

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**CHILD PROTECTION**

**KNQF LEVEL 5**

**ISCED PROGRAMME CODE:** **0922554A**

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# FOREWORD

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet 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 in Kenya (Sessional Paper No. 14 of 2012). 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 the mode of delivery allow 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. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the ………………… Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATIONMINISTRY OF EDUCATION**

# PREFACE

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

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development 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 the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

# ACKNOWLEDGEMENT

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 were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the …………. National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the …………. sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the ……………… Sector acquire competencies to perform their work more efficiently and effectively.

# TABLE OF CONTENTS

[FOREWORD ii](#_Toc197158566)

[PREFACE iii](#_Toc197158567)

[ACKNOWLEDGEMENT iv](#_Toc197158568)

[TABLE OF CONTENTS v](#_Toc197158569)

[ABBREVIATIONS AND ACRONYMS vi](#_Toc197158570)

[KEY TO ISCED UNIT CODE vii](#_Toc197158571)

[COURSE OVERVIEW viii](#_Toc197158572)

[MODULAR UNIT SUMMURY viii](#_Toc197158573)

[MODULE I 11](#_Toc197158574)

[COMMUNICATION SKILLS IN CHILD PROTECTION 12](#_Toc197158575)

[CHILD RIGHTS ADVOCACY 15](#_Toc197158576)

[COMMUNITY-BASED CHILD PROTECTION STRATEGIES 22](#_Toc197158577)

[PSYCHO-SOCIAL SUPPORT 26](#_Toc197158578)

[MODULE II 29](#_Toc197158579)

[DIGITAL LITERACY IN CHILD PROTECTION 30](#_Toc197158580)

[WORK ETHICS IN CHILD PROTECTION 41](#_Toc197158581)

[CHILD WELFARE PROGRAMS 46](#_Toc197158582)

[ENFORCEMENT OF CHILD RIGHTS POLICIES 53](#_Toc197158583)

[MODULE III 57](#_Toc197158584)

[ENTREPRENEURIAL SKILLS IN CHILD PROTECTION 58](#_Toc197158585)

[CHILD PROTECTION INTERVENTIONS 63](#_Toc197158586)

[CHILD CASE MANAGEMENT 71](#_Toc197158587)

# ABBREVIATIONS AND ACRONYMS

CBETA - Competency Based Education, Training and Assessment

CBET - Competency Based Education and Training

CPU - Central Processing Unit

ICT - Information Communication Technology

ISCED - International Standard Classification of Education

KCPE - Kenya Certificate of Primary Education

KCSE - Kenya Certificate of secondary Education

KNQA - Kenya National Qualifications Authority

KNQF - Kenya National Qualifications Authority

OSHA - Occupation Safety and Health Act

OSHS - Occupation Safety and Health Standards

TVET - Technical and Vocational Education and Training

TVETA - Technical and Vocational Education and Training Authority.

# KEY TO ISCED UNIT CODE



# COURSE OVERVIEW

Child Protection level 5 qualification consists of competencies that a person must have to discharge Child Protection works and contributes towards meeting Child rights policy requirements. It involves managing child welfare programmes, carrying out community-based child protection strategies, coordinating child rights policy enforcement, carrying out case management and providing psycho-social support.

The units of learning leading to Child Protection Officer Level 5 qualification include the following basic and core units of learning:

## MODULAR UNIT SUMMURY

**Summary of Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| **MODULE I** | | | |
| **0922 554 01A** | Communication Skills in child protection | 40 | 4 |
| 0922 541 06A | Child rights advocacy | 160 | 16 |
| **0922 554 02A** | Community-Based Child  Protection Strategies | 120 | 12 |
| **0922 554 03A** | Psycho-Social Support | 160 | 16 |
| **TOTAL** | | **480** | 48 |
| **MODULE II** | | | |
| **0922 554 04A** | Digital literacy in child  protection | 40 | 4 |
| **0922 554 07A** | Work Ethics in child  protection | 40 | 4 |
| **0922 554 05A** | Management of Child  Welfare Programmes | 160 | 16 |
| **0922 554 06A** | Child Rights Enforcement | 110 | 11 |
| **TOTAL** | | **350** | **35** |
| **MODULE III** | | | |
| 0413 541 08A | Entrepreneurial Skills in child protection | 40 | 4 |
| 0922 541 02A | Child protection interventions | 160 | 16 |
| **0922 554 09A** | Case Management | 160 | 16 |
| **TOTAL** | | **360** | 36 |
| **Sub Total** | | **1190** | **119** |
| **Industry Training** | | **480** | **48** |
| **GRAND TOTAL** | | **1670** | **167** |

**Entry Requirements**

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

a) Kenya Certificate of Secondary Education (KCSE) mean grade D (plain)

Or

1. Related level 4 certificate **or**
2. Equivalent KNQF level 4 qualification as determined by relevant TVETA

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Possession of a higher qualification than Child Protection Level 6 or in related trade area; and
2. Licensed by TVETA.

**Industrial Attachment**

An individual enrolled in this course will be required to undergo Industrial attachment for a minimum period of 480 hours in a counselling sector.

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment, all performance criteria shall be assessed based on performance criteria weighting.
2. Summative assessment shall focus more on critical aspects of the Unit of competency.
3. During summative assessment, basic and common units shall be integrated or assessed concurrently with the core units.
4. Formative and summative assessment weights shall constitute 60% and 40% of the overall score, respectively.
5. Theoretical and practical weighting for each unit of learning shall be as follows:
6. 30:70 for units in module I and, module II module III

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

1. Obtained at least 40% in theory assessment in formative and summative assessments.
2. Obtained at least 50% in practical assessment in formative and summative assessment where applicable.
3. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
4. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/Irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the Kenya National TVET Certificate in Child Protection Level 5, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates shall be issued by QAI

# MODULE I

## COMMUNICATION SKILLS IN CHILD PROTECTION

**UNIT CODE: 0031 541 01A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Apply communication skills in child protection.

