**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SOCIAL WORK AND COMMUNITY DEVELOPMENT**

**LEVEL 6**



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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# FOREWORD

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

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

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

It is my conviction that this curriculum will play a great role towards development of competent human resource for Community Development sector's growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**
**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

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

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

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

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

**CHAIRPERSON**
**TVET CDACC**

# ACKNOWLEDGMENT

This curriculum was developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Community Development Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of this curriculum.

I acknowledge all other institutions, which in one way or another contributed to the development of this curriculum

**COUNCIL SECRETARY/CEO**
**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

CBET  Competency-Based Education and Training

CDACC  Curriculum Development, Assessment and Certification Council

EMS  Environmental Management Systems

ICT  Information and Communication Technology

ISP  Information Security Policy

KCSE  Kenya Certificate of Secondary Education

KNQA  Kenya National Qualification Authority

KNQF  Kenya National Qualification Framework

PPE  Personal Protective Equipment

SOP  Standard Operating Procedures

SSAC  Sector Skill Advisory Committee

TVET  Technical and Vocational Education and Training

# KEY TO UNIT CODE

## COD/CU/SW/BC/01/6/ A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Social work Level 6 qualification consists of competencies that a person must achieve to enable him/her to be certified as a Social Worker.It involves manageing community resources,conducting community empowerment,coordinating community project,conducting community awareness training and sensitization,carrying out advocacy and lobbying activities,carrying out crisis and disaster management,coordinating conflict resolution and management,performing home based care and support ,coordinating rehabilitation programmes,carrying out child welfare programmes,conducting case management and manage community-based groups

Social Work level 6 qualification comprises the units of learning, which include the following basic, common and core units of learning:

## Basic Units of Learning

| Unit Code | Unit Title | Duration in Hours | Credit Factor |
|---|---|---|---|
| COD/CU/SW/BC/01/6/A | Communication Skills | 40 | 4 |
| COD/CU/SW/BC/02/6/A | Numeracy Skills | 60 | 6 |
| COD/CU/SW/BC/03/6/A | Digital Literacy | 60 | 6 |
| COD/CU/SW/BC/04/6/A | Entrepreneurial Skills | 100 | 10 |
| COD/CU/SW/BC/05/6/A | Employability Skills | 80 | 8 |
| COD/CU/SW/BC/06/6/A | Environmental Literacy | 40 | 4 |
| COD/CU/SW/BC/07/6/A | Occupational Safety And Health Practices | 40 | 4 |
| **Total** | | **420** | **42** |

## Common Units of Learning

| Unit Code | Unit Title | Duration in Hours | Credit Factor |
|---|---|---|---|
| COD/CU/SW/CC/01/6/A | Social Research Work | 100 | 10 |
| COD/CU/SW/CC/02/6/A | Social Policy Formulation And Public Administration | 80 | 8 |
| COD/CU/SW/CC/03/6/A | Psycho Social Support | 90 | 9 |

| COD/CU/SW/CC/04/6/A | Resource Mobilization And Fund Raising | 60 | 6 |
|---|---|---|---|
| | **Total** | **330** | **33** |

**Core Units of Learning**

| Unit Code | Unit Title | Duration in Hours | Credit Factor |
|---|---|---|---|
| COD/CU/SW/CR/01/6/A | Management Of Community Resources | 130 | 13 |
| COD/CU/SW/CR/02/6/A | Community Empowerment | 120 | 12 |
| COD/CU/SW/CR/03/6/A | Coordination Of Community Projects | 110 | 11 |
| COD/CU/SW/CR/04/6/A | Community Awareness Training And Sensitization | 120 | 12 |
| COD/CU/SW/CR/05/6/A | Advocacy And Lobbying Activities | 140 | 14 |
| COD/CU/SW/CR/06/6/A | Crisis And Disaster Management | 120 | 12 |
| COD/CU/SW/CR/07/6/A | Conflict Resolution And Management | 90 | 9 |
| COD/CU/SW/CR/08/6/A | Home-Based Care And Support | 110 | 11 |
| COD/CU/SW/CR/09/6/A | Coordination Of Rehabilitation Programmes | 130 | 13 |
| COD/CU/SW/CR/10/6/A | Child Welfare Programmes | 110 | 11 |
| COD/CU/SW/CR/11/6/A | Case Management | 120 | 12 |
| COD/CU/SW/CR/12/6/A | Management Of Community-Based Groups | 120 | 12 |
| COD/CU/SW/CR/13/6/A | Industrial Attachment | 480 | 48 |
| **Total** | | **1900** | **190** |
| **Grand Total** | | **2650** | **265** |

The total duration of the course is **2650** hours.

