

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**CHILD PROTECTION OFFICER**

**LEVEL 6**

**0S ISCED CODE: 0923 554 A**

**First published 2025**

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**Council Secretary/CEO/Chief Principal**

**………………………………….**

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**FOREWORD**

Provision of quality education and training is fundamental to the Government’s overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya’s development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the 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 that allows for multiple entry and exit in TVET programs.

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 ………. sector’s growth and sustainable development.

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, middle-income country providing 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 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 worker behaviour 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 and the Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya, emphasized the need toreform 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.

This curriculum has been developed in adherence to the Kenya National Qualification Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with 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, ……. NSSC, expert workers and all those who participated in the development of this curriculum.

# 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 industry and various organizations.

I appreciate National ……. Sector Skills Committee who enabled the development of this curriculum. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this curriculum.

I also thank all stakeholders in the Construction 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 construction sector will acquire competencies that will enable them perform their work more efficiently

# ACRONYMS AND ABBREVIATIONS

BC - Basic Competency

CBETA - Competency Based Education, Training and Assessment

CC - Common Competency

CPU - Central Processing Unit

CR - Core Competency

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

PC - Personal Computer

PPE - Personal Protective Equipment

TVET - Technical and Vocational Education and Training

TVETA - Technical and Vocational Education and Training Authority

# KEY TO UNIT CODE

**Sector / Industry**

**Sub Sector**

**Occupational Area**

**Version Control**

**Unit of Competence Number**

**ISCED level, Programme Orientation and Level of Completion**

xx

x

xxx

x

x

x

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# 

# OCCUPATIONAL STANDARDS OVERVIEW

Assistant Child Protection Officer Qualification Level 6 comprises competencies required by professionals to effectively contribute to child protection services. This qualification provides learners with the essential skills to assess, plan, implement, and review child welfare and protection interventions while ensuring that children's rights are safeguarded and upheld in all circumstances. Key areas of competence include digital literacy, communication skills, work ethics, and entrepreneurial skills, all of which are foundational to performing well in any professional setting.

Additionally, the qualification covers specialized units of competency, such as coordinating child welfare programs, conducting child protection interventions, and carrying out child rights advocacy. These competencies equip learners with the ability to assess child welfare needs, develop appropriate intervention plans, and mobilize relevant stakeholders for the successful implementation of child protection initiatives. The program also covers child case management, focusing on the identification, assessment, and monitoring of individual cases to ensure that children receive the necessary support and services.

Psychosocial support is another critical area within the qualification. Learners are trained to assess the psychosocial needs of children and develop support plans to address emotional and mental health issues. This includes providing counseling, conducting follow-up evaluations, and documenting support activities to track progress.

The qualification emphasizes collaboration with key stakeholders such as families, community organizations, and legal entities to ensure holistic interventions. It also highlights the importance of adhering to child protection laws and best practices, including rehabilitation and reintegration processes for children in need.

This level 6 certification ensures that Assistant Child Protection Officers are competent, ethical, and capable of contributing to the welfare of children in various contexts, making them valuable assets in both community-based and institutional child protection services.

**MODULAR UNIT SUMMARY**

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| 0611 541 04A | Apply Digital Literacy |
| 0031 541 01A | Apply Communication Skills |
| 0411 541 07A | Apply Work Ethics and Practices |
| 0413 541 08A | Apply Entrepreneurial Skills |

**COMMON UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| 0922 541 10A | Conduct Social Work Research |
| 0922 541 14A | Provide Child Institution Managerial Services |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| 0922 541 02A | Conduct Child Protection Interventions |
| 0922 541 03A | Provide Psychosocial Support |
| 0922 541 05A | Coordinate Child Welfare Programs |
| 0922 541 06A | Carry Out Child Rights Advocacy |
| 0922 541 09A | Conduct Child Case Management |
| 0922 541 11A | Coordinate Child Rehabilitation Programs |
| 0922 541 12A | Conduct Child Reintegration Program |
| 0922 541 13A | Carry Out Resource Mobilization |
| 0922 541 15A | Conduct Child Emergency Programmes |

# APPLY COMMUNICATION SKILLS

**UNIT CODE: 0031 541 01A**

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes that make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Apply communication channels | * 1. Specific communication channels are identified and applied based on workplace requirements.   2. Challenges are identified and addressed as per the operational standards of the organization.   3. Communication channels are evaluated to meet workplace needs. |
| 2. Apply written communication skills | * 1. Types of written communication are identified and applied according to the workplace requirements.   2. Written communication needs are identified and implemented according to workplace procedures.   3. Written communication guidelines are analysed, evaluated, and revised based on workplace needs. |
| 3. Apply non-verbal communication skills | * 1. Existing non-verbal communication techniques are identified and applied based on organization policy.   2. Non-verbal communication techniques are articulated and modelled to enhance inclusivity according to workplace requirements. |
| 4. Apply oral communication skills | * 1. Types of oral communication are identified and established as per organization policy.   2. Pathways of oral communication are identified and established as per organization policy.   3. Pathways of oral communication are reviewed according to organization procedures.   4. Pathways of oral communication are maintained according to the organization standards. |
| 5. Apply group communication skills | * 1. Group communication strategies are appliedbased on the workplace needs.   2. Groups are organized in accordance with workplace procedures.   3. Effective questioning, listening and non-verbal communication techniques are used as per needs.   4. Group communication challenges are identified and addressed according to the workplace needs. |

**RANGE**

This section provides the work environment and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Communication strategies may include but are not limited to: | · Language switch  · Comprehension check  · Repetition  · Asking confirmation  · Paraphrasing  · Clarification request  · Translation  · Restructuring  · Generalization |
| 2. Effective group interaction may include but not limited to: | · Identifying and evaluating what is occurring within an interaction in a non-judgmental way.  · Using active listening.  · Making decision about appropriate words, behaviour.  · Putting together response which is culturally appropriate.  · Expressing an individual perspective.  · Expressing own philosophy, ideology and background and exploring impact with relevance to communication |
| 3. Situations may include but are not limited to: | · Establishing rapport  · Eliciting facts and information  · Facilitating resolution of issues  · Developing action plans |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Active listening
* Interpretation
* Negotiation
* Writing
* Oral skills
* Creative thinking
* Critical thinking
* Decision making
* Analytical
* Innovation
* Conflict skills
* Leadership
* Problem solving skills
* Management
* Organizational
* Teamwork

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups
* Styles of group leadership
* Key elements of communications strategy
* Principles of effective communication
* Turn-taking techniques
* Conflict resolution techniques
* Work planning
* Work organization
* Company policies
* Company operations and procedure standards
* Fundamental rights at the workplace
* Personal hygiene
* Accountability
* Workplace problems and how to deal with them

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge, and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency. | ***Assessment requires evidence that the candidate:***   * 1. Identified and applied specific communication channels based on workplace requirements.   2. Identified and applied specific written communication correspondence according to the workplace requirements.   3. Applied and developed non-verbal strategies to communicate in all areas of the workplace requirements.   4. Established pathways of oral communication as per workplace policy.   5. Applied group communication strategies based on workplace needs. |
| 2. Resource Implications | The following resources should be provided:   * 1. Access to relevant workplace where assessment can take place.   2. Appropriately simulated environment where assessment can take place.   3. Resources relevant to the proposed activity or tasks. |
| 3. Methods of Assessment | Competency in this unit may be assessed through:  3.1 Observation  3.2 Oral assessment  3.3 Portfolio of evidence  3.4 Interviews  3.5 Third party report  3.6 Written assessment  3.7 Practical assessment  3.8 Projects |
| 4. Context of Assessment | Competency may be assessed:  4.1 On-the-job  4.2 In a simulated work environment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CARRY OUT CHILD RIGHTS ADVOCACY