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to apply communication skills. It involves applying communication channels, written, non-verbal, oral, and group communication skills.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply communication channels. | 10 |
| 2. | Apply written communication skills. | 12 |
| 3. | Apply non-verbal skills. | 04 |
| 4. | Apply oral communication skills. | 04 |
| 5. | Apply group communication skills. | 10 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply communication channels | * 1. Communication process   2. Principles of effective communication   3. Channels/medium/modes of communication   4. Factors to consider when selecting a channel of communication   5. Barriers to effective communication   6. Flow/patterns of communication   7. Sources of information   8. Organizational policies | * Oral questions * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply written communication skills | 2.1 Types of written communication  2.2 Elements of communication  2.3 Organization requirements for written communication | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply non-verbal communication skills | * 1. communication techniques   3.1.1. Utilize body language and   * + 1. gestures     2. Apply body posture   3.2 Apply workplace dressing code | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply oral communication skills | 4.1 Identification of communication needs   * 1. Dynamics of groups   4.2.1 Styles of group leadership   * 1. Presentation of information   2. Encouraging group members participation   4.4 Evaluating group communication strategies | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply group discussion skills | * 1. Group communication strategies   5.1.1. Establishing rapport  5.1.2. Facilitating resolution of issues  5.1.3. Developing action plans  5.2 Group organization techniques  5.3 Turn-taking techniques   * 1. Conflict resolution techniques   5.4.1. Team-work | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment |

**Suggested Methods of Delivery**

1. Discussion
2. Roleplaying
3. Simulation
4. Direct instruction
5. Demonstration
6. Field trips

**Recommended Resources for 25 Trainees**

|  |  |  |
| --- | --- | --- |
| **General Resources** | **Tools and Equipment** | **Materials and Supplies** |
| 1. 25 Desktop computers/laptops | Mobile phones | Flashcards |
| 1. Internet connection |  | Flip charts |
| 1. 1 Projector 2. 1 Printer |  | 2 packets of assorted colours of whiteboard marker pens |
| 1. 1 Whiteboard |  | Printing papers |
| 1. Report writing templates |  |  |

## CHILD RIGHTS ADVOCACY

**UNIT CODE: 0922 541 09A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Carry out child rights advocacy

**Duration of Unit:**  160 hours

**Unit Description**

This unit describes the competencies required to carry out child rights advocacy. It involves conducting child rights problem analysis, developing child rights advocacy plan, implementing child rights advocacy plan and reviewing child rights advocacy outcomes.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Conduct child rights problem analysis | 45 |
| 2. | Develop child rights advocacy plan | 45 |
| 3. | Implement child rights advocacy plan | 35 |
| 4. | Review child rights advocacy outcomes. | 35 |
| **Total** | | **160** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| Conduct child rights problem analysis | * 1. Introduction to Child Rights      1. Overview of child rights and advocacy      2. The role of problem analysis in child rights advocacy      3. Key concepts and terminology      4. The four pillars of child rights * Survival * Development * Protection * Participation   + 1. Child Rights Advocacy Problem Analysis Tools Development * Types of problem analysis tools (e.g., surveys, questionnaires interviews, focus groups) * Sources of data * Best practices for designing effective tools   1. Administering Child Rights Advocacy Problem Analysis Tools      1. Procedures for tool administration      2. Ethical considerations and ensuring validity      3. Techniques for effective data collection   2. Data analysis      1. Definition of terms      2. Importance of data analysis      3. Types of data      4. Data analysis methods and techniques      5. Interpreting quantitative and qualitative data      6. Using data to identify child rights advocacy needs   3. Child rightsadvocacy needs identification      1. Definition of terms      2. Techniques for needs assessment      3. Importance of needs assessment      4. Linking data analysis results to advocacy needs      5. Challenges in child needs assessment      6. Factors to consider in child needs assessment   4. Preparation and Dissemination the Child Rights Problem Analysis Report      1. Definition of terms      2. Report writing techniques      3. Components of the report: * Introduction, * methods, * findings, * recommendations   + 1. Qualities of a good report     2. Report Dissemination strategies | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| Develop child rights advocacy plan | * 1. Stakeholders’ engagement      1. Techniques for mapping and identifying stakeholders: * community leaders * policymakers * child welfare organizations * Families.   + 1. Stakeholder Engagement Strategies: * Meetings * Consultations * community forums   + 1. Roles and Responsibilities allocation     2. Developing a Stakeholder Engagement Plan: * engagement goals * timelines * Expected outcomes.   + 1. Monitoring and Evaluation of Engagement   1. Formation of Child Rights Campaign Committee      1. Committee Structure and Roles      2. Selection Criteria for Committee Members      3. Establishing Committee Objectives      4. Developing Internal Communication Protocols   2. child rights advocacy resource mobilization      1. Types of resources needed for advocacy      2. Techniques for securing support from within the organization and from external donors      3. Resource Mobilization Plan      4. Developing and managing a budget      5. Tracking and Reporting on Resource Utilization   3. Developing Advocacy Messages      1. Audience Segmentation      2. Developing Key Messages * Child rights are human rights * Nothing for us without us * Children are our future * You are because we are * Spot it stop it   + 1. Language and Tone Considerations     2. Testing and Refining Messages   1. Child Rights Advocacy Communication Channels      1. Identifying Appropriate Communication Channels   ● Social media  ● Electronic media  ● Mainstream media  ● Branding  ● Banners  ● Print media   * + 1. Timing and Frequency of Communication     2. Monitoring Channel Effectiveness | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| Implement child rights advocacy plan | * 1. Reaching out to Target Audience      1. Defining Target Audience Segments   + Policymakers   + Parents   + Teachers   + Youth     1. Message Delivery Techniques   + Digital marketing   + public forums   + workshops   + School programs.     1. Techniques for monitoring the reach and engagement of advocacy efforts     2. Methods to gather feedback from the audience   1. Resources Utilization as per the Child Rights Advocacy Plan      1. Techniques for distributing resources      2. Methods of Documentation of Resource Use   2. Strengthening Child Rights Structures      1. Child rights structures * National council for children services * Children advisory committee * Children court users committee * Child protection volunteers * Community health volunteers * Probation community volunteers * Child protection teams * Throughcare committee   + 1. Strategies for Building Capacity within Structures     2. Techniques for promoting cooperation | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| Review child rights advocacy outcomes. | * 1. Consultative Review Meetings      1. Importance of consultative meetings      2. Steps involved in Planning Review Meeting      3. Meeting Facilitation Skills   2. Carry Out Child Referrals as per Organization Procedures      1. Definition of terms      2. importance of child referrals in advocacy      3. Types of services and support for referrals * Health * Education * protection   + 1. Referral Procedures     2. Importance of Monitoring     3. effectiveness of referral services   1. Report writing and Dissemination      1. Report Writing Skills      2. Components of advocacy report      3. Report Dissemination Strategies | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |

**Suggested Methods of Instruction**

* Direct Instruction
* Demonstration
* Role-Playing and Simulations
* Case Study Analysis
* Field observation
* Group Discussion

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
| 1. | **Instructional Guides and Manuals** | * Survey and Feedback Tools * Sample Advocacy Campaign Case Studies * Case Studies on Child Rights Structures * Example Budget and Resource Plans | 5 pcs | 1:5 |
| 2. | Computers |  | 12pc | 1:2 |
| 3. | **Field Visit Arrangement** |  | adequate |  |

## COMMUNITY-BASED CHILD PROTECTION STRATEGIES

**UNIT CODE:** **0922 554 02A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: carry out community-based child protection strategies