**Entry Requirements**

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

a) Kenya Certificate of Secondary Education (K.C.S.E.) with a minimum mean grade of C- (C minus)
   **Or**
b) Social work and community development Level 5 certificate with **one** year of continuous work experience
   **Or**
c) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Industrial attachment**

It is envisaged that the trainee will have undergone an industrial training and assessment with a recognized Social work and community development institution for a period of 12 weeks as a prerequisite for completion of this training course.

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

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an internal accredited verifier while external assessment is the responsibility of TVET CDACC.
As part of the continuous internal assessment process, trainees will maintain a portfolio of evidence of their achievements.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National Certificate in Social Work Level 6, an individual must demonstrate competence in all the units of competency.

TVET CDACC will award these certificates in conjunction with the training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** COD/CU/SW/BC/01/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**
This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**
1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Meet communication needs of clients and colleagues | • Communication process<br>• Modes of communication<br>• Medium of communication<br>• Effective communication<br>• Barriers to communication<br>• Flow of communication<br>• Sources of information<br>• Organizational policies<br>• Organization requirements for written and electronic communication methods<br>• Report writing<br>• Effective questioning | • Interview<br>• Written texts |

| | | techniques (clarifying and probing) | |
|---|---|---|---|
| | | • Workplace etiquette | |
| | | • Ethical work practices in handling communication | |
| | | • Active listening | |
| | | • Feedback | |
| | | • Interpretation | |
| | | • Flexibility in communication | |
| | | • Types of communication strategies | |
| | | • Elements of communication strategy | |
| 2. | Develop communication strategies | • Dynamics of groups<br>• Styles of group leadership<br>• Openness and flexibility in communication<br>• Communication skills relevant to client groups | • Interview<br>• Written texts |
| 3. | Establish and maintain communication pathways | • Types of communication pathways | • Interview<br>• Written texts |
| 4. | Promote use of communication strategies | • Application of elements of communication strategies<br>• Effective communication techniques | • Interview<br>• Written texts |
| 5. | Conduct interview | • Types of interview<br>• Establishing rapport<br>• Facilitating resolution of issues<br>• Developing action plans | • Interview<br>• Written texts |
| 6. | Facilitate group discussion | • Identification of communication needs<br>• Dynamics of groups<br>• Styles of group leadership<br>• Presentation of information<br>• Encouraging group members participation | • Interview<br>• Written texts |

| | • Evaluating group communication strategies | |
|---|---|---|
| 7. Represent the organization | • Presentation techniques <br> • Development of a presentation <br> • Multi-media utilization in presentation <br> • Communication skills relevant to client groups | • Interview <br> • Written texts |

**Suggested Methods of Instruction**
- Discussion
- Role playing
- Simulation
- Direct instruction

**Recommended Resources**
- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

# NUMERACY SKILLS

**UNIT CODE:** COD/CU/SW/BC/02/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**
This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**
1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Apply a wide range of mathematical calculations for work | • Fundamentals of mathematics<br> ▪ Addition, subtraction, multiplication and division of positive and negative numbers<br> ▪ Algebraic expressions manipulation<br>• Forms of fractions, decimals and | • Written tests<br>• Assignments<br>• Supervised exercises |

| | | percentages<br>• Expression of numbers as powers and roots | |
|---|---|---|---|
| 2. | Apply ratios, rates and proportions to solve problems | • Rates, ratios and proportions<br>  ▪ Meaning<br>  ▪ Conversions into percentages<br>  ▪ Direct and inverse proportions determination<br>  ▪ Performing calculations<br>  ▪ Construction of graphs, charts and tables<br>  ▪ Recording of information | • Written tests<br>• Assignments<br>• Supervised exercises |
| 3. | Estimate, measure and calculate measurement for work | • Units of measurements and their symbols<br>• Identification and selection of measuring equipment<br>• Conversion of units of measurement<br>• Perimeters of regular figures<br>• Areas of regular figures<br>• Volumes of regular figures<br>• Carrying out measurements<br>• Recording of information | • Assignments<br>• Supervised exercises<br>• Written tests |
| 4. | Use detailed maps to plan travel routes for work | • Identification of features in routine maps and plans<br>• Symbols and keys used in routine maps and plans<br>• Identification and interpretation of orientation of map to North<br>• Demonstrate understanding of direction and location<br>• Apply simple scale to estimate length of objects, or distance to location or object<br>• Give and receive directions using both formal and informal language | • Written<br>• Practical test |