**UNIT CODE: 0923 551 09A**

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicised terms*** ***are elaborated in the Range.*** |
| 1. Conduct child rights problem analysis | * 1. ***Child rights*** advocacy problem analysistools are developed as per organisation procedures   2. Child rights advocacy problem analysistools are administered as per organisation procedures   3. Data analysed as per organisation procedures   4. Child rightsadvocacy needs identified as per data analysed   5. Child rights problem analysis report prepared and disseminated as per organisation procedures |
| 1. Develop child rights advocacy plan | 1. Stakeholders are engaged as per organisation policy 2. Child rights campaign committee formed as per organisation procedures 3. Resources mobilised as per organisation procedures 4. ***Advocacy*** ***messages*** developed as per target audience 5. Child rights advocacy ***communication channels*** are selected as per target audience |
| 1. Implement child rights advocacy plan | * 1. Target audience reached as per child rights advocacy plan.   2. Resources utilised as per the child rights advocacy plan   3. child rights ***structures*** are strengthened as per advocacy plan |
| 1. Review child rights advocacy outcomes. | * 1. Review consultative meetings are conducted as per organisation procedures   2. Child referrals are carried out as per organisation procedures   3. Child rights advocacy report prepared and disseminated as per organisation procedures |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| * + - 1. Child rights – may include but not limited to: | The four pillars   * Survival * Development * Protection * Participation |
| * + - 1. Advocacy messages - may include but not limited to: | * Child rights are human rights * Nothing for us without us * Children are our future * You are because we are * Spot it stop it |
| * + - 1. Communication channels - may include but not limited to: | * Social media * Electronic media * Mainstream media * Branding * Banners * Print media |
| * + - 1. Structures - may include but not limited to: | * 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 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research and research methods
* Group dynamics
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1.Critical aspects of competency | Assessment requires evidences that the candidate:   * 1. Developed Child rights advocacy problem analysis tools as per organization procedures   2. Identified Child rights advocacy needs as per data analysed   3. Formed Child rights campaign committee as per organization procedures   4. Developed Key advocacy messages as per target audience   5. Selected Appropriate communication channels as per target audience   6. Strengthened Child rights structures are as per organization procedures   7. Prepared and disseminated child rights advocacy report as per organization procedures |
| 1. Resource Implications | The following resources MUST be provided:  2.1 A functional office  2.2 Fully equipped simulated operations training office |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written tests   2. Interview   3. Oral questioning   4. Observation   5. Third party report |
| 1. Context of Assessment | Competency may be assessed individually:   * 1. On-the-job   2. Off-the-job   3. Combination of both |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, organization and job role is recommended. |

## 

# PROVIDE COMMUNITY-BASED CHILD PROTECTION STRATEGIES

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

**UNIT DESCRIPTION**

This unit covers the competencies required to Provide Community-Based Child Protection Strategies. It involves identifying child protection strategies, maintaining child protection networks, identifying child abuse indicators, conducting child protection strategies training, advocacy and evaluating child protection strategies

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |  |  |
| --- | --- | --- | --- |
| **ELEMENT**  These describe the key outcomes that make up workplace function | | **PERFORMANCE CRITERIA**  These are assessable statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** | |
| 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 | |
| 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 | |
| 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 | |
| 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 | |
| 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 | |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1.child protection policies – may include but not limited to: | * Kenya constitution 2010 * United Nations policies * Acts of Parliament |
| * 1. Need assessment - may include but not limited to: | * School placement * Medical care * Referrals care facilities |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Planning and prioritization
* Empathy
* Report writing
* Critical thinking
* Team work
* People management
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Basic counselling and psychology
* Rehabilitation programs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate  ability to protect the client in the society   * 1. Developed child protection policies as per organization guidelines   2. Established community child protection structures   3. Conducted assessment of existing child protection structures   4. Identified and documented child protection barriers   5. Mapped and profiled children in especially difficult circumstances   6. Prepared casework and enforced child abuse prevention guidelines   7. Developed community action plans as per organization procedures   8. Identified and established stakeholders in child protection   9. Conducted immediate needs assessment   10. Established referral and linkage systems   11. Carried out advocacy campaigns   12. Monitored, evaluated and documented the collected information |
| 2. Resource  Implications | The following resources MUST be provided:  2.1 A functional office  2.2 Fully equipped simulated operations training office  2.3. Training and advocacy materials  2.3. Monitoring and reporting tools |
| 3. Methods of  Assessment | Competency may be assessed through:  3.1 Written tests  3.2 interview  3.3 Oral questioning  3.4 Observation  3.5 Third party report |
| 4. Context of  Assessment | Competency may be assessed individually:   * 1. on-the-job   2. off-the-job or   3. combination of both |
| 5. Guidance information for assessment | 5.1 Holistic assessment with related units (e.g., community development, education, psychosocial support) is recommended. Ensure local laws and child protection policies are followed. Maintain ethical standards and safeguarding protocols. |

# PROVIDE PSYCHOSOCIAL SUPPORT

**UNIT CODE: 0922 541 03A**

**UNIT DESCRIPTION**

This unit describes the competencies required to provide psychosocial support. It involves assessing clients’ psychosocial needs, developing psychosocial support plan, implementing psychosocial plan, Evaluating psychosocial support outcomes and Document Psychosocial support activities.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organisation functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicised terms are elaborated in the range)*** |
| 1 Assess client’s psycho-social needs | 1. ***Intake session*** is carried out as per case work process guidelines 2. ***Psychosocial assessment tools*** are developed based on intake session outcomes 3. Ethical conduct is assured in accordance with social work code of ethics 4. Psychosocial assessment tools are administered as per case work process guidelines 5. Diagnosis is carried out as per case work process guidelines    1. Diagnosis report is prepared as per case work process guidelines |
| 2. Develop psychosocial support plan | 1. ***Climate setting*** is established as per client needs 2. Psychosocial support contracts are prepared and signed as per case work process guidelines. 3. Counsellors- Client working relationship is established as per case work process guidelines 4. Established psychosocial support objectives as per organisation procedures   2.5 Co-developed psychosocial support interventions as per organisation procedures |
| 1. Implement Psychosocial support plan | 1. Took session notes based on presenting issues 2. Carried out orientation as per psychosocial support action plan 3. Initiated psychosocial support sessions as per intervention plan 4. Created a supportive environment based on community Psychosocial Support Guiding principles. |
| 1. Evaluate psychosocial support outcomes | 1. Prepared evaluation tools as per case work process guidelines 2. Evaluation tools are administered per case work process guidelines 3. Did review of the client’s progress as per case work process guidelines. 4. Initiated termination process initiated as per the case work process guidelines 5. Prepared evaluation report as per case work process guidelines |
| 1. Document Psychosocial support activities | 1. Identified documentation procedures as per organisation policy 2. Prepared documentation report as per organisation policy 3. Carried out documentation as per organisation policy |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1.intake sessions – may include but not limited to: | * Capture bio data * Rapport * Obtain informed consent * Session structures |
| * 1. Psychosocial assessment tools - may include but not limited to: | * Strength and difficulty questionnaire (SDQ) * Child depression inventory (CDI) * Case record sheet * Social enquiry form |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate  ability to integrate client to the society   1. ***Intake session*** is carried out as per case work process guidelines 2. Ethical conduct is demonstrated in accordance with social work code of ethics 3. Diagnosis report is prepared as per case work process guidelines 4. Counsellors- Client working relationship is established as per case work process guidelines 5. Psychosocial support sessions are established as per intervention plan 6. Documentation is carried out as per organization procedures |
| 2. Resource  Implications | The following resources MUST be provided:  2.1 A functional office  2.2 Fully equipped simulated operations training office |
| 3. Methods of  Assessment | Competency may be assessed through:  3.1 Written tests  3.2 interview  3.3 Oral questioning  3.4 Observation  3.5 Third party report |
| 4. Context of  Assessment | Competency may be assessed individually:  4.1 on-the-job  4.2 simulated work environment |
| 5. Guidance information for assessment | 5.1 Holistic assessment with other units relevant to the industry sector, organization and job role is recommended. |