**Duration of Unit:** 120 hours

**Unit description:**

This unit specifies the competencies required to carry out community-based child protection strategies. It involves identifying child protection strategies, maintaining child protection networks, identifying child abuse indicators and conducting child protection strategies. It also entails the evaluating child protection strategies.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Identify child protection strategies | 24 |
| 2. | Maintain child protection networks | 24 |
| 3. | Identify child abuse indicators | 24 |
| 4. | Conduct child protection strategies training, Advocacy | 24 |
| 5. | Evaluate child protection strategies | 24 |
| **Total** | | **120** |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Outcome** | | **Content** | | **Methods of Assessment** | |
| 1 Identify child protection strategies | | * 1. ***Child protection policies*** are developed as per the organisation guidelines   2. Community child protection structures are established   3. Assessment of existing child protection structures is conducted   4. Child protection barriers are established   5. Mapping and profiling of children in especially difficult circumstances is carried out   6. Preparation of caseworks Enforcement ofchild abuse prevention guidelines is carried out   7. Preparation of community action plan is carried out per organization procedures | | * Written tests * Observation * Oral questioning * Third party report | |
| 2 Maintain child protection networks | | * 1. Stakeholders in child protection is established   2. Mobilization of stakeholders in child protection is done   3. Child protection services are provided   4. Synchronization of child protection services is done   5. Child protection resources are provided   6. Formation of linkages and collaborations is carried out | | * Written tests * Observation * Oral questions * Third party report | |
| 3 | Identify child abuse indicators | 3.1.  3.2.  3.3.  3.4. | Immediate ***needs assessment*** in child protection is carried out  Preparation of a treatment/care plan is carried out  Rescue and placement of children in need of care and protection is done  Referrals and linkages are established | •  •  •  • | Written tests  Observation  Oral questioning  Third party report |
| 4 | Conduct child protection strategies training, Advocacy | 4.1. | Identification of training materials and equipment is done  4.2. Mobilization of stakeholders is carried out  4.3. Conducting training is done  4.4. Advocacy campaigns on child protection is done  4.5. Referrals and linkage are carried out  4.6. Community awareness and sensitization is carried out   * Children assemblies * Child right clubs   4.8. Reports are done   * Preparation * Sharing | •  •  •  • | Written tests  Observation  Oral questioning  Third party report |
| 5 | Evaluate child protection strategies | 5.1. | Monitoring, evaluation and  reporting tools are organised  5.3. Data collection, organization and sharing is carried out  5.4. Recommendations are done   * Preparations * Sharing | •  •  •  • | Written tests  Observation  Oral questioning  Third party report |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Case studies
* Field trips/site visits
* Group discussions
* Demonstration by trainer
* Practice by the trainee
* Computer aided learning

**List of Recommended Resources:**

* Computers
* Standard manuals/SOPs
* Projectors
* Flip charts
* Internet
* Relevant videos

## PSYCHO-SOCIAL SUPPORT

**UNIT CODE: 0922 541 03A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Provide psycho-social support

**Duration of Unit:**  160 hours

**Unit Description**

This unit covers the competencies required to provide psychosocial support. It involves assessing client’s psycho-social support needs, developing psycho-social support plan, implementing psycho-social support plan, evaluating psycho-social support activities and documenting psychosocial support activities.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Assess client’s psycho-social needs | 45 |
| 2. | Develop psychosocial support plan | 40 |
| 3. | Implement Psychosocial support plan | 40 |
| 4. | Evaluate psychosocial support outcome | 30 |
| 5. | Document Psychosocial support activities | 05 |
| **Total** | | **160** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + - * 1. Assess client’s psycho-social needs | * 1. Meaning and importance of psychosocial support   2. Basic Counselling skills   3. Theories   + Behavioural   + Humanistic   1. Psychosocial support process   2. Intake Session   3. Psychosocial assessment tools   4. Psychosocial support ethical conduct   5. Psychosocial diagnosis   6. Psychosocial diagnosis report | * Case studies * Observation * Written Assessments * Assignments * Simulations * Supervised Exercises |
| 1. Develop psychosocial support plan | * 1. Psychosocial support setting   2. Psychosocial support contract   3. Counsellor-Client working relationship   4. Psychosocial support objectives   5. Psychosocial support interventions | * Practical assessment * Oral questioning * Written tests * Portfolio of evidence * Interviews * Case study |
| 1. Implement Psychosocial support plan | * 1. Psychosocial support session notes   2. Orientation to psychosocial support action plan   3. Psychosocial support sessions and intervention plan   4. Supportive environment based on Psychosocial Support Guiding principle | * Case studies * Written Assessments * Assignments * Simulations * Supervised Exercises |
| 1. Evaluate psychosocial support outcome | * 1. Preparation of Psychosocial support evaluation tools   2. Administration of Psychosocial support evaluation tools   3. Review of Psychosocial support progress   4. Termination of psychosocial support process | * Case studies * Observation * Written Assessments * Assignments * Simulations * Supervised Exercises |
| 1. Document Psychosocial support activities | * 1. Identification of documentation procedures as per organisation policy   2. Preparation of documentation report as per organisation policy   3. Carrying out documentation as per organisation policy | * Case studies * Observation * Written Assessments * Assignments * Simulations * Supervised Exercises |

**Suggested Methods of Instruction**

* Direct Instruction
* Demonstration
* Practical
* Projects
* Group Discussion

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
| 1. | Booking sheets |  | 25pcs | 1:1 |
| 2 | Internet connection |  | adequate |  |
| 3 | Stationary |  | adequate |  |
| 4. | Computers |  | 12pcs | 1:2 |

