****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SOCIAL WORK**

**LEVEL 3**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Social Work Sector’s growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Social Work Sector Skills Advisory Committee (SSAC) and Social Work experts has helped develop this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Social Work SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON**

 **TVET CDACC**

# ACKNOWLEDGMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Social Work Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Social and Community development sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Social Work Sector acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVITIONS AND ACRONYMS

CDACC Curriculum Development Assessment and Certification Council

CU Curriculum

BC Basic Competency

CC Core Competency

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 **COD/CU/SW/BC/01/3/A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control version

# COURSE OVERVIEW

Social work and Community Development Level 3 qualification consists of competencies that a person must achieve to work as a social worker. It involves managing project resources, carrying out community awareness activities, performing home-based care and child welfare support and manage community-based groups.

This course consists of basic and core units of learning as indicated below:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
|  COD/CU/SW/BC/01/3/A | Communication Skills | 15 | 1.5 |
|  COD/CU/SW/BC/02/3/A | Numeracy Skills | 15 | 1.5 |
|  COD/CU/SW/BC/03/3/A | Digital Literacy | 20 | 2 |
|  COD/CU/SW/BC/04/3/A | Entrepreneurial Skills | 40 | 4 |
|  COD/CU/SW/BC/05/3/A | Employability Skills | 20 | 2 |
|  COD/CU/SW/BC/06/3/A | Environmental Literacy | 15 | 1.5 |
|  COD/CU/SW/BC/07/3/A | Occupational Safety And Health Practices | 15 | 1.5 |
| **Total**  |  | **140** | **14** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| COD/CU/SW/CR/01/3/A | Management Of Project Resources | 20 | 2 |
| COD/CU/SW/CR/02/3/A | Community Awareness  | 40 | 4 |
| COD/CU/SW/CR/03/3/A | Home-Based Care And Child Welfare Support | 45 | 4.5 |
| COD/CU/SW/CR/04/3/A | Management Of Community-Based Groups | 45 | 4.5 |
| COD/CU/SW/CR/05/3/A | Industrial Attachment  | 300 | 30 |
| **Total**  | **450** | **45** |
| **Grand Total** | **590** | **59** |

The total duration of the course is **590** hours.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Primary Education (KCPE)

Or

1. Kenya Certificate of Secondary Education (KCSE E)

Or

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Industrial attachment**

An individual enrolled in this course will be required to undergo an industrial attachment in a Community Development firm for a period of at least 300 hours. Attachment will be undertaken upon completion of the course or the unit of learning.

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are registered by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National Certificate in Social Work Level 3, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

**COMMUNICATION SKILLS**

**UNIT CODE:**  COD/CU/SW/BC/01/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate communication skills. It involves, obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions, and completing relevant work-related documents.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Speak English at a basic operational level
3. Participate in workplace meetings and discussions
4. Complete relevant work-related documents

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** |  **Methods of Assessment** |
| 1. Obtain and convey workplace information
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Types of questions
* Organizational policies
* Workplace etiquette
* Ethical work practices in handling communication
 | * Written tests
* Oral questioning
 |
| 1. Speak English at a basic operational level
 | * English grammar
	+ Nouns, verbs, adjectives, adverbs, pronouns prepositions
* English speaking
	+ Pronunciation
	+ Simple conversations
* Taking verbal instructions
* Reading and writing in English
* Forms of expression in English
 | * Written tests
* Oral
* Role play
 |
| 1. Participate in workplace meetings and discussions
 | * Nature of workplace meetings
* Meeting protocols
* Workplace interactions
 | * Oral questioning
* Written tests
 |
| 1. Complete relevant work-related documents
 | * Types and purposes of workplace documents and forms
* Methods used in filling forms and documents
* Recording workplace data
* Process of distributing workplace forms and documents
* Report writing
* Types of workplace reports
 | * Written tests
* Oral questioning
 |

**Suggested Methods of Instruction**

* Discussion
* Role play
* Brainstorming
* Viewing of related videos
* Role play

**Recommended Resources**

* Desktop computers/laptops
* Projectors
* Report writing templates
* Pens
* Notebooks

**NUMERACY SKILLS**

**UNIT CODE:** COD/CU/SW/BC/02/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

 **Duration of Unit:** 15 hours

**Unit Description**

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific Information in highly familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Use whole numbers for work
2. Locate, compare and use highly familiar measurement for work
3. Use highly familiar maps and diagrams for work
4. Identify and use some common 2D shapes for work
5. Locate specific Information in highly familiar tables, graphs and charts for work

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Use whole numbers for work
 | * Whole numbers
* Use of Zeros
* Use of halves
* Sizes
* Grouping of numbers
* Addition and subtraction of whole numbers
* Numerical information,
* Symbols
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Locate, compare and use highly familiar measurement for work
 | * Measurements
* Units of measurements and their use
* Digital time am and pm
* Calendars
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Use highly familiar maps and diagrams for work
 | * + Use of Maps and
* Diagrams simple
* symbols and pictorial
	+ Giving simple oral directions to locate objects
 | * Oral
* Assignments
* Supervised exercises
 |
| 1. Identify and use some common 2D shapes for work
 | * + Two dimensional shapes
	+ Describe common objects in terms of size and shape
	+ Compare objects
	+ Group common objects based on shape, size, color and features
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Locate specific Information in highly familiar tables, graphs and charts for work
 | * + Simple tables
	+ Features of simple graphs and charts
	+ Numerical information in tables, graphs & charts
 | * Oral
* Assignments
* Supervised exercises
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory.
* Practical demonstration of tasks by trainer
* Role play
* Discussion
* Demonstration by trainees and comments and corrections by trainers

**Recommended Resources**

* Common 2D shapes objects
* Calculator
* Basic measuring instruments
* Mathematical tables

**DIGITAL LITERACY**

**UNIT CODE:**  COD/CU/SW/BC/03/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving tasks and applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify computer hardware and software
 | * Definition of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
* Computer software
 | * Written tests
* Practice assignments
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
 | * Written tests
* Oral presentation
 |
| 1. Apply computer software in solving tasks
 | * Operating systems
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Practical
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Oral presentation
* Written test
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Assignments
* Viewing of related videos
* Group discussions

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** COD/CU/SW/BC/04/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 40 hours

**Unit description**

This unit describes the competencies required to demonstrate entrepreneurial competencies. It involves, developing entrepreneurial culture, identifying entrepreneurial opportunities, starting, operating and growing a small business.

**Summary of Learning Outcomes**

1. Develop entrepreneurial culture
2. Identify entrepreneurial opportunities
3. Start a small business
4. Operate a small business
5. Grow a small business

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Develop entrepreneurial culture
 | * Definition of entrepreneur
* Importance of entrepreneurship
* Common terminologies in entrepreneurship
* Entrepreneurship and employment creation
* Formal and informal employment
* Habits that promote entrepreneurial development
* Cultural factors that inhibit entrepreneurship
 | * Individual/group assignments
* Written tests
* Oral
 |
| 1. Identify entrepreneurial opportunities
 | * Types, characteristics, qualities & role of entrepreneurs
* SWOT analysis
* Generating Business ideas
* Business opportunities
* Evaluation of business opportunities
 | * Individual/group assignments
* Written tests
* Oral questioning
* Oral presentation
 |
| 1. Start a small business
 | * Factors to consider when starting a small business
* Legal requirement for starting a small business
* Procedure of starting a small business
* The dos and don’ts of starting a small business
* Challenges faced when starting a small business and mitigating factors
* Launch of a small business
 | * Oral questioning
* Individual/group assignments
* Written tests
 |
| 1. Operate a small business
 | * Organizational structure of a small business
* Managing small business finances
* Book keeping
* Business support services
* Marketing for small businesses
* Basic IT application in small business
 | * Individual/group assignments
* Written tests
 |
| 1. Grow a small business
 | * Methods of growing/expanding a small business
* Resources for growing small business
* Small business growth plan
* ICT and business growth
 | * Individual/group assignments
* Written tests
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* assignments
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan template
* Laptop/ desktop computer
* Internet
* Telephone
* Writing materials

**EMPLOYABILITY SKILLS**

**UNIT CODE:** COD/CU/SW/BC/05/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Accountability and responsibility
* Good work habits
* Self-awareness
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Interpersonal communication
* Sharing information
* Resources utilization
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Personal training needs identification and assessment
* Cultural aspects of work
* Application of learning
* Safe use of technology
* Identifying opportunities
* Workplace innovation
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Values and beliefs
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

**ENVIRONMENTAL LITERACY**

**UNIT CODE**: COD/CU/SW/BC/06/3/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution and demonstrating sustainable resource use.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  **Content** | **Methods of Assessment** |
| 1. Control environmental hazard
 | * Environmental Management and Coordination Act 1999
* Solid Waste Act
* Storage of environmentally hazardous materials
* Disposal of hazardous wastes
* Types and uses of PPEs in line with environmental regulations
* Occupational Safety and Health Act 2007
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental pollution
 | * Types of pollution
* Environmental pollution control and management
* Procedures for waste management
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Demonstrate sustainable use of resource
 | * Types of resources
* Sustainable resource use and management
* Principles of 3Rs (Reduce, Reuse, Recycle)
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instruction**

* Instructor led facilitation theory
* Discussion
* Demonstration by trainer
* Assignments
* Field trip

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Solid Waste Act
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** COD/CU/SW/BC/07/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate safety and health practices

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to practice and promote safety and health at work. It entails preparing to practice safety and health at work and complying and promoting compliance of workers to organization’s occupational safety and health instructions and requirements.

**Summary of Learning Outcomes**

1. Prepare to apply workplace safety and health practices
2. Compliance with occupational safety and health Act

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Prepare to apply workplace safety and health practices
 | * Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations
* Benefits of implementing an occupational safety and health program
* Safety requirements/ regulations of own work and of other workers
* Workplace standards and procedures for incidents and emergencies
* Prevention and Control Measures for accidents, injuries and sickness
 | * Oral tests
* Written questions
* Observation of work procedures
 |
| 2. Compliance with occupational safety and health Act | * Safety instructions and safety signs
* Safe handling of tools, equipment and materials
* Use of safe guards and safety devices
* Reporting of hazards, incidents, injuries and sickness in the workplace
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Occupational safety and health standards
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Client/supplier instructions
* Organizational or external personnel
* Machine/equipment manufacturer’s specifications and instructions
* Quality standards

# CORE UNITS OF LEARNING

# MANAGEMENT OF PROJECT RESOURCES

**UNIT CODE**: COD/CU/SW/CR/01/03/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage project resources

**Duration of Unit**: 20 Hours

**UNIT DESCRIPTION**:

This unit describes the competencies required to manage project resources. It involves identifying project resources, mobilization of resources, tracking available resources and documenting community resource and management.

**Summary of Learning Outcomes**

1. Identify project resources
2. Track available resources
3. Mobilization of resources
4. Documentation of community resources and management

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify project resources
 | * Meaning of community
* Meaning of project
* Characteristics and types of community projects
* Meaning of community resources and community needs.
* Types of community resources
* Content of a community resource register
* Types of community needs
* Process of identifying community needs
* Importance of community resources
* Tools used in community resource identification (questionnaires, interview guides, observation)
* Formulation of resource assessment tools
* Advantages and disadvantages of each assessment tool
 | * Observation
* Written tests
* Assignments
* Supervised exercise
* Oral questions
 |
| 1. Resources Mobilization
 | * Definition of mobilization
* Levels of resources mobilization
* Documentation methods of resources available
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Oral questions
 |
| 1. Track available resources
 | * Importance of a community resource committee
* Identification of a resource mapping team
* Mapping exercise
* Components of a community resource register
* Resource tracking work plan
* Implementation of a work plan to monitor community resources
* Establishment of a reporting mechanism on community resources
* Compare available resources with the project resources
* Identification of project resource gaps
* Data collection
* Report compilation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Oral questions
 |
| 1. Document community resources and management
 | * Components of a documentation plan for community resource
* Methods and procedures of documenting good practices
* Documentation tools
* Characteristics of good practices
* Ways of sharing good practices and success stories
* Storing of documents
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Fully equipped functional model office
* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Stationery

#  COMMUNITY AWARENESS

**UNIT CODE**: COD/CU/SW/CR/02/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: carry out community awareness activities

**Duration of Unit**: 40 Hours

**UNIT DESCRIPTION**

This unit covers the competencies required to carry out community awareness activities. It involves; identifying resources required, carrying out community mobilization, carrying out community awareness activities, carrying out social policy sensitization, preparing for social research and applying social research tools.

**Summary of learning outcomes**

1. Identify resources required
2. Carry out community mobilization
3. Carry out community awareness activities
4. Carry out social policy sensitization
5. Prepare for social research
6. Apply social research tools

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Methods of Assessment** |
| 1. Identify resources required
 | * Process of identifying targeting audience
* Factors to consider when planning for community meetings
* Resource
* Methods of reporting community awareness activities
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carry out community mobilization
 | * Community mapping
* Target group based on the community mapping
* Community mobilization plan
* Implementation of community mobilization plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carry out community awareness activities
 | * Importance of a community awareness plan
* Importance and formulation of community awareness programme objectives
* Importance of community participation in awareness programmes
* Community stakeholders meetings on programme formulation
* Documentation of community awareness activities
* Communication channels in community awareness activities
* Feedback in community awareness activities
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carry out social policy sensitization
 | * Social policy community sensitization objectives
* Resources for social policy sensitization plan
* Time allocation for planned sensitization activities
* Stakeholders in social policy sensitization
* Sensitization planning meetings
* Implementation of social policy sensitization activities
* Documentation tools and procedures
* Storage of documents
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Prepare for social research
 | * Meaning and importance of social research
* Social research methods
* Identification of research problem
* Scope of study
* Research objectives
* Research timelines
* Identification of target population
* Sample size
* Research budget
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Apply social research tools
 | * Identification and design of the data collection tools
* Piloting, testing and validation of data collection tools
* Methods of data collection
* Types of data
* Administration of data collection tools
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons
* Project work

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Stationery
* Legal instruments (Constitution, County development plans, various Acts)

#  HOME BASED CARE AND CHILD WELFARE SUPPORT

**UNIT CODE**: COD/CU/SW/CR/03/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: perform home based care and child welfare support.

**Duration of the Unit**: 50 Hours

**UNIT DESCRIPTION**

This unit covers competencies required to perform home based care and child welfare support. It involves; identifying and assessing community and individual needs, implementing a care plan, monitoring, recommending referral, documenting home based care and support activities, creating awareness on child protection and documenting child abuse cases and carrying out reporting.

**Summary of Learning Outcomes**

1. Identify and assess community and individual needs
2. Implement a care plan,
3. Monitor, recommend referral and document home based care and support activities
4. Create awareness on child protection
5. Document child abuse cases and carry out reporting

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Methods of Assessment** |
| 1. Identify and assess community and individual needs
 | * Meaning importance of home based case and support
* Practice of home based care
* Community leadership structures
* Introductory community meetings
* Planning and review meetings
* Targeting of beneficiaries
* Home based care issues
* Principles and guidelines of home based care
* Tools to identify and assess community and individual needs
* Importance of home based care needs assessment for various categories of needs and issues
* Dissemination of report findings to relevant stakeholder
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Implement a care plan,
 | * Formation and importance of an assessment team
* Identification and engagement of community partners
* Assessment tools and procedures in identifying health priorities
* Development of individual care plan
* Allocation of resources for community and individual care plan
* Community mobilisation in support of home based care
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Monitor, recommend referral and document home based care and support activities
 | * Ethical issues in home based care and support
* Approaches and importance of personal therapy
* Identification of client’s and community performance indicators
* Monitoring and review of the indicators of a care plan
* Tracking and analysing of client’s performance indicators
* Preparation of the clients individual and community home based care report
* Identification of referral cases
* Procedure of recommending referral cases
* Documentation tools
* Documentation plan for home based care and support activities
* Implementation of the documentation plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Create awareness on child protection
 | * Meaning and importance of child welfare networks
* Child protection stakeholders
* Child protection stakeholders directory
* Referral and reporting mechanism in child protection
* Management and coordination of child protection networks
* Planning and review meetings in child protection
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Document child abuse cases and carry out reporting
 | * Management of various forms of child abuse
* A child protection prevention and response plan
* Child protection policy/ child protection behaviour protocols
* Child abuses protection programme
* Child abuses response programme
* Resource mobilisation strategies for child protection programmes
* Monitoring and evaluation framework for child protection programmes
* Documentation plan for child welfare activities
* Documentation procedures for child welfare activities
* Documentation tools
* Report content for child abuse cases
* Implementation of the documentation plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Aprons
* Gum boots
* Gloves
* Operational office
* Fully operational residential institution
* First aid kit
* Legal documents on home based care
* Personnel

# MANAGEMENT OF COMMUNITY-BASED GROUPS

**UNIT CODE**: COD/CU/SW/CR/04/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: manage community-based groups.

**Duration of Unit**: 45 Hours

**UNIT DESCRIPTION**

This unit cover the competencies required to manage community -based groups. It involves;Carrying out group activities**,** identifying community conflict issues**,** supporting and documenting conflict resolution processandmonitoring and documenting conflict management and group activities**.**

**Summary of learning Outcomes**

1. Mobilize community target group
2. Carryout group activities
3. Identify community conflict issues
4. Support and document conflict resolution process
5. Monitor and document conflict management and group activities

**Learning Outcomes, content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Mobilize community target group
 | * Meaning and importance of community groups
* Formulation and implementation of a mobilization plan
* Community influencers
* Engagement meetings with community influencers/leaders
* Types of groups
* Group dynamics
* Introductory meetings with relevant stakeholders
* Assessment plan and tools for target group identification including gender and inclusivity assessment
* Administration of assessment tools
* Dissemination of assessment report findings
* Registration of group members
* Establishment of group guidelines
* Registration of a group
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carryout group activities
 | * Resource mobilization and allocation for group activities
* Implementation of the group activity plan
* Importance and structure of group meetings
* Logistical planning for community group meetings
* Conduct of group meetings
* Group meeting minutes
* Sharing of minutes
* Progress management reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Identify community conflict issues
 | * Meaning and importance of conflict
* Types of conflicts
* Causes of conflict
* Characteristics of conflicts
* Conflict identification methods
* Assessment tools on causes of conflict
* Administration of assessment tools
* Findings and report writing
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Support and document conflict resolution process
 | * Group leadership positions in conflict resolution
* Role specification for office bearers and tenure of office
* Conduct of group elections
* Qualities of effective leaders
* Operationalization and coordination conflict group
* Conflict resolution techniques
* Importance of conflict resolution
* Stakeholders for planning the conflict resolution programme
* Conflict resolution programme
* Resource allocation for planned activities
* Implementation of the conflict resolution programme
* Documentation methods and procedures
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Monitor and document conflict management and group activities
 | * Types of monitoring tools used in conflict management
* Advantages and disadvantages of monitoring tools
* Implementation of monitoring tools
* Criteria of reviewing conflict resolution measures/peace building programmes
* Documentation plan for conflict and group activities management
* Documentation tools used in conflict resolution
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Reference materials
* Minutes of group
* Group constitution
* Meeting attendance sheet
* Notebooks
* Pens