# APPLY DIGITAL LITERACY

**UNIT CODE: 0611 551 04A**

**UNIT DESCRIPTION:**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes that make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Operate computer devices | * 1. C***omputer device*** usage is determined as per workplace requirements.   2. ***Computer hardware*** is identified according to job requirements.   3. ***Computer software*** is identified according to workplace requirements.   4. Computer devices are turned on or off as per the correct workplace procedure.   5. ***Mouse techniques*** are applied in solving tasks as per workplace requirements.   6. Keyboardtechniques are applied in solving tasks as per workplace requirements.   7. Computer files and folders are created and managed as per workplace requirements.   8. ***Internet connection option***s are identified and applied in connecting computer devices to the Internet.   9. ***External devices*** are identified and connected to the computer devices as per the job requirement. |
| 2. Solve tasks using Office suite | * 1. ***Word processing concepts***are applied in solving workplace tasks as per job requirements.   2. Worksheet data is entered and prepared in accordance with work procedures.   3. Worksheet data is built and edited in accordance with workplace procedures.   4. ***Data manipulation*** on a worksheet is undertaken in accordance with work requirements.   5. Worksheets are saved and printed in accordance with job requirements.   6. ***Electronic presentation concepts***are applied in solving workplace tasks as per job requirements. |
| 3. Manage data and information | * 1. Office ***internet services*** are identified and applied in accordance with office procedures.   2. ***Internet access applications*** are determined in accordance with office operation procedures.   3. Internet search is performed as per job requirements.   4. Online digital content is downloaded in accordance with workplace requirements.   5. Digital content is identified and backed up in accordance with workplace procedures. |
| 4. Perform online communication and collaboration | * 1. Netiquette principles are observed as per work requirements.   2. Electronic mail communication is executed in accordance with workplace policy.   3. Digital content copyright and licenses are identified and applied according to workplace policies and regulatory requirements.   4. ***Online*** ***collaboration tools*** are applied in accordance with workplace policies and regulatory requirements. |
| 5. Apply cybersecurity skills | * 1. ***Data protection*** and ***privacy*** is classified in accordance with workplace policies and regulatory requirements.   2. ***Internet security threats*** are identified as per workplace policies and regulatory requirements.   3. Computer threats and crimes are detected in accordance to Information Management security guidelines   4. ***Cybersecurity control measures*** are applied in accordance with workplace policies and regulatory requirements. |
| 6. Perform online jobs | * 1. ***Online job platforms*** are identified as per the job requirements.   2. Online accounts and profiles are created in accordance with the work requirements.   3. Online jobs are identified according to the bidder’s skillset.   4. Online digital identity is managed according to industry best practices.   5. Online job bidding is done as per the specific job requirements.   6. Online tasks are executed according to the job requirements.   7. Personal online payment account is managed in accordance with financial regulations. |
| 7. Apply job entry techniques | * 1. ***Job opportunities*** are sought based on competencies.   2. A winning resume/CV is developed as per job advertisement.   3. An application/cover letter is developed based on the job advertisement.   4. ***Certificates and testimonials*** are organized as per resume.   5. ***Interview skills*** are demonstrated as per job advertisement. |

**RANGE**

This section provides a work environment and conditions to which the performance criteria apply. It allows for a different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Computer devices may include but are not limited to: | ● Desktops  ● Laptops  ● Smartphones  ● Tablets  ● Smartwatches |
| 1. Computer hardware may include but are not limited to: | * 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. Computer software may include but are not limited to: | * System software e.g. Operating System (Windows, Macintosh, Linux, Android, iOS) * Application Software e.g. Word Processors, Spreadsheets, Presentations etc. * Utility Software e.g. Antivirus programs |
| 1. External devices may include but are not limited to: | ● Printers  ● Projectors  ● Smart Boards  ● Speakers  ● External storage drives  ● Digital/Smart TVs |
| 1. Word processing concepts may include but are not limited to: | ● Creating word documents  ● Editing word documents  ● Formatting word documents  ● Saving word documents  ● Printing word documents |
| 1. Mouse techniques may include but are not limited to: | ● Clicking  ● Double-clicking  ● Right-clicking  ● Drag and drop |
| 1. Internet connection options may include but are not limited to: | ● Mobile Networks/Data Plans  ● Wireless Hotspots  ● Cabled (Ethernet/Fiber)  ● Dial-Up  ● Satellite  ● ISDN (Integrated Services Digital Network) |
| 1. Data manipulation may include but are not limited to: | ● Use of formulae  ● Use of functions  ● Sorting  ● Filtering  ● Visual representation using charts |
| 1. Electronic presentation concepts may include but are not limited to: | ● Creating slides  ● Editing slides  ● Formatting slides  ● Applying slide effects and transitions  ● Creating and playing slideshows  ● Saving presentations  ● Printing slides and handouts |
| 1. Internet services may include but are not limited to: | ● Communication Services  ● Information Retrieval Services  ● File Transfer  ● World Wide Web Services  ● Web Services  ● Directory Services  ● Automatic Network Address Configuration  ● NewsGroup  ● Ecommerce |
| 1. Internet access applications/software may include but are not limited to: | ● Browsers  ● Email Apps  ● eCommerce Apps |
| 1. Online collaboration tools may include but are not limited to: | ● Online Storage  ● Online productivity applications  ● Online meetings,  ● Online learning environments,  ● Online calendars  ● Social networks |
| 1. Data protection and privacy may include but not limited to: | ● Confidentiality of data/information  ● Integrity of data/information  ● Availability of data/information |
| 1. Internet security threats may include but not limited to: | ● Malware attacks  ● Social engineering attacks  ● Software supply chain attacks  ● Advanced persistent threats (APT)  ● 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) |
| 1. Security threats control measures may include but not limited to: | ● Counter measures against cyber terrorism  ● Physical Controls  ● Technical/Logical Controls  ● Operational Controls |
| 1. Online job platforms may include but are not limited to: | ● Remotask  ● Data annotation.tech  ● Cloudworker  ● Upwork  ● Oneforma  ● Appen |
| 1. Job opportunities may include but not limited to: | ● Self employment  ● Service provision  ● product development  ● salaried employment |
| 18. Certificates and testimonialsmay include but not limited to: | ● Academic credentials  ● Letters of previous employments/ services rendered  ● Letters of commendation  ● Certifications of participation  ● Awards |
| 19. Interview skills may include but not limited to: | ● Listening skills  ● Grooming  ● Language command  ● Articulation of issues  ● Body language  ● Time management  ● Honesty  ● Generally knowledgeable in current affairs and technical area |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Computer Hardware and Software Concepts
* Computer Security Concepts (Data security and privacy)
* Cyber security threats and control measures
* Understanding Computer Crimes
* Detection and protection against computer crimes
* Laws governing protection of ICT in Kenya
* Digital Identity Management
* Netiquette Principles
* Fundamentals of Copyright and Licenses
* Word processing;
* Functions and concepts of word processing;
* Documents and tables creation and manipulations;
* Document editing;
* Document formatting;
* Word processing utilities
* Spreadsheets;
  + Meaning, types and importance of spreadsheets;
  + Components of spreadsheets;
  + Functions, formulae, and charts, uses and layout;
  + Data formulation, manipulation and application to cells;
  + Editing & formatting spreadsheets;
* Presentation Packages;
  + Types of presentation Packages.
  + Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
  + Internet connectivity.
  + Browser and digital content management;
  + Managing data, information, and digital content
  + Electronic mail and World Wide Web
* Fundamentals of Online Working;
  + Online Profile Management;
  + e-Portfolio Management;
  + Online Jobs Bidding;
  + Online Payment Systems;
* Job entry techniques
  + Job searching sites
  + Interview preparation skills
  + Interview handling

**Required skills**

The individual needs to demonstrate the following skills:

● Active listening

● Keyboard Skills

● Mouse Skills

● Analytical skills

● Creativity

● Interpretation Skills

● Communication

● Spreadsheet operations (applying fundamental operations such as addition, subtraction, division and multiplication)

● Computer Use Safety Skills

● Document Editing Skills

● Document Formatting Skills

● Document Printing Skills

● Netiquette Skills

● Internet Browsing Skills

● Problem Solving Skills

● Online Collaboration Skills

● Cybersecurity Skills

● CV writing

● grooming

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge, and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | ***Assessment requires evidence that the candidate:***   * 1. Operated computer devices as per workplace policies and regulations.   2. Solved tasks using the office suite as per workplace policies and regulations.   3. Manage data and information as per workplace policies and regulations.   4. Performed online communication and collaboration as per workplace policies and regulations.   5. Applied cybersecurity skills in accordance with workplace policies and regulations.   6. Executed online tasks according to the job requirements.   7. Searched for job opportunity based on competencies.   8. Prepared job requirement documentations based on job opportunity.   9. Demonstrated interview skills based on the job opportunity. |
| 2. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environments where assessment can take place.   3. Resources relevant to the proposed activities or task. |
| 3. Methods of assessment | Competency in this unit may be assessed through:  3.1 Observation  3.2 Oral assessment  3.3 Portfolio of evidence  3.4 Interviews  3.5 Third party report  3.6 Written assessment  3.7 Practical assessment  3.8 Projects |
| 4. Context of assessment | Competency may be assessed:  4.1 Workplace or simulated workplace. |
| 5. Guidance information for assessment | 5.1 Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# APPLY WORK ETHICS AND PRACTICES

**UNIT CODE: 0417 541 07 A**

**UNIT DESCRIPTION**

This unit covers competencies required to effectively apply work ethics and practices. 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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in Range*** |
| 1. Apply self-management skills | * 1. Personal vision, mission and goals are formulated based on potential and concerning organization objectives and strategic plan   2. Self-esteem and a positive self-image are developed and maintained based on value   3. Emotional intelligence and stress management are demonstrated as per workplace requirements.   4. Assertiveness is developed and maintained based on the requirements of the job.   5. Accountability and responsibility for one's actions are demonstrated based on workplace instructions.   6. Time management, attendance and punctuality are observed as per the organization’s policy.   7. Personal goals are managed as per the organization’s objective   8. Self-strengths and weaknesses are identified based on personal objectives   9. Motivation, initiative and proactivity are utilized as per the organization policy   10. Individual performance is evaluated and monitored according to the agreed targets. |
| 2. Promote ethical work practices and values | * 1. Integrity is demonstrated as per acceptable norms   2. Codes of conduct is applied as per the workplace requirements   3. Policies and guidelines are observed as per the workplace requirements   4. Professionalism is exercised in line with organizational policies |
| 3. Promote Team work | * 1. ***Teams*** are formed to enhance productivity based on organization’s objectives   2. Duties are assigned to teams under the organization policy.   3. Team activities are managed and coordinated as per set objectives.   4. Team performance is evaluated based on set targets as per workplace policy.   5. ***Conflicts*** are resolved between team members in line with organization policy.   6. Gender and diversity-related issues are identified and mainstreamed in accordance with workplace policy.   7. Healthy ***relationships*** are developed and maintained in line with the workplace.   8. Adaptability and flexibility are applied in dealing with team members as per workplace policies |
| 4. Maintain professional and personal development | 4.1 ***Personal growth and development*** needs are identified and assessed in line with the requirements of the job.  **4.2 *Training and career opportunities*** are identified and utilized based on job requirements.  4.3 ***Resources*** for training are mobilized and allocated based on organizations and individual skills needs.  4.4 Licenses and certifications relevant to the job and career are obtained and renewed as per policy.  4.5 Recognitions are sought as proof of career advancement in line with professional requirements.  4.6 Work priorities and personal commitments are balanced and managed based on the requirements of the job and personal objectives.  4.7 Dynamism and on-the-job learning are embraced in line with the organization’s goals and objectives. |
| 5. Apply Problem solving skills | 5.1 ***Creative, innovative*** and practical solutions are developed based on the problem  5.2 Independence and initiative in identifying and solving problems are demonstrated based on the requirements of the job.  5.3 Team problems are solved as per the workplace guidelines  5.4 Problem-solving strategies are applied as per the workplace guidelines  5.5 Problems are analysed and assumptions tested as per the context of data and circumstances |
| 6. Promote Customer Care | 6.1 Customers' needs are identified based on their characteristics  6.2 Customer ***feedback*** is allowed and facilitated in line with organization policies.  6.3 Customer concerns and complaints are analysed and resolved in line with the set organizational culture.  6.4 Proactive customer outreach programs are implemented as per organizational policies  6.5 Customer retention strategies are developed and implemented in line with the organizational policy |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Feedback may include but not limited to: | ● Verbal  ● Written  ● Informal  ● Formal |
| 1. Conflicts include but are not limited to: | ● Interpersonal Conflict.  ● Intrapersonal Conflict.  ● Intergroup Conflict.  ● Intragroup Conflict. |
| 1. Relationships may include but not limited to: | ● Man/Woman  ● Trainer/trainee  ● Employee/employer  ● Client/service provider  ● Husband/wife  ● Boy/girl  ● Parent/child  ● Sibling relationships |
| 1. Team may include but not limited to: | ● Small work group  ● Staff in a section/department  ● Inter-agency group  ● Virtual teams |
| 1. Personal growth may include but not limited to: | ● 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. Personal objectives may include but not limited to: | ● Long term  ● Short term  ● Broad  ● Specific |
| 1. Trainings and career opportunities may include but not limited to | ● Participation in training programs  ● Serving as Resource Persons in conferences and workshops  ● Capacity building |
| 1. Resource may include may but not limited to: | ● Human  ● Financial  ● Technology |
| 1. Creative and innovative may include but not limited to: | ● New ideas  ● Original ideas  ● Different ideas  ● Methods/procedures  ● Processes  ● New tools |
| 1. Emerging issues may include but not limited to: | ● Artificial Intelligence  ● Data confidentiality  ● National cohesion  ● Open offices |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

● Active listening

● Critical thinking

● Organizational

● Negotiation

● Monitoring

● Evaluation

● Problem solving

● Decision Making

● Leadership

● Creative/innovative thinking

● Adaptability

● Conflict management

● Emotional intelligence

● Teamwork

**Required Knowledge**

The individual needs to demonstrate knowledge of:

● Work values and ethics

● Company policies and procedures

● Company operations, procedures and standards

● Flexibility and adaptability

● Concept of time and leisure time

● Decision making

● Work planning

● Organizing work

● Monitoring and evaluation

● Record keeping

● Gender and diversity mainstreaming

● Drug and substance abuse

● Professional growth and development

● Creativity

● Innovation

● Problem solving

● Customer care

● mentoring and coaching.

● Emerging issues

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment require evidence that the candidate:  1.1 Applied self-management skills as per organizational procedures.  1.2 Promoted ethical practices and values as per organizational procedures.  1.3 Promoted Teamwork as per workplace assignments.  1.4 Maintained professional and personal development as per organizational procedures.  1.5 Applied Problem-solving skills based on work requirements.  1.6 Identified customer needs based on their characteristics.  1.7 Gave back Customer feedback in line with organization policies. |
| 2. Resource Implications | The following resources should be provided:  2.1 Access to relevant workplace where assessment can take place  2.2 Appropriately simulated environment where assessment can take place.  2.3 Resources relevant to the proposed activity or tasks. |
| 3. Methods of Assessment | Competency in this unit may be assessed through:  3.1 Observation  3.2 Oral questioning  3.3 Written test  3.4 Portfolio of Evidence  3.5 Interview  3.6 Third party report |
| 4. Context of Assessment | Competency may be assessed:  4.1 On-the-job  4.2 In a simulated work environment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COORDINATE CHILD WELFARE PROGRAMS

**UNIT CODE: 0922 541 05A**

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Assess child welfare needs. | * 1. ***Child welfare data assessment tools*** are developed as per organization procedures   2. Child welfare assessment tools are administered as per organization procedures   3. Child welfare data is analysed as per organization procedures   4. ***Child welfare needs*** are identified as per data analysed   5. Child welfare needs assessment report is prepared and disseminated as per organization procedures |
| 1. Develop child welfare intervention plan. | * 1. Objectives are formulated as per assessment report   2. Resources are mapped as per objectives   3. Key actors are identified as per objectives   4. Action plan is developed as per identified needs |
| 1. Implement child welfare intervention plan. | * 1. Client is linked with relevant service providers as per identified needs   2. Resources are availed as per intervention plan   3. ***Safety social nets*** are established as per intervention plan   4. Ongoing support is carried out as per intervention plan |
| 1. Monitor child welfare intervention. | 4.1Review consultative meetings are conducted as per organization procedures  4.2 Child welfare program closure process is initiated  4.3 Referrals are carried out as per organization procedures  4.4 Child welfare intervention report is prepared and disseminated as per organization procedures. |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Child welfare needs - may include but not limited to: | * Shelter * Food * Clothing * Medical care * Education |
| 1. Child welfare data assessment tools - may include but not limited to: | * Social enquiry form * Case record sheet * Case referral form * Rapid emergency assessment tool (CPRA) * Consent form |
| 1. Social safety nets - may include but not limited to: | * Cash transfer for orphans and vulnerable * Food banks * Essential service fee waivers * Free enrolments to programs |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + - 1. Critical aspects of competency | Assessment requires evidences that the candidate:   * 1. 1.1Administered Child welfare assessment tools as per organization procedures   2. 1.2 Identified Child welfare needs as per data analysed   3. Prepared and disseminated Child welfare needs assessment report as per organization procedures   4. Developed Action plan as per identified needs   5. Established Safety social nets as per intervention plan   6. Carried out ongoing support as per intervention plan   7. Conducted Review consultative meetings as per organization procedures   8. Initiated Child welfare program closure process as per intervention plan |
| 1. Resource Implications | The following resources MUST be provided:   * 1. A functional office   2. Fully equipped simulated operations training office |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written tests   2. Interview   3. Oral questioning   4. Observation   5. Third party report |
| 1. Context of Assessment | Competency may be assessed individually:   * 1. On-the-job   2. Off-the-job   3. Combination of both |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, organization and job role is recommended. |

# ENFORCE CHILD RIGHTS POLICIES

**UNIT CODE: 0922 554 06 A**

**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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| --- | --- |
| 1. Identify vulnerable children | * 1. ***Child vulnerability criteria*** is obtained according to National child protection laws and policies   2. Community volunteer teams are identified according to the established national child vulnerability criteria   3. ***Training tools*** are assembled according to training requirements   4. Training is conducted as per the training requirements.   5. Vulnerability data is collected and shared according to standard procedures |
| 1. Assess child rights violation | * 1. Allegation of ***Child right violation*** is reported based on child right protection framework   2. ***Child violation indicators*** are identified based on child rights protection procedures   3. Nature of violation is recorded based on standard procedures   4. Child safety is assessed based on child protection requirements   5. Other children’s’ safety is assessed based on child protection requirements   6. Support, linkages and referrals are conducted based on nature of child right abuse   7. Case record sheet is filled in line with the child protection information management guidelines   8. Social inquiry report is prepared and presented according to child protection guidelines. |
| 1. Identify corrective plans of action | * 1. Nature of child right violation are identified and recorded according to existing child protection laws and policies.   2. Rescue operation is determined and carried out according to nature of threat   3. Rescue and placement of children is conducted in accordance child protection guidelines   4. Nature and extent of harm on the child is determined based on immediate assessment of the child   5. Linkages to relevant child service providers are undertaken according to needs and workplace guidelines |
| 1. Carry out action plans | * 1. Initial needs assessment is carried out according to child protection guidelines   2. Initial needs Assessment report is prepared as per child protection procedures   3. Activities are identified according to the initial needs’ assessment report.   4. Activities are assigned and executed according to the need’s assessment report.   5. Monitoring and evaluation of action plan activities is carried out as per the standard requirements.   6. Preparation of Monitoring and evaluation report as per standard reporting requirements. |
| 1. Maintain child protection networks | * 1. Child service providers’ database is updated as per standard requirements   2. Child protection network periodic reporting is carried out according to standard requirements   3. Collective strategies are carried out through periodic child protection network meetings   4. Child protection network documentations are maintained and updated according to network policy guidelines |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

| **VARIABLE** | **RANGE** |
| --- | --- |
| 1. Child vulnerability criteriamay include but are not limited to: | * Poverty levels * Orphan hood * Socio-economic factors * Education * Health * Disabilities * Abuse and neglect * Child headed households * Child offenders * Children of imprisoned mothers * Parenting * Children in institutions * Street children |
| 1. Training tools may include but are not limited to: | * Child identification tools * Training manuals * Flip charts * Writing materials * Video clips * Projectors * Flyers * Laptops |
| 1. Child right violation may include but are not limited to: | * FGM * Child marriage * Child trafficking * Physical abuse * Child labor * Child torture * Child exploitation * Children in armed conflicts * Malnutrition * Sexual harassment/defilement * Harmful cultural practices |
| 1. Child violation indicators may include but are not limited to: | * Bruises * Wounds and injuries * Withdrawals * Aggression * Bleeding * Broken limbs * Pinch marks * Frequent hunger * Poor personal hygiene * Fatigue * Truancy * Drug and substance abuse * Suicidal tendencies |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Planning
* Communication
* Management
* Teamwork
* Monitoring and evaluation
* Reporting
* Computer
* Analytical
* Networking
* Coordination
* Advocacy
* Multitasking
* Critical thinking
* Problem solving

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Child rights legislations and policies
* Child welfare and protection
* Conducting child interviews
* Child protection policy framework
* Child rights advocacy
* Child participation
* Project management
* Barriers to child protection
* Harmful and retrogressive cultural practices
* Violence against children
* Vulnerable children/Special needs children
* Documentation

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified vulnerable children   2. Assessed child rights violation   3. Developed and carried out rescue plan   4. Formed child protection committee and advocated for child friendly spaces   5. Formed and strengthened child welfare support systems   6. Documented child rights enforcement action plans   7. Maintained child protection networks   8. Demonstrated understanding of child rights legislation and policies |
| 1. Resource Implications | The following resources should be provided:   * 1. Workstation |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study |
| 1. Context of Assessment | Competency may be assessed:  4.1 On-the-job  4.2 Off-the –job  4.3 During Industrial attachment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY ENTREPRENEURIAL SKILLS

**UNIT CODE: 0413 541 08A**

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes that make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in Range*** |
| 1. Apply Financial Literacy Skills | * 1. **Sources of personal and business** ***funds*** are identified as per financial procedures and standards   2. Personal finances are managed as per financial procedures and standards   3. Savings are managed as per financial procedures and standards   4. Debts are managed as per financial procedures and standards   5. Investments are undertaken as per financial procedures and standards   6. Insurance services are procured as per financial procedures and standards |
| 2. Apply entrepreneurial concept | * 1. Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship   2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship   3. Ways of becoming an entrepreneur are identified as per principles of Entrepreneurship   4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship   5. Salaried employment and self-employment are distinguished as per principles of entrepreneurship   6. ***Requirements for entry into self-employment*** are identified according to business procedures and standards   7. Roles of an Entrepreneur in an enterprise are determined according to business procedures and standards   8. Contributions of entrepreneurship to National development are identified as per business procedures and standards |
| 3. Identify entrepreneurial opportunities | * 1. Business ideas are identified as per business procedures and standards   2. Entrepreneurial opportunities are evaluated as per business procedures and standards   3. Factors to consider when evaluating business opportunity viability are explored based on business procedure and standards   4. Business ideas and opportunities are generated as per business procedures and standards   5. Business life cycle is analysed as per business procedures and standards |
| 4. Apply business legal aspects | 4.1 ***Forms of business ownership*** are identified as per legal procedures and practices   * 1. Business Registration and Licensing processes are identified as per legal procedures and practices   2. Types of Contracts and Agreements are analysed as per legal procedures and practices   3. Employment Laws are identified as per legal procedures and practices   4. Taxation laws are identified as per legal procedures and practices |
| 5. Innovate Business strategies | 5.1 Business innovation strategies are determined by the organization standards  5.2 Creativity in business development is demonstrated in accordance with business standards  5.3 Innovative ***business standards*** are developed as per business principles  5.4 Linkages with other entrepreneurs are created as per best practice  5.5 ICT is incorporated in business growth and development as per best practice |
| 6. Develop Business Plan | 6.1 Business idea is described as per business procedures and standards  6.2 Business description is developed as per business plan format  6.3 Marketing plan is developed as per business plan format  6.4 Organizational/Management plan is prepared in accordance with business plan format  6.5 Production/operation plan is prepared in accordance with business plan format  6.6 Financial plan is prepared in accordance with the business plan format  6.7 Executive summary is prepared in accordance with business plan format  6.8 Business plan is presented as per best practice  6.9 Business ideas are incubated as per institutional policy. |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Sources of personal funds mayinclude but not limited to: | * + Salary/Wages   + Investments   + Savings   + Inheritance   + Government Benefits |
| 1. Sources of business finance mayinclude but not limited to: | * + Equity Financing   + Debt Financing,   + Personal Savings/Investment   + Retained Earnings   + Grants and Subsidies   + Crowdfunding   + supplier Credit:   + Leasing and Asset Financing: |
| 1. Types of entrepreneurs may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Forms of businesses ownership may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Innovative business standards may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care standards
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion standards
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion standards

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:  1.1 Identified Sources of personal and business finance as per financial procedures and standards  1.2 Managed Personal finances as per financial procedures and standards  1.3 Made Investment decisions as per financial procedures and standards  1.4 GeneratedBusiness ideas and opportunities based on business procedure and standards  1.5 Analysed business life cycle based on business procedure and standards  1.6 Determined business innovative standards as per business principles  1.7 Developed and presented a business plan as per regulatory framework. |
| 1. Resource Implications | The following resources should be provided:  2.1 Access to relevant workplace where assessment can take place  2.2 Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:  3.1 Written tests  3.2 Oral questions  3.3 Third party report  3.4 Interviews  3.5 Portfolio |
| 1. Context of Assessment | Competency may be assessed:  4.1 On-the-job  4.2 In a simulated work environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CONDUCT CHILD PROTECTION INTERVENTIONS

**UNIT CODE: 0922 541 02A**

**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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicised terms are elaborated in the range)*** |
| 1. Assess child intervention needs | * 1. Child intervention data assessment tools is developed as per organisation procedures   2. Intervention data assessment tools is administered child as per organisation procedures   3. Data is analysed as per organisation procedures   4. ***Child intervention needs*** is identified as per data analysed   5. Child intervention needs assessment report is prepared and disseminated as per organisation procedures |
| 1. Develop child protection intervention plan | * 1. Child protection objectives are formulated as per assessment report   2. Resources mapped as per formulated objectives   3. Key actors are identified as per formulated objectives   4. Individual Treatment Plan /Individual CarePlan is developed as per objectives |
| 1. Mobilise child protection stakeholders | 3.1 ***Family conference*** are conducted as per organisation procedures  3.2 Duties are allocated as per thematic groups  3.3 Internal resource mobilisation process is initiated as per family conference resolution |
| 1. Implement child protection intervention plan | 1. Clients are linked with the service providers as per intervention plan 2. Child protection resources are availed to clients as per intervention plan 3. Safety social nets are stablished as per intervention plan 4. ***Carry out ongoing support*** as per intervention plan |
| 1. Review child protection intervention plan | 1. Child protection ***consultative meetings*** are conduct as per organisation procedures 2. Referrals are carried out as per organisation procedures 3. Case disengagement process Initiated as organization procedures 4. Child intervention plan report prepared and disseminate as per organisation procedures |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Child protection needs- may include but not limited to: | * Physical abuse * Harmful cultural practices * Early marriages * Sexual and Gender-Based Violence (SGBV) * Child trafficking * Harmful child labour * Engagement in violent extremism |
| Ongoing support- may include but not limited to: | * Counselling * Specialized Health Care * Relocation to safe houses * Life skills * Family resilience strengthening |
| Consultative meetings - may include but not limited to: | * Case conferences * Family conferencing * Case review meeting * Case supervision meeting |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + - 1. Critical aspects of competency | Assessment requires evidences that the candidate:   * 1. Administered assessment tools Child intervention as per organisation procedures   2. Identified Child intervention needs as per analysed data   3. Mapped Resources as per objectives   4. Identified Key actors as per objectives   5. Developed Individual Treatment Plan /Individual Care Plan as per objectives   6. Conducted Family conference as per organization procedures   7. Carried out Referrals as per organization procedures |
| 1. Resource Implications | The following resources MUST be provided:   * 1. A functional office   2. Fully equipped simulated operations training office |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written tests   2. Interview   3. Oral questioning   4. Observation   5. Third party report |
| 1. Context of Assessment | Competency may be assessed individually:   * 1. On-the-job   2. Off-the-job   3. Combination of both |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, organization and job role is recommended. |

# CONDUCT CHILD CASE MANAGEMENT

**UNIT CODE: 0922 541 09A**

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomeswhich make the organization function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***(Bold and italicised terms are elaborated in the Range)*** |
| --- | --- |
| 1. Register child case | * 1. Filled child intake registration form as per organization standards   2. Categorised***Child case*** as per presenting issues   3. Captured child case data in Child Protection Management Information System (CPMIS) as per organization procedures |
| 1. Carry out child needs assessment | * 1. Identified child needs assessment tools as per child case.   2. Child needs assessment tools are administered as per child case   3. Prepared and shared child needs assessment report as per organization policy |
| 1. Develop child case management plan | * 1. Formulated child case management objectives as per assessment report   2. Mapped child case management resources as per objectives   3. Identified child case management ***actors*** as per objectives   4. Developed Individual ***Treatment Plan /Individual Care Plan*** as per objectives |
| 1. Implement case management plan. | * 1. Administered individual treatment plan is as per case management plan   2. Referrals are carried out based on case management plan.   3. ***Follow up activities*** are carried out as per organization policy.   4. Child case management continuous report is prepared and disseminated as per organization procedures |
| 1. Review case management plan outcomes. | * 1. Case management review meetings are conducted as per organization procedures   2. Child case referrals are carried out as per child needs   3. Child case management report is prepared as per organization procedures   4. Case disengagement process initiated |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

| **Variable** | **Range**  ***May include but not limited to:*** |
| --- | --- |
| 1. Child case – may include but not limited to: | * Physical abuse * Child abandonment * Sexual abuse * Psychological abuse * Emotional abuse |
| 1. Actors - may include but not limited to: | * Family * case worker * case supervisor * teacher * social worker * police officer * child * probation officer |
| 1. individual treatment plan/individual care plan - may include but not limited to: | * presenting problem * treatment plan goals * objectives * intervention * actors * timelines * resources |
| 1. follow up activities - may include but not limited to: | * progress report * case record sheet * feedback form * case closure report |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy
* Project management
* Monitoring and evaluation

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| * + 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Categorized Child case as per presenting issues   2. Administered Child needs assessment tools as per child case   3. Formulated Child case management objectives as per assessment report   4. Developed Individual Treatment Plan /Individual Care Plan as per objectives   5. Carried out Follow up activities as per organization procedures. |
| * 1. Resource Implications | The following resources MUST be provided:   * 1. Organisation polices, guidelines and regulations Strategic plans on community projects   2. Organization policies and procedures   3. Community censors report   4. Map of geographical areas   5. Data collection tools   6. Community structure guidelines   7. Transport means   8. Simulated office |
| * 1. Method of Assessment | Competency may be assessed through:   * 1. Written or oral questions   2. Observation   3. Third party report   4. Project   5. Interview   6. Review of portfolios |
| * 1. Context for Assessment | Competency may be assessed individually:   * 1. On- the -job   2. Off -the –job   3. Combination of both   4. simulated work environment |
| 1. Guidance information for assessment | This unit may be assessed on an integrated basis with others within this occupational sector |

# CONDUCT SOCIAL WORK RESEARCH

**UNIT CODE: 0922 541 10A**

**UNIT DESCRIPTION**

This unit covers the competencies required to conduct social work research. It involves identifying research problem, developing research plan, implementing research plan, and preparing research report.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  (Bold and italicized terms are elaborated in the range) |
| 1. Identify research problem | * 1. Relevant problem area of interest is identified as per social research requirement.   2. Relevant authorities approve the identified research topic as per scientific research standards   3. ***Literature review*** is conducted as per relevant problem area of interest   4. Research problem is identified based on the analysis   5. Research proposal is developed as per scientific research standard   6. Research proposal is approved by relevant ***research bodies*** |
| 2. Develop research plan | 1. Scope of study is established as per the set objectives 2. Timeframe is established as per the scope of the study 3. Budget is prepared as per organization procedures 4. Samples size is established as per the scope of the study 5. Required ***research tools*** are identified 6. Research plan is developed as per scientific research standard |
| 3. Implement research plan | 1. Research tools are developed and validated as per scientific research standards 2. Data collection team is established as per organization procedures 3. Research tools are administered as per work procedures 4. ***Data analysis tool*** is conducted as per organization procedures |
| 4. Prepare research report | 1. Report is compiled as per organization procedures 2. Report is shared or disseminated as per organization procedures 3. Research findings are implemented as per the scientific research standards |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. ***Literature review*** may include but is not limited to: | * Project reports. * Government agencies reports. * Past research reports. * Development partners reports. |
| 1. ***Data analysis tool*** may include but is not limited to: | * Excel spreadsheets * Statistical Package for Social Scientists (SPSS) * STRATA |
| 1. ***Research bodies*** may include but is not limited to: | * NACOSTI * Ethical review board |
| 1. ***Research tools*** may include but is not limited to: | * Questionnaires * FGD Guide * Observation checklist * Interview guides |

**REQUIRED SKILLSAND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of  Competency | Assessment requires evidences that the candidate:  1.1 Identified relevant problem area of interest as per social research requirements  1.3 Conducted literature review as per relevant problem area of interest  1.5 Developed research proposal as per scientific research standards  1.4 Prepared budget as per organization procedures  1.5 Established samples size as per the scope of the study  1.6 Developed research tools per scientific research standards  1.7 Administered research tools as per work procedures.  1.8 Data analysis tool is conducted as per organization procedure  1.9 Report is compiled as per organization procedures  1.10 Report is shared or disseminated as per organization procedures  1.11 Research findings are implemented as per the organization procedures. |
| 2. Resource implications | The following resources MUST be provided:  2.1 A functional office  2.2 Fully equipped simulated operations training office |
| 3. Methods of assessment | Competency maybe assessed through:  1.1 Written tests  1.2 Interview  1.3 Oral questioning  1.4 Observation  1.5 Third party report |
| 4. Context of assessment | Competency maybe assessed individually:  2.1 on-the-job  2.2 off-the-job  2.3 combination of both |
| 5. Guidance information  for assessment | Holistic assessment with other units relevant to the  Industry sector, organization and job role is recommended. |

# COORDINATE CHILD REHABILITATION PROGRAMS

**UNIT CODE: 0922 541 11A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to coordinate child rehabilitation programs. It involves to carry out social enquiry, conducting child rehabilitation needs assessment, developing individualised plans, develop stakeholders’ partnerships, executing individualised plan and carrying out individualised plan follow up.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Carry out Social enquiry | * 1. ***Social enquiry tools*** are administered as per organization standards   2. Data analysis is carried out as per research standards   3. Social enquiry report is prepared as per organization standards |
| 1. Conduct child rehabilitation needs assessment. | * 1. Assessment tools are identified as per client need.   2. Assessment tools are administered as per organization standards.   3. Assessment report is prepared and shared as per organization policy. |
| 1. Develop individualized plans. | * 1. Individualized plan objectives are formulated as per client needs.   2. Resources are mobilized as per client needs.   3. Client consent is obtained as per organization procedures. |
| 1. Develop stakeholders’ partnerships | * 1. Stakeholders are mobilized as client needs.   2. Stakeholder consultative meetings held as per organization procedures.   3. Stakeholders’ role allocation is done as per client need. |
| 1. Execute individualized plan. | * 1. Individualized plan resources are utilized as per client needs.   2. Referrals are carried out as per client needs.   3. Individualized plan report is prepared as per organization procedures. |
| 6. Carry out individualized plan follow up | * 1. Client progress is monitored as per individualized plan.   2. Individualized plan case termination is initiated as per organization policy.   3. Follow up report is prepared and shared as per organization policy. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE**  ***May include but not limited to:*** |
| 1. Social enquiry tools – may include but not limited to | * Social enquiry form * Case record sheet * Environmental adjustment report * Referral forms |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range

|  |  |
| --- | --- |
| 1.Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Administered ***Social enquiry tools*** as per organization procedures   2. Formulated individualized plan objectives as per client needs.   3. Obtained client consent as per organization procedures.   4. Held stakeholder consultative meetings as per organization procedures.   5. Prepared and shared follow up report as per organization procedures. |
| 2.Resource Implications | The following resources should be provided:  2.1 A functional office  2.2 A fully equipped simulated operations training office  2.3 Resource persons |
| 3. Method of  Assessment | Competency may be assessed through:  3.1 Verbal questioning  3.2 Project  3.3 Observation  3.4 Third party report  3.5 Interview  3.6 Written test |
| 4. Context for  Assessment | Competency may be assessed individually:  4.1 On- the -job  4.2 Simulated work environment |
| 5. Guidance  information for assessment | 5.1 Holistic assessment with other units relevant to the industry sector, organization and job role is recommended. |

# CONDUCT CHILD REINTEGRATION

**UNIT CODE:** **0922 541 12A**

**UNIT DESCRIPTION**

This unit covers the competencies required to conduct child reintegration assessment. It involves carrying out child reintegration assessment, developing child reintegration plan, implementing child reintegration plan and reintegration following up.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| * + - 1. Carry out child reintegration assessment | * 1. Social enquiry tools are administered as per organization standards   2. Data analysis is carried out as per research standards   3. Home visits are carried out as per organization procedures   4. Social enquiry report is prepared as per organization standards   5. Environment adjustment report is prepared and shared as per organization procedures |
| * + - 1. Develop child reintegration plan. | * 1. Reintegration plan tools are developed as per organization procedures.   2. Reintegration plan objectives are formulated as per client needs.   3. Reintegration ***actors*** are mapped as per the client needs.   4. Reintegration plan resources are mobilized as per client needs   5. Actors’ consultative meetings held as per organization procedures. |
| * + - 1. Implement child reintegration plan. | * 1. Reintegration ***Action steps*** are carried as per reintegration plan   2. Individualized plan resources are utilized as per client needs.   3. Referrals are carried out as per client needs.   4. Individualized plan report is prepared as per organization procedures. |
| * + - 1. Reintegration follow up | * 1. Client progress is monitored as per individualized plan.   2. Individualized plan case termination is initiated as per organization procedures.   3. Follow up report is prepared and shared as per organization procedures. |

**RANGE OF VARIABLES**

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Actors - may include but not limited to: | * Child * family * school * church * institution * case worker |
| 1. Reintegration action steps - may include but not limited to: | * case identification * child assessment * tracing and family assessment * case planning * case conference * service provision/referral * placement/reunification * monitoring and case review * case closure |

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + - 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Carried out home visits as per organization procedures   2. Prepared and shared environment adjustment report as per organization procedures   3. Carried reintegration ***Action steps*** as per reintegration plan   4. Prepared and shared follow up report as per organization procedures. |
| 2.Resource Implications | The following resources should be provided:  2.1 A functional office  2.2 Fully equipped simulated operations training office |
| 3. Method of  Assessment | Competency may be assessed through:  3.1 Written tests  3.2 interview  3.3 Oral questioning  3.4 Observation  3.5 Third party report |
| 4. Context for  Assessment | Competency may be assessed individually:  4.1 On- the -job  4.2 Simulated work environment |
| 5. Guidance  information for assessment | 5.1 Holistic assessment with other units relevant to the  Industry sector, organization and job role is recommended. |

## 

# CARRY OUT RESOURCE MOBILIZATION

**UNIT CODE: 0923 541 13A**

**UNIT DESCRIPTION**

This unit covers the competencies required to carry out resource mobilization and management. It entails institutionalizing resource mobilization, assessing community resources, formulating resource mobilization strategies, pitching for funding, monitoring community resources, evaluating community resource mobilization process, documenting community resource mobilization outcomes.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  **(Bold and italicized terms are elaborated in the range)** |
| 1.Institutionalize resource  Mobilization. | 1.1 A resource mobilization team is formed as per organisation policy  1.2 Resource mobilization strategies are formulated as per organization procedures  1.3 Resource mobilization plan is developed as per organisation policy  1.4 Resource mobilization plan is implemented as per organization procedures  1.5 Monitoring of the resource mobilization plan is carried out as per organization procedures |
| 2.Assess Community  Resources | 2.1 Community needs are identified as per community concerns  2.2 Assessment tools are developed as per organization procedures  2.3 Assessment tools are administered as per organization procedures  2.4 Community needs, and resource register is created per organization procedures  2.5 Available resources are matched to community needs as per resource register  2.6 Resource gaps are established as per community needs.  2.7 Relevant funding opportunities are identified as per resource gaps |
| 3. Formulate resource mobilization strategies. | 3.1Develop resource mobilization objectives as per identified needs  3.2 Identify resource ***mobilization strategies*** as per identified needs  3.3 Develop resource mobilization plan as per organization procedures  3.4 Monitor the resource mobilization plan as per organization procedures |
| 4. Pitch for funding. | 4.1 Application for funding opportunities carried out as per organization procedures  4.2 ***Strategic consortium*** is established as per organization procedures  4.3 Timely submission and follow up on application for fundingis done as per organization procedures |
| 5. Monitor community resources. | 5.1 A community resources committee is established as per organization procedures.  5.2 Capacity building is carried out as per organization procedures.  5.3 Monitoring plan is developed as per organization procedures.  5.4 Monitoring plan is implemented as per organization procedures  5.5 A reporting mechanism is established as per organization procedures. |
| 6. Evaluate community resource mobilization process | 6.1 Evaluation plan is developed as per organization procedures  6.2 Evaluation tools are developed as per evaluation plan  6.3 Evaluation tools are administered as per organization procedures  6.4 Evaluation report is prepared as per organization procedures |
| 7. Document community  resource mobilization outcomes | 7.1 Documentation plan is developed as per organisation procedures.  7.2 Best practices are identified as per organisation procedures.  7.3 Best practices are documented as per organisation procedures.  7.4 Best practices are shared as per organisation procedures. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. resource mobilization strategies - may include but not limited to: | * charity walks * fundraising gala * auctions * pledges/donations * selling branded merchandise * income generating activities |
| 2. Strategic consortium - may include but not limited to: | * Potential implementing partners * Partnership agreements * Kenya philanthropic network |

**REQUIRED SKILLSAND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Proposal writing
* Pitching for funding
* Training
* Planning and prioritization
* negotiation
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Proposal writing
* Pitch for funding
* Negotiation

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Social work practices and interventions
* Social research
* Finance management
* Government policy on finance
* Budgeting
* Central bank regulations
* Leadership and integrity
* Government development agenda (Big4)
* Vision 2030
* Statistics
* Economics
* Digital literacy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidences that the candidate:   * 1. Developed resource mobilization plan as per organisation policy   2. Created community needs, and resource register per organization procedures   3. Carried out application for funding opportunities as per organization procedures   4. Carried out capacity building as per organization procedures.   5. Prepared evaluation report as per organization procedures |
| 2 Resource  Implications | The following resources MUST be provided:  2.1 A functional office  2.2 Fully equipped simulated operations training office |
| 3 Methods of  Assessment | Competency may be assessed through:  3.1 Written tests  3.2 Interview  3.3 Oral questioning  3.4 Observation  3.5 Third party report |
| 4 Context of  Assessment | Competency may be assessed individually:  4.1 On-the-job  4.2 Simulated work place environment |
| 5 Guidance  information for assessment | 5.1 Holistic assessment with other units relevant to the  Industry sector, organization and job role is recommended. |

# PROVIDE CHILD INSTITUTION MANAGERIAL SERVICES

**UNIT CODE: 0922 541 14A**

**UNIT DESCRIPTION**

This unit covers the competencies required to provide Child protection services. It entails Provision of managerial functions in social work, carrying out management functions in social work agencies and evaluating social work services.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up organization function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Prepare to provide managerial functions in social work | * 1. ***Legal documents*** are identified as per the social work standards   2. Legal documents are operationalized as per social work standards   3. ***Resources*** are availed as per the organization procedures   4. Service charter is developed as per social work standards |
| 2. Carry out resource management | 2.1 Resource needs are identified as per service delivery goals 2.2 Human, financial, and material resources are mobilized as per budget and procurement procedures 2.3 Resource utilization is monitored as per accountability guidelines 2.4 Resource gaps are identified and addressed as per organizational procedures 2.5 Resource reports are prepared and shared as per financial and administrative standards |
| 1. Prepare service charter | 3.1 Stakeholder input is collected as per participatory planning processes 3.2 Service standards and commitments are drafted as per client needs and legal frameworks 3.3 Draft charter is validated through consultative meetings as per organization procedures 3.4 Final charter is approved and disseminated as per communication strategy 3.5 Service charter implementation is monitored and reviewed as per organizational timelines |
| 4. Carry out management functions in social work agencies | 4.1 Organizational policies are implemented as per management mandate 4.2 Staff supervision and performance appraisal are conducted as per HR procedures 4.3 Inter-departmental coordination is facilitated as per workflow requirements 4.4 Conflict resolution mechanisms are applied as per organizational guidelines 4.5 Reports on agency management functions are prepared and shared as per reporting protocols |
| 5. Evaluate social services | 5.1 Evaluation tools are developed and customized as per program design 5.2 Data collection is conducted as per evaluation plan 5.3 Data is analysed and interpreted as per research and evaluation standards 5.4 Evaluation findings are reported as per organizational standards 5.5 Recommendations are formulated and disseminated as per stakeholder needs |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| ***Legal documents*** may include but is not limited to: | * Constitution of Kenya 2010 * Code of conduct for children officers (Directorate of Children Services - DCS) * The Children Act 2022 * Code of conduct for social workers * Employment Act 2022 * Marriage and Family Act * Disability Act |
| ***Resources*** may include but is not limited to: | * Material and non-material resources * Human and non-human resources |
| ***Management functions*** may include but is not limited to: | * Planning * Organizing * Coordinating * Staffing * Control * Directing |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy
* Theories of counselling

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + 1. Critical aspects of competency | Assessment requires evidences that the candidate:   * 1. Operationalized Legal documents as per social work standards   2. Availed Resources are as per the organization procedures   3. Developed service charter is as per social work standards   4. Assigned duties as per organization procedures   5. Carried out supervision is as per organization policies   6. Developed evaluation tools as per the organization standards   7. Administered evaluation tools as per the organization   8. Carried out data analysis as per the organization standards   9. Developed and shared report as per the organization standards   10. Documented management of child institutions as per organization procedures |
| 2.. Resource Implications | The following resources MUST be provided:   * 1. A functional office   2.2 Fully equipped simulated operations training office |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written tests   2. Interview   3. Oral questioning   4. Observation   5. Third party report |
| 1. Context of Assessment | Competency may be assessed individually:   * 1. on-the-job   2. off-the-job   3. combination of both |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, organization and job role is recommended. |

# CONDUCT CHILD EMERGENCY PROGRAMMES

**UNIT CODE**: **0922 541 15A**

**UNIT DESCRIPTION:**

This unit describes the competencies required to conduct rapid assessment. It involves carrying out rapid assessment, developing emergency response plan, carrying out emergency response plan and carrying out emergency response follow up.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomeswhich make the organization function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***(Bold and italicised terms are elaborated in the Range)*** |
| --- | --- |
| 1. Carry out rapid assessment. | * 1. Child in emergency rapid assessment tools are administered as per national guidelines   2. Data is analysed as per organization procedures   3. Childpriority needs are identified as per data analysed   4. Child priority needs assessment report is prepared as per organization procedures |
| * + - 1. Develop emergency response plan | * 1. Response emergency team is constituted as per identified need   2. Response roles are allocated as per thematic areas   2.3 Response resources are mobilized as per intervention needs |
| * + - 1. Carry out emergency response plan | 1. ***Emergency relief*** is provided as per response plan 2. Safe spaces are set up as per response plan 3. Missing/unaccompanied children are recorded as per national guidelines 4. Emergency psychological first aid is administered as per organization procedures 5. Ongoing emergency supportis carried out as per intervention plan |
| * + - 1. Carry out emergency response follow up. | * 1. Tracing of missing/ unaccompanied children is initiated   2. Child in emergency in-depth assessment tools are administered as per national guidelines   3. Child in emergency in-depth assessment data is analysed as per organization procedures   4. Child in emergency in-depth assessment report is prepared and shared as per organization procedures   5. Emergency resilience strengthening is planned for as per in-depth assessment report |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

| **Variable** | **Range**  ***May include but not limited to:*** |
| --- | --- |
| Emergency relief - may include but not limited to: | * safety tent * mosquito nets * cooking items * WASH kits * Dignity kits * First Aid kits |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| * + 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Administered child in emergency rapid assessment tools as per national guidelines 2. Prepared child priority needs assessment report as per organization procedures 3. Provided ***emergency relief*** as per response plan. 4. Administered emergency psychological first aid as per organization procedures 5. Initiated tracing of missing/ unaccompanied children as per National guidelines 6. Administered child in emergency in-depth assessment tools as per national guidelines 7. Planned emergency resilience strengthening as per in-depth assessment report. |
| * + 1. Resource implications | * 1. A functional operations office   2. Work plans   3. Maps   4. Transport means   5. Computer   6. Internet connectivity |
| * + 1. Methods of Assessment | Competency may be assessed through:  3.1 Verbal questioning  3.2 Project  3.3 Observation   * 1. Third party report   2. Interview   3. Written test |
| 1. Context of Assessment | Competency may be assessed individually   * 1. on-the-job   2. off-the-job   3. organization experience |
| 1. Guidance information for assessment | This unit may be assessed on an integrated basis with others within this occupational sector |