# MODULE II

## DIGITAL LITERACY IN CHILD PROTECTION

**UNIT CODE: 0611 551 04A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Digital Literacy

**Duration of Unit:** 40 Hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration, applying cyber security skills, and performing jobs online. It also involves applying job entry techniques.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Operate computer devices | 06 |
| 2. | Solve tasks using Office suite | 14 |
| 3. | Manage Data and Information | 04 |
| 4. | Perform Online Communication and Collaboration | 04 |
| 5. | Apply Cybersecurity Skills | 04 |
| 6. | Perform Online Jobs | 04 |
| 7. | Apply job entry techniques. | 04 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Operate computer devices | 1.1 Introduction to digital literacy  1.1.1 Meaning and importance of digital literacy  1.1.2 Functions and Uses of Computers   * + 1. Classification of computers   1.1.4 Components of a computer system  1.2 Computer Hardware   * + The System Unit E.g. Motherboard, CPU, casing   + Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.   + Output Devices e.g. hardcopy output and softcopy output   + Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives   + Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.   1.3 Classification of computer software  1.3.1 Operating system functions  1.4 Procedure for turning/off a computer  1.5 Mouse use techniques  1.6 Keyboard Parts and Use Techniques  1.7 Desktop Customization  File and Files Management using an operating system  1.8 Computer Internet Connection Options   * + Mobile Networks/Data Plans   + Wireless Hotspots   + Cabled (Ethernet/Fiber)   + Dial-Up   + Satellite   1.9 Computer external devices management   * Device connections * Device controls (volume controls and display properties) | * Observation * Written assessment * Oral assessment * Practical assessment |
| 1. Solve tasks using Office suite | 2.1 Word Processing   * Meaning and Importance of Word Processing * Examples of Word Processors   2.2 Working with word documents   * + Open and close word processor   + Create a new document   + Save a document   + Switch between open documents * Enhancing productivity   + Set basic options/preferences   + Help resources   + Use magnification/zoom tools   + Display, hide built-in tool bar   + Using navigation tools * Typing Text * 2.3 Document editing (copy, cut, paste commands, spelling and Grammar check) * 2.4 Document formatting   + Formatting text   + Formatting paragraph   + Formatting styles   + Alignment   + Creating tables   + Formatting tables * Graphical objects   + Insert object (picture, drawn object)   + Select an object   + Edit an object   + Format an object   2.5 Document Print setup   * + Page layout,   + Margins set up   + Orientation. * Word Document Printing * Meaning & Importance of electronic spreadsheets * Components of Spreadsheets * Application areas of spreadsheets * Using spreadsheet application   + Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter,row number, Quick Access Toolbar.   + Cell Data Types   + Block operations   + Arithmetic operators (formula bar (-, +, \*, /).   + Cell Referencing * Data Manipulation   + Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)   + Using Formulae   + Sorting data   + Filtering data   + Visual representation using charts * Worksheet printing * Electronic Presentations * Meaning and Importance of electronic presentations * Examples of Presentation Software * Using the electronic presentation application   + Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).   + Open and close presentations   + Creating Slides (Insert new slides, duplicate, or reuse slides.)   + Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).   + Use magnification/zoom tools   + Apply or change a theme.   + Save a presentations   + Switch between open presentations   2.6 Developing a presentation   * + Presentation views   + Slides   + Master slide * Text   + Editing text   + Formatting   + Tables * Charts   + Using charts   + Organization charts * Graphical objects   + Insert, manipulate   + Drawings * Prepare outputs   + Applying slide effects and transitions   + Check and deliver     - Spell check a presentation     - Slide orientation     - Slide shows, navigation * Print presentations (slides and handouts) | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Manage Data and Information | 3.1 Internet services   * Meaning of Data and information * Importance and Uses of data and information * Types of internet services   + Communication Services   + Information Retrieval Services   + File Transfer   + World Wide Web Services   + Web Services   + Automatic Network Address Configuration   + News Group   + Ecommerce   3.2 Types of Internet Access Applications  3.3 Web browsing concepts   * + Key concepts   + Security and safety * Web browsing   + Using the web browser   + Tools and settings   + Clearing Cache and cookies   + URIs   + Bookmarks   + Web outputs * Web based information   + Search   + Critical evaluation of information   + Copyright, data protection   3.4 Downloads Management  3.5 Performing Digital Data Backup (Online and Offline)   * Emerging issues in internet | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform online communication and collaboration | 4.1 Netiquette principles   * Communication concepts   + Online communities   + Communication tools   + Email concepts   4.2 Using email   * + Sending email   + Receiving email   + Tools and settings   + Organizing email   4.3 Digital content copyright and licenses  4.4 Online collaboration tools   * + Online Storage (Google Drive)   + Online productivity applications (Google Docs & Forms)   + Online meetings (Google Meet/Zoom)   + Online learning environments   + Online calendars (Google Calendars)   + Social networks (Facebook/Twitter - Settings & Privacy) * Preparation for online collaboration   + Common setup features   + Setup * Mobile collaboration   + Key concepts   + Using mobile devices   + Applications * Synchronization | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Apply cybersecurity skills | 5.1 Data protection and privacy   * + Confidentiality of data/information   + Integrity of data/information   + Availability of data/information   5.2 Internet security threats   * + Malware attacks   + Social engineering attacks   + Distributed denial of service (DDoS)   + Man-in-the-middle attack (MitM)   + Password attacks   + IoT Attacks   + [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks)   + [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware)   5.3 Computer threats and crimes  5.4 Cybersecurity control measures   * + Physical Controls   + Technical/Logical Controls (Passwords, PINs, Biometrics)   + Operational Controls * Laws governing protection of ICT in Kenya   + The Computer Misuse and Cybercrimes Act No. 5 of 2018 * The Data Protection Act No. 24 Of 2019 | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform Online Jobs | 6.1 Online job platforms   * Introduction to online working * Types of online Jobs * Online job platforms   + Remotask   + Data annotation tech   + Cloud worker   + Upwork   + Oneforma   + Appen   6.2 Online account and profile management  6.3 Identifying online jobs/job bidding  6.4 Online digital identity  6.5 Online job bidding  6.6 Executing online tasks  6.7 Management of online payment accounts. | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Apply job entry techniques | 7.1 Types of job opportunities   * Self-employment * Service provision * product development * salaried employment * Sources of job opportunities   7.2 Resume/ curriculum vitae   * What is a CV * How long should a CV be * What to include in a AC * Format of CV * How to write a good CV * Don’ts of writing a CV   7.3 Job application letter   * What to include * Addressing a cover letter * Signing off a cover letter * Portfolio of Evidence   7.4 Academic credentials   * Letters of commendations * Certification of participations * Awards and decorations   7.5 Interview skills   * Listening skills * Grooming * Language command * Articulation of issues * Body language * Time management * Honesty * Generally knowledgeable in current affairs and technical area | * Observation * Oral assessment * Portfolio of evidence * Third party report * Written assessment |

**Suggested Methods of Delivery**

* + Instructor-led facilitation using active learning strategies
  + Demonstration by trainer
  + Practical work by trainees
  + Viewing of related videos
  + Group discussions
  + Project
  + Role play
  + Case study

**Recommended Resources for 25 Trainees**

* 25 computers with the following software:
  + Windows/Linux/Macintosh Operating System
  + Microsoft Office Software
  + Google Workspace Account
  + Antivirus Software
* 2 Printers
* Printing Papers
* External storage media
* 1 Projector
* 1 Whiteboard
* 1 Smartboard/Smart TV (Where applicable)
  + Assorted whiteboard markers
  + Internet connection
  + 5 samples of CVs
  + 5 samples of job applications

## WORK ETHICS IN CHILD PROTECTION

**UNIT CODE: 0417 541 07A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply workplace essential skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers competencies required to demonstrate work ethics skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving, and promote customer care.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply Self-Management Skills | 10 |
| 2. | Promote Ethical Practices and Values | 4 |
| 3. | Promote Teamwork | 10 |
| 4. | Maintain Professional and Personal Development | 10 |
| 5. | Apply Problem-Solving Skills | 4 |
| 6. | Promote Client care. | 2 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply self-management skills | * 1. Formulating personal vision, mission, and goals   2. Self-awareness      1. Healthy lifestyle practices      2. Strategies for overcoming work challenges   3. Emotional intelligence      1. Coping with Work Stress.   4. Assertiveness versus aggressiveness and passiveness   5. Developing and maintaining high self-esteem   6. Developing and maintaining positive self-image   7. Time management   8. Setting performance targets      1. Monitoring and evaluating performance targets | 1. Observation 2. Written assessment 3. Oral assessment 4. Third party reports 5. Portfolio of evidence 6. Project 7. Practical |
| 2. Promote ethical work practices and values | 2.1. Integrity  2.2. Core Values, ethics and beliefs   * 1. Patriotism   2. Organizational codes of conduct   2.3 Industry policies and procedures  2.4 Professionalism | 1. Observation 2. Written assessment 3. Oral assessment 4. Third party reports 5. Portfolio of evidence 6. Project 7. Practical |
| 3. Promote Teamwork | * 1. Team formation   3.1.1. Types of teams  ●Small work group  ●Staff in a section/ department  ●Inter-agency group  ●Virtual teams   * 1. Team building      1. Individual responsibilities in a team      2. Determination of team roles and objectives      3. Team parameters and relationships      4. Benefits of teamwork      5. Qualities of a team player      6. Leading a team      7. Team performance and evaluation   3.3. Conflicts and conflict resolution  ●Interpersonal Conflict.  ●Intrapersonal Conflict.  ●Intergroup Conflict.  ●Intragroup Conflict.  3.4. Gender and diversity mainstreaming  3.5. Developing Healthy workplace relationships  3.6. Relationships  ● Man/Woman  ● Trainer/trainee  ● Employee/employer  ● Client/service provider  ● Husband/wife  ● Boy/girl  ● Parent/child  ● Sibling relationships  3.7. Adaptability and flexibility   1. Coaching and mentoring skills | 1. Observation 2. Written assessment 3. Oral assessment 4. Third party reports 5. Portfolio of evidence 6. Project 7. Practical |
| 4 Maintain professional and personal development | 4.1 Personal vs professional development and growth  ●Growth in the job  ●Career mobility  ●Gains and exposure the job gives  ●Net workings  ●Benefits that accrue to the individual as a result of noteworthy performance   1. Avenues for professional growth 2. Recognizing career advancement   4.2 Training and career opportunities  ●Participation in training programs  ●Serving as Resource Persons in conferences and workshops  ●Capacity building   1. Assessing training needs   4.3 Mobilizing training resources  ● Human  ● Financial  ● Technology  4.4 Licenses and certifications for professional growth and development  4.5 Pursuing personal and organizational goals  4.6 Managing work priorities and commitments  4.7 Dynamism and on-the-job learning | 1. Observation 2. Written assessment 3. Oral assessment 4. Third party reports 5. Portfolio of evidence 6. Project 7. Practical |
| 5 Apply Problem-solving skills | 5.1 Causes of problems  5.2 Methods of solving problems  5.2.1 Innovative ways  ● New ideas  ● Original ideas  ● Different ideas  ● Methods/procedures  ● Processes  ● New tools  5.3 Problem-solving process  5.4 Decision making  5.5 Creative thinking and critical thinking process in development of innovative and practical solutions | 1. Observation 2. Written assessment 3. Oral assessment 4. Third party reports 5. Portfolio of evidence 6. Project 7. Practical |
| 1. Promote Clients Care | 6.1 Identifying Clients needs   1. Qualities of good Clients service   6.2 Customer feedback methods  ● Verbal  ● Written  ● Informal  ● Formal  6.3 Resolving Clients concerns   * 1. Clients outreach programs   6.5 Clients retention | 1. Observation 2. Written assessment 3. Oral assessment 4. Third party reports 5. Portfolio of evidence 6. Project 7. Practical |

**Suggested Methods of Delivery**

* Instructor lead facilitation of theory using active learning strategies.
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Case studies
* Assignments

**Recommended Resources for 25 Trainees**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* Projectors

## CHILD WELFARE PROGRAMS

**UNIT CODE: 0922 541 05A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Coordinate child welfare programs

**Duration of Unit:**  160 hours

**Unit Description**

This unit describes the competencies required to coordinate child welfare programs. It involves assessing child welfare needs, developing child welfare intervention plan, implementing child welfare intervention plan and monitoring child welfare intervention.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Assess child welfare needs. | 40 |
| 2. | Develop child welfare intervention plan. | 40 |
| 3. | Implement child welfare intervention plan. | 40 |
| 4. | Monitor child welfare intervention. | 40 |
| **Total** | | **160** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Assess child welfare needs. | * 1. introduction to child welfare      1. Meaning of terms      2. child welfare needs * Shelter * Food * Clothing * emotional * Medical care * Education   + 1. Importance of conducting child welfare needs assessment   1. Types of assessments * Initial * Comprehensive * ongoing   + 1. Types of assessment tools     - Questionnaires     - Interviews     - Observation checklist     1. Reliability and Validity of assessment tools   1. Administrations of child welfare assessment tools      1. **Ethical Considerations in Data Collection**      + Informed consent.      + Confidentiality and privacy.      + Cultural sensitivity and biases      1. **Techniques for Administering Assessment Tools** * Effective communication skills. * Building rapport with children and families. * Adapting techniques for different age groups and contexts.   + 1. **Organizational Guidelines for Data Collection** * Standard operating procedures. * Data security and storage. * Protocols for dealing with sensitive information.   1. Data analysis      1. Definition of terms      2. Importance of data analysis      3. Techniques of data analysis      4. Data Interpretation   2. Identification of Child Welfare Needs      1. Categorizing Identified Needs * Shelter * Food * Clothing * Medical care * Education   + 1. Prioritizing Needs     2. Linking Needs to Services   1.5 Report writing and dissemination   * + 1. Essential components * executive summary * methodology * findings * recommendations   + 1. **Qualities of a good report:** * Clear and concise writing. * Use of visual aids.   + 1. **Dissemination Strategies**     2. Target audience identification.     3. Effective communication channels | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 1. Develop child welfare intervention plan. | * 1. Formulations of objectives      1. Definition and importance of objective      2. SMART Objectives setting      3. Aligning Objectives with Assessment Findings      4. Prioritizing Objectives      5. Interpreting assessment reports.      6. Translating identified needs into actionable objectives.   2. Resources identification      1. Types of resources      2. Budget Management      3. Tracking Resource Use      4. Prioritizing resource allocation      5. Minimizing Waste      6. Child welfare intervention actors   3. Stakeholder Analysis      1. Definition and importance of stakeholders in child welfare.      2. Techniques for conducting a stakeholder mapping and analysis.      3. Roles and Responsibilities in Child Welfare Interventions:      4. Stakeholders’ collaboration Strategies   4. Development of Action plan      1. Components of an Action Plan      2. Activity Scheduling and Timeline Development      3. Risk Management and Contingency Planning      4. Monitoring and evaluation framework | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 3.Implement child welfare intervention plan. | * 1. Linking Clients with relevant service providers   2. Types of service providers   + Health   + Education   + social services     1. Criteria for selecting appropriate providers based on client needs.     2. Referral Processes and Documentation * Steps in the referral process. * Importance of accurate documentation.   + 1. Ethical Considerations in Referrals     2. Follow-Up on Referrals   1. Building Partnerships with Service Providers      1. Forms of partnerships      2. Strategies for establishing and maintaining partnerships.      3. Importance of building partnership   2. Resources utilization      1. Tools for monitoring resource utilization      2. Resource Gaps * Identifying gaps in resource availability. * Strategies for addressing and mitigating gaps.   1. Safety social nets      1. Meaning of safety nets      2. Examples of Social Safety Nets: * financial assistance * housing support * counselling services * Importance of safety nets in child welfare.   + 1. Implementing Safety Net Programs: * Steps to establish safety nets. * Best practices for implementation of safety nets   + 1. Evaluating the Effectiveness of Social Safety Nets: * Criteria for evaluating social safety nets. * Tools and methods for evaluation.   1. Ongoing support      1. Importance of ongoing support      2. Strategies of ongoing support      3. Monitoring Client Progress: * Techniques for tracking client progress. * Tools and methods for regular monitoring.   + 1. Adjusting Intervention Plans Based on Feedback**:** * Using client feedback to refine and adjust intervention plans. * Importance of flexibility and responsiveness in interventions. | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 4. Monitor and review child welfare intervention. | * 1. Conducting Consultative meetings      1. Purpose and Importance of Review Meetings      2. Agenda Setting and Preparation      3. Stakeholder Participation      4. Documentation of Meeting Minutes      5. Follow-Up on Meeting Outcomes   2. Child welfare program closure      1. Criteria for Program Closure      2. Steps in the Closure Process      3. Transition and Aftercare Plans      4. Evaluating Program Success      5. Documentation & Reporting   3. Referrals      1. Importance of Referrals in Child Welfare      2. Criteria for making effective referrals.      3. Follow-Up on Referrals      4. Referral documentation      5. Building and Maintaining Referral Networks   4. Child welfare intervention report      1. Components of an Effective Intervention Report:      2. Steps for preparing and finalizing reports.      3. Dissemination Strategies | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report   Written tests |

**Suggested Methods of Instruction**

* Direct Instruction
* Field Visits and Practicum
* Role play and simulation
* Demonstration
* Group Discussion

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| 1. | **Instructional Guides and Manuals** | * Child Welfare Guidelines and Protocols * Ethical Guidelines for Data Collection * Sample action plan * Legal and Policy Documents on Child Welfare – children act 2022 manual * Safety Net Program Materials * Online Learning Platforms and E-resources | 5 pcs | 1:5 |
| 2 | * Data Analysis Software (e.g., SPSS, Excel) |  | adequate |  |

## ENFORCEMENT OF CHILD RIGHTS POLICIES

**UNIT CODE:** **0922 554 06A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Enforce child rights policies

**Duration of Unit:** 110 hours

**Unit Description**

This unit specifies the competencies required to enforce child rights policies. It involves identifying vulnerable children, assessing child rights violation, identifying corrective plans of action, carrying out action plans and maintaining child protection networks

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Identify vulnerable children | 25 |
| 2. | Assess child rights violation | 20 |
| 3. | Identify corrective plans of action | 20 |
| 4. | Carry out action plans | 22 |
| 5. | Maintain child protection networks | 23 |
| **Total** | | **110** |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Outcome** | | **Content** | | **Methods of Assessment** | |
| 1 Identify vulnerable children | | * Definition of terms * Child vulnerability criteria * Identification of Community volunteer teams * Identification & assembly of training tools * Conducting training * Data collection and sharing | | * Written tests * Observation * Oral questioning * Third party report | |
| 2 Assess child rights violation | | * Definition of terms * Child protection legal and policy frameworks * Child right violation * Child rights violation indicators   Recording child rights violation   * Assessment of child violation rights | | * Written tests * Observation * Oral questions * Third party report | |
|  |  | • | Child safety |  |  |
|  |  | • | Support, linkages and referrals |  |  |
|  |  | • | Case record sheet |  |  |
|  |  | • | Social inquiry report |  |  |
| 3 | Identify corrective plans of action | •  • | Identification of child right violation  Child immediate need assessment  Preparation of rescue plans  Rescue and placement of children  Referrals and linkages | •  •  •  • | Written tests  Observation  Oral questions  Third party report |
| 4 | Carry out action plans | •  • | Needs assessment Definition of terms  Identification  Preparation  Sharing  Intervention activities  Monitoring and evaluation of action plan  M&E report preparation and sharing | •  •  •  • | Written tests  Observation  Oral questions  Third party report |
| 5 | Maintain child protection networks | •  •  • | Definition of terms  Maintenance of child service provider’s database  Collective network child protection strategies  Network documents o Maintaining o Updating  o Sharing | •  •  •  • | Written tests  Observation  Oral questions  Third party report |

**Suggested Methods of Instruction:**

* Direct instruction
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee

**List of Recommended Resources:**

* Computers
* Stationery
* Standard operating procedures (SOPs)
* Projectors
* Flip charts
* Charts with presentations of data
* Internet