| | | • Planning of routes<br>• Calculation of distance, speed and time | |
|---|---|---|---|
| 5. | Use geometry to draw and construct 2D and 3D shapes for work | • Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations<br>• Explain the use and application of shapes<br>• Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes<br>• Identify common angles<br>• Estimate common angles in everyday objects<br>• Evaluation of unknown angles<br>• Use formal and informal mathematical language to describe and compare common angles<br>• Symmetry and similarity<br>• Use common geometric instruments to draw two dimensional shapes<br>• Construct routine three dimensional objects from given nets | |
| 6. | Collect, organize and interpret statistical data | • Classification of data<br>    • Grouped data<br>    • Ungrouped data<br>• Data collection<br>    • Observation<br>    • Recording | • Assignments<br>• Supervised exercises<br>• Written tests |

| | • Distinguishing between sampling and census<br>• Importance of sampling<br>• Errors in sampling<br>• Types of sampling and their limitations e.g.<br>    • Stratified random<br>    • Cluster<br>    • Judgmental<br>• Tabulation of data<br>    • Class intervals<br>    • Class boundaries<br>    • Frequency tables<br>    • Cumulative frequency<br>• Diagrammatic and graphical presentation of data e.g.<br>    • Histograms<br>    • Frequency polygons<br>    • Bar charts<br>    • Pie charts<br>    • Cumulative frequency curves<br>❑ Interpretation of data | |
|---|---|---|
| 7. Use routine formula and algebraic expressions for work | • Solving linear equations<br>• Linear graphs<br>    ▪ Plotting<br>    ▪ Interpretation<br>• Applications of linear graphs<br>• Curves of first and second degree<br>    ▪ Plotting<br>    ▪ Interpretation | • Assignments<br>• Supervised exercises<br>• Written tests |
| 8. Use common functions of a scientific calculator | • Identify and use keys for common functions on a calculator<br>• Calculate using whole numbers, money and routine decimals and percentages<br>• Calculate with routine | •<br>• Written<br>• Practical test |

| | fractions and percentages<br>• Apply order of operations to solve multi-step calculations<br>• Interpret display and record result | |
|---|---|---|

**Suggested Methods of Instruction**
- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

**Recommended Resources**
- Calculators
- Rulers, pencils, erasers
- Charts with presentations of data
- Graph books
- Dice

# DIGITAL LITERACY

**UNIT CODE:** COD/CU/SW/BC/03/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**
This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments and preparing presentation packages.

**Summary of Learning Outcomes**
1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Identify computer hardware and software | <ul><li>Concepts of ICT</li><li>Functions of ICT</li><li>History of computers</li><li>Components of a computer</li><li>Classification of computers</li></ul> | <ul><li>Written tests</li><li>Oral presentation</li></ul> |
| 2. Apply security measures to data, hardware, software in automated environment | <ul><li>Data security and control</li><li>Security threats and control measures</li><li>Types of computer crimes</li><li>Detection and protection against computer crimes</li><li>Laws governing protection of</li></ul> | <ul><li>Written tests</li><li>Oral presentation</li><li>Project</li></ul> |

| | | ICT | |
|---|---|---|---|
| 3. | Apply computer software in solving tasks | • Operating system<br>• Word processing<br>• Spread sheets<br>• Data base design and manipulation<br>• Data manipulation, storage and retrieval | • Oral questioning<br>• Project |
| 4. | Apply internet and email in communication at workplace | • Computer networks<br>• Network configurations<br>• Uses of internet<br>• Electronic mail (e-mail) concept | • Oral questioning<br>• Written report |
| 5. | Apply desktop publishing in official assignments | • Concept of desktop publishing<br>• Opening publication window<br>• Identifying different tools and tool bars<br>• Determining page layout<br>• Opening, saving and closing files<br>• Drawing various shapes using DTP<br>• Using colour pellets to enhance a document<br>• Inserting text frames<br>• Importing and exporting text<br>• Object linking and embedding<br>• Designing of various publications<br>• Printing of various publications | • Oral questioning<br>• Written report<br>• Project |
| 6. | Prepare presentation packages | • Types of presentation packages<br>• Procedure of creating slides<br>• Formatting slides | • Oral questioning<br>• Written report<br>• Project |

| | • Presentation of slides<br>• Procedure for editing objects | |
|---|---|---|

**Suggested Methods of Instruction**
- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

**Recommended Resources**
- Computers
- Printers
- Storage devices
- Internet access

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** COD/CU/SW/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

1. Demonstrate understanding of who an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop business innovative strategies
7. Develop Business plan

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Demonstrate knowledge of entrepreneurship and self-employment | <ul><li>Importance of self-employment</li><li>Requirements for entry into self-employment</li><li>Role of an Entrepreneur in business</li><li>Contributions of Entrepreneurs to National development</li><li>Entrepreneurship culture in Kenya</li><li>Born or made entrepreneurs</li></ul> | <ul><li>Individual/group assignments</li><li>Projects</li><li>Written tests</li><li>Oral questions</li><li>Third party report</li></ul> |

| 2. Identify entrepreneurship opportunities | • Business ideas and opportunities<br>• Sources of business ideas<br>• Business life cycle<br>• Legal aspects of business<br>• Assessment of product demand<br>• Business environment<br>• Factors to consider when evaluating business environment<br>• Technology in business | • Individual/group assignments<br>• Projects<br>• Written tests<br>• Oral questions<br>• Third party report<br>• Interviews |
|---|---|---|
| 3. Create entrepreneurial awareness | • Forms of businesses<br>• Sources of business finance<br>• Factors in selecting source of business finance<br>• Governing policies on Small Scale Enterprises (SSEs)<br>• Problems of starting and operating SSEs | • Individual/group assignments<br>• Projects<br>• Written tests<br>• Oral questions<br>• Third party report<br>• Interviews |
| 4. Apply entrepreneurial motivation | • Internal and external motivation<br>• Motivational theories<br>• Self-assessment<br>• Entrepreneurial orientation<br>• Effective communications in entrepreneurship<br>• Principles of communication<br>• Entrepreneurial motivation | • Case studies<br>• Individual/group assignments<br>• Projects<br>• Written tests<br>• Oral questions<br>• Third party report<br>• Interviews |
| 5. Develop business innovative strategies | • Innovation in business<br>• Small business Strategic Plan<br>• Creativity in business development<br>• Linkages with other entrepreneurs<br>• ICT in business growth and development | • Case studies<br>• Individual/group assignments<br>• Projects<br>• Written tests<br>• Oral questions<br>• Third party report<br>• Interviews |

| 6. Develop Business Plan | • Business description<br>• Marketing plan<br>• Organizational/Management<br>• plan<br>• Production/operation plan<br>• Financial plan<br>• Executive summary<br>• Presentation of Business Plan | • Case studies<br>• Individual/group assignments<br>• Projects<br>• Written tests<br>• Oral questions<br>• Third party report<br>• Interviews |
|---|---|---|

**Suggested Methods of Instruction**

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training

**Recommended Resources**

- Case studies
- Business plan templates
- Computers
- Overhead projectors
- Internet
- Mobile phone
- Video clips
- Films
- Newspapers and Handouts
- Business Journals
- Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** COD/CU/SW/BC/05/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 hours

**Unit Description**
This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

**Summary of Learning Outcomes**
1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Conduct self-management | <ul><li>Self-awareness</li><li>Formulating personal vision, mission and goals</li><li>Strategies for overcoming life challenges</li><li>Managing emotions</li><li>Emotional intelligence</li><li>Assertiveness versus aggressiveness</li><li>Expressing personal</li></ul> | <ul><li>Written tests</li><li>Oral questioning</li><li>Interviewing</li><li>Portfolio of evidence</li><li>Third party report</li></ul> |

| | | thoughts, feelings and beliefs | |
|---|---|---|---|
| | | • Developing and maintaining high self-esteem | |
| | | • Developing and maintaining positive self-image | |
| | | • Setting performance targets | |
| | | • Monitoring and evaluating performance | |
| | | • Articulating ideas and aspirations | |
| | | • Accountability and responsibility | |
| | | • Good work habits | |
| | | • Self-awareness | |
| | | • Values and beliefs | |
| | | • Self-development | |
| | | • Financial literacy | |
| | | • Healthy lifestyle practices | |
| | | • Adopting safety practices | |
| 2. Demonstrate interpersonal communication | | • Meaning of interpersonal communication | • Written tests |
| | | • Listening skills | • Oral questioning |
| | | • Types of audience | • Interviewing |
| | | • Public speaking | • Portfolio of evidence |
| | | • Writing skills | • Third party report |
| | | • Negotiation skills | |
| | | • Reading skills | |
| | | • Meaning of empathy | |
| | | • Understanding customers' needs | |
| | | • Establishing communication networks | |
| | | • Assertiveness | |
| | | • Sharing information | |

| | | |
|---|---|---|
| 3. Demonstrate critical safe work habits | • Stress and stress management<br>• Time concept<br>• Punctuality and time consciousness<br>• Leisure<br>• Integrating personal objectives into organizational objectives<br>• Resources mobilization<br>• Resources utilization<br>• Setting work priorities<br>• Developing healthy relationships<br>• HIV and AIDS<br>• Drug and substance abuse<br>• Managing emerging issues | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |
| 4. Lead a workplace team | • Leadership qualities<br>• Power and authority<br>• Team building<br>• Determination of team roles and objectives<br>• Team parameters and relationships<br>• Individual responsibilities in a team<br>• Forms of communication<br>• Complementing team activities<br>• Gender and gender mainstreaming<br>• Human rights<br>• Developing healthy relationships<br>• Maintaining relationships<br>• Conflicts and conflict resolution<br>• Coaching and mentoring | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

| | | |
|---|---|---|
| | skills | |
| 5. Plan and organize work | • Functions of management<br>• Planning<br>• Organizing<br>• Time management<br>• Decision making concept<br>• Task allocation<br>• Developing work plans<br>• Developing work goals/objectives and deliverables<br>• Monitoring work activities<br>• Evaluating work activities<br>• Resource mobilization<br>• Resource allocation<br>• Resource utilization<br>• Proactive planning<br>• Risk evaluation<br>• Problem solving<br>• Collecting, analysing and organising information<br>• Negotiation | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |
| 6. Maintain professional growth and development | • Avenues for professional growth<br>• Training and career opportunities<br>• Assessing training needs<br>• Mobilizing training resources<br>• Licenses and certifications for professional growth and development<br>• Pursuing personal and organizational goals<br>• Managing work priorities and commitments<br>• Recognizing career advancement | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

| 7. Demonstrate workplace learning | <ul><li>Managing own learning</li><li>Mentoring</li><li>Coaching</li><li>Contributing to the learning community at the workplace</li><li>Cultural aspects of work</li><li>Networking</li><li>Variety of learning context</li><li>Application of learning</li><li>Safe use of technology</li><li>Taking initiative/proactivity</li><li>Flexibility</li><li>Identifying opportunities</li><li>Generating new ideas</li><li>Workplace innovation</li><li>Performance improvement</li><li>Managing emerging issues</li><li>Future trends and concerns in learning</li></ul> | <ul><li>Written tests</li><li>Oral questioning</li><li>Interviewing</li><li>Portfolio of evidence</li><li>Third party report</li></ul> |
|---|---|---|
| 8. Demonstrate problem solving skills | <ul><li>Critical thinking process</li><li>Data analysis tools</li><li>Decision making</li><li>Creative thinking</li><li>Development of creative, innovative and practical solutions</li><li>Independence in identifying and solving problems</li><li>Solving problems in teams</li><li>Application of problem-solving strategies</li><li>Testing assumptions</li><li>Resolving customer concerns</li></ul> | <ul><li>Written tests</li><li>Oral questioning</li><li>Interviewing</li><li>Portfolio of evidence</li><li>Third party report</li></ul> |

| 9. Manage ethical performance | • Meaning of ethics<br>• Ethical perspectives<br>• Principles of ethics<br>• Ethical standards<br>• Organization code of ethics<br>• Common ethical dilemmas<br>• Organization culture<br>• Corruption, bribery and conflict of interest<br>• Privacy and data protection<br>• Diversity, harassment and mutual respect<br>• Financial responsibility/accountability<br>• Etiquette<br>• Personal and professional integrity<br>• Commitment to jurisdictional laws<br>• Emerging issues in ethics | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

**Suggested Methods of Instruction**
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Assignments
- Q&A

**Recommended Resources**
- Computers
- Stationery
- Charts
- Video clips
- Audio tapes

- Radio sets
- TV sets
- LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE**: COD/CU/SW/BC/06/6/A

**Relationship to Occupational Standards**:
This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**
This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**
1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Control environmental hazard | • Purposes and content of Environmental Management and Coordination Act 1999 <br>• Storage methods for environmentally hazardous materials <br>• Disposal methods of | • Written questions <br>• Oral questions |

| | | | |
|---|---|---|---|
| | | hazardous wastes<br>• Types and uses of PPE in line with environmental regulations<br>• Occupational Safety and Health Standards (OSHS) | |
| 2. | Control environmental Pollution control | • Types of pollution<br>• Environmental pollution control measures<br>• Types of solid wastes<br>• Procedures for solid waste management<br>• Different types of noise pollution<br>• Methods for minimizing noise pollution | • Written questions<br>• Oral questions<br>• Role play |
| 3. | Demonstrate sustainable resource use | • Types of resources<br>• Techniques in measuring current usage of resources<br>• Calculating current usage of resources<br>• Methods for minimizing wastage<br>• Waste management procedures<br>• Principles of 3Rs (Reduce, Reