, rotational farming, avoid overgrazing, mixed farming, appropriate use of compost fertilizers) and discuss their importance to the environment
- Support children and youth to develop tree nurseries and plant tree seedlings and ask them to outline benefits of planted tree seedlings to the environment.



Sustainable
Development

Creation of a
strong National
Identity

Governance

Knowledge,
skills and
attitudes in
national
values

Fair allocation of
Resources and
Opportunities