Relevant videos

# MODULE III

## ENTREPRENEURIAL SKILLS IN CHILD PROTECTION

**UNIT CODE: 0413 541 08A**

**Relationship to occupational standards**

This unit addresses the unit of competency: Apply entrepreneurial skills

**Duration of unit:** 40 hours

**Unit description**

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves demonstrating an understanding of financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, and developing business innovative strategies and business plans.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply Financial Literacy | 06 |
| 2. | Apply the Entrepreneurial Concept | 04 |
| 3. | Identify Entrepreneurship Opportunities | 06 |
| 4. | Apply Business Legal Aspects | 06 |
| 5. | Innovate Business Strategies | 06 |
| 6. | Develop A Business Plan | 12 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply financial literacy | 1.1 Personal finance management  Sources of personal funds   * Salary/Wages * Investments * Savings * Inheritance * Government Benefits   + 1. Sources of business funds * Equity Financing * Debt Financing, * Personal Savings/Investment * Retained Earnings * Grants and Subsidies * Crowdfunding * supplier Credit: * Leasing and Asset Financing:   1.2 Saving management  1.3 Factors to consider when deciding where to save  1.4 Debt management   * Balancing between needs and wants * Budget Preparation * Factors to consider before taking a loan   1.5 Investment decisions   * Types of investments * Factors to consider when investing money   1.6 Insurance services   * insurance products available in the market * Insurable risks | * Observation * Project * Written assessment * Oral assessment * Third party report * Interviews |
| 1. Apply entrepreneurial concept | 2.1 Difference between Entrepreneurs and Business persons  2.2 Types of entrepreneurs   * Innovators * Imitators * Craft * Opportunistic * Speculators   2.3 Ways of becoming an entrepreneur  2.4 Characteristics of Entrepreneurs   * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented   2.6 salaried employment and self-employment  2.7 Requirements for entry into self-employment   * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure   2.8 Roles of an Entrepreneur in an enterprise  2.9 Contributions of Entrepreneurship | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 1. Identify entrepreneurship opportunities | 3.1 Sources of business ideas  3.2 Factors to consider when evaluating business opportunity  3.3 Business life cycle | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 1. Apply business legal aspects | 4.1 Forms of business ownership   * Sole proprietorship * Partnership * Limited companies * Cooperatives   4.2 Business registration and licensing processing  4.3 Types of contracts and agreements   * 1. Employment laws   4.5 Taxation laws | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 1. Innovate business Strategies | 5.1 Innovative business strategies  5.2 Creativity in business  5.3 Innovative business standards   * New products * New methods of production * New markets * New sources of supplies * Change in industrialization   5.4 Entrepreneurial Linkages  5.5 ICT in business growth and development | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 1. Develop Business Plan | 6.1 business idea description  6.2 Business description  6.3 Marketing plan  6.4 Organizational/Management plan  6.5 Production/operation plan  6.6 Financial plan  6.7 Executive summary  6.8 Business plan presentation  6.9 Business idea incubation | * Observation * Written assessment * Project * Oral assessment * Third party report |

**Suggested Methods of Delivery**

* Direct instruction with active learning strategies
* Project (Business plan)
* Case studies
* Field trips
* Group Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training
* Resource person

**Recommended Resources for 25 Trainees**

* 5 Case studies
* 5 Business plan templates
* 10 Computers
* 1 Overhead projectors
* Internet
* Video clips
* 5 Newspapers and Handouts
* 5 Business Journals
* 25 sets of Writing materials

## CHILD PROTECTION INTERVENTIONS

**UNIT CODE: 0922 541 02A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Conduct child protection interventions

Course duration: 160 hours

**Unit Description**

This unit specifies the competencies required to conduct child protection interventions. It entails: assessing child intervention needs, developing child protection plan, mobilizing child protection stakeholders, implementing child protection intervention plan and reviewing child protection intervention plan.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Assess child intervention needs | 40 |
| 2. | Mobilize child protection stakeholders | 20 |
| 3. | Implement child protection intervention plan | 20 |
| 4. | Review child protection intervention plan | 40 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + 1. Assess child intervention needs | * 1. Introduction   1.1.1 Definition of term intervention  1.1.2 Types of assessment tools   * Interview schedule * Questionnaire * Observation check list   + 1. Development of assessment tools     - Developing Relevant Questions     - Validation of Tools     - Ethical standards   1. Child intervention data assessment tools administration      1. Training for Tool Administrators      2. Ethical considerations      3. Factors to consider      4. Techniques for administering data assessment tools to children      5. Quality Control Measures   2. Data analysis      1. Meaning of terms      2. Importance of data analysis      3. Data analysis techniques      4. Interpretation of data and presentation      5. Reporting Analysis Findings   3. Child intervention needs identification   1.4.1 Child intervention needs   * Physical abuse * Harmful cultural practices * Early marriages * Sexual and Gender-Based Violence (SGBV) * Child trafficking * Harmful child labour * Engagement in violent extremism   1.4.2 needs prioritization  1.4.3 Linking Needs with Available Resources  1.4.4 Collaborative Identification with Stakeholders   * 1. Child intervention needs assessment report preparation and dissemination      1. Importance of report writing      2. Qualities of a good report      3. Components of a report      4. Methods of report dissemination | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report   Written tests |
| 2. Develop child protection intervention plan | 2.1 Child protection objectives formulation  2.1.1 Analysis of Assessment Report Findings  2.1.2 Setting SMART Objectives   * Steps in objective formulation * Importance of objectives * Characteristics of effective objectives * Align the objectives with assessment report   1. Resource mapping      1. Definition of terms      2. Importance of resource mapping      3. Types of resources      4. Factors to consider in resource allocation      5. Techniques used in resource mapping * Inventory * Surveys * Asset mapping   1. Key actors identification      1. Definition of terms      2. Roles of key actors * Family * Community * Government * Non-Governmental Organizations * Learning institutions   + 1. Key factors analysis techniques   1. Individual Treatment Plan /Individual CarePlan development      1. Definition of terms      2. Importance of a treatment/care plan      3. Components of a treatment/care plan | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report   Written tests |
| 1. Mobilise child protection stakeholders | * 1. Conduct family conferences      1. Definition of terms      2. Purpose and Objectives of Family Conferences in child protection      3. Benefits of involving families in child protection intervention      4. Techniques for Facilitating Family Conferences      5. Managing Sensitive Information      6. Follow-Up and Accountability   2. Duties allocation      1. Identifying Thematic Areas * Health * Education * legal protection * psychosocial support   + 1. Factors to consider in allocation of duties   1. Internal resource mobilization      1. Definition of terms      2. Importance of resource mobilization      3. Types of Internal Resources      4. Strategies used in resource mobilization      5. Developing a Resource Mobilization Plan      6. Challenges in resource mobilization | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 1. Implement child protection intervention plan | * 1. Client linkage with the service providers      1. Definition of terms * Linkage * Referral   + 1. Examples of service providers     2. Importance of linking clients with service providers     3. Criteria for Selecting Appropriate Providers     - Specialization     - accessibility,     - reputation     1. Client Orientation to Services     2. Follow-Up and Tracking of Referral Outcomes   1. Availing Child protection resources      1. Types of resources      2. Resource Allocation and Prioritization      3. Challenges in resource distribution   2. Social safety nets establishment      1. Meaning of the term safety nets      2. Types of social safety nets      3. Importance of safety nets      4. Criteria for Selecting Safety Net Programs      5. Steps to Establish Safety Nets      6. Sustaining Safety Nets Over Time   3. On-going child protection support      1. Definition of terms      2. Importance of ongoing support      3. Types of ongoing support * Counselling * Specialized Health Care * Relocation to safe houses * Life skills * Family resilience strengthening   + 1. Techniques for Monitoring Client Progress     2. Gathering and Utilizing Client Feedback | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 1. Review child protection intervention plan | * 1. Conducting child protectionconsultative meetings      1. Purpose of consultative meetings      2. Types of consultative meetings * Case conferences * Family conferencing * Case review meeting * Case supervision meeting   + 1. Setting agenda for a consultative meeting     2. Meeting Facilitation Techniques   1. Carry out referrals      1. Importance of referrals      2. Referral Process Steps      3. Factors to consider in referral      4. Addressing Barriers to Successful Referrals   2. Case disengagement process      1. Definition of terms      2. Purpose of case disengagement      3. Criteria for Case Disengagement      4. Steps in case disengagement      5. Challenges in case disengagement process   3. Child intervention plan report preparation and dissemination      1. Definition of terms      2. Importance of the review report      3. Components of the review report      4. Importance of timely report dissemination      5. Methods of report dissemination | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |

**Suggested Methods of Instruction**

* Direct Instruction
* Video Screening
* Demonstration
* Case Studies
* Role play and simulation
* Guided Practice
* Workshops on Disengagement Criteria
* Group Discussion

**Recommended Resources for 25 trainees**

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| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
| 1. | **Instructional Guides and Manuals** | * Sample Meeting Agenda and Minutes Templates * Referral Documentation Templates * Disengagement Documentation Templates * with * Confidentiality Protocols and Reporting Guidelines | 5 pcs | 1:5 |
| 2 | Flipcharts  Referral Process Flowcharts |  | adequate |  |
| 3 | Whiteboard |  | 1pc |  |
| 4. | Computers |  | 12pcs | 1:2 |
| 5. | Video demonstration |  | 1pc | 1:25 |
| 6. | Recording equipment | Video cameras | 2pcs | 1:12 |
| 7. | Word Processing Software |  | adequate |  |

## CHILD CASE MANAGEMENT

**UNIT CODE: 0922 541 09A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Conduct child case management

**Duration of Unit:**  160 hours

**Unit Description**

This unit describes the competencies required to conduct child case management. It involves registering a child case, carrying out child needs assessment, developing child case management plan, implementing case management plan and reviewing case management plan outcome.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Register child case | 35 |
| 2. | Carry out child needs assessment | 30 |
| 3. | Develop child case management plan | 30 |
| 4. | Implement case management plan. | 30 |
| 5. | Review case management plan outcomes. | 35 |
| **Total** | | **160** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Register child case | * 1. introduction to child case management      1. meaning of terms         + case management         + intake form         + child case         + treatment plan      2. meaning and Purpose of Child Intake Forms      3. Components of an Intake Form      4. Steps for Completing Intake Forms      5. Ethical Considerations in Data Collection   2. Categories of Child Cases:      + Physical abuse      + Child abandonment      + Sexual abuse      + Psychological abuse      + Emotional abuse   3. Child Protection Management Information System (CPMIS)      + Overview of CPMIS      + Data entry procedures and standards      + CPMIS features      + Data management and security | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 1. Carry out child needs assessment | * 1. Carry Out Child Needs Assessment      1. Types of Child Needs Assessment Tools * Questionnaires * observation checklists * structured interviews   + 1. Selection criteria for effective assessment tools based on the child case   1. Assessment Tools Administration      1. Step-by-step administration procedures      2. Techniques for establishing trust      3. Best practices for documenting information      4. Managing Sensitive Information   2. Child Needs Assessment Report      1. Definition of terms      2. Structure of child needs assessment report      3. Qualities of a good report      4. Dissemination of child needs assessment report | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 1. Develop child case management plan | * 1. Child Case Management Plan Development      1. Formulate Child Case Management Objectives as per Assessment Report      2. Setting SMART Objectives   2. Mapping Resources      1. Definition of the term resource      2. Types of Resources Needed for Case Management      3. Creating a Resource Inventory      4. Contingency plan   3. Key Actors Identification      1. Key actors in child case management      + family      + case worker      + supervisor      + teacher      + social worker      + police officer      + child      + probation officer   4. Individual Treatment Plan / Individual Care Plan Development      1. Definition of terms      2. Components of the treatment/care plan      + presenting problem      + Goals      + Objectives      + Interventions      + Actors      + Timelines      + Resources      1. Risk Management and Safety Planning      2. Communicating the plan to relevant stakeholders | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 1. Implement case management plan. | * 1. Case Management Plan implementation      1. Guidelines for executing treatment      2. Ethical Considerations in Administration      3. Monitoring and adjusting the plan as needed   2. Client Referrals      1. Steps for initiating, documenting, and completing referrals      2. Criteria for Choosing Referral Services      3. Tracking Referral Outcomes      4. Ethical considerations   3. Follow-Up Activities      1. Definition of terms      2. Types of follow-up activities      + progress reports      + case record sheets      + feedback forms      + case closure reports      1. Documenting follow-up activities   4. Continuous Reporting      1. Structure of a Continuous Case Management Report * Background * progress updates * challenges * recommendations   + 1. Dissemination of reports to stakeholders     2. purpose of continuous case management reports | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |
| 1. Review case management plan outcomes. | * 1. Case Management Plan Outcomes review meetings      1. Purpose of Case Review Meetings      2. Preparation for a review meeting      3. Key components Case Review Meetings      4. Techniques for facilitating meetings   2. Client Referrals      1. Ongoing assessment of referral needs      2. Referral Decision-Making Process      3. Strategies for addressing barriers in referral process      4. Documentation of referral outcomes   3. Case Management Report Preparation      1. Definition of terms      2. Structure of case management reports      3. Techniques for ensuring reports objectivity      4. Identifying appropriate channels and formats for sharing reports   4. Case Disengagement      1. Criteria for case disengagement      2. Steps in the Disengagement Process      3. Transition and Aftercare Planning | * Practical Assessment * Project * Portfolio of Evidence * Third Party Report * Written tests |

**Suggested Methods of Instruction**

* Direct Instruction
* Demonstration
* Practical
* Group Discussion
* Role-Playing and Simulations
* Workshops on Report Writing and Documentation
* Case Study Analysis
* Panel Discussions with Experts
* Facilitated Mock Review Meetings
* Field Observations
* Practical Exercises on Referral Documentation
* Peer Feedback Sessions

**Recommended Resources for 25 trainees**

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| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
| 1. | **Instructional Guides and Manuals** | * Child Case Management Manuals * Child Protection Policies & Guidelines * Academic Research Papers * Guest Speaker Sessions | 5 pcs | 1:5 |
| 4. | Computers |  | 12pcs | 1:2 |
| 7. | Internet connectivity |  | adequate |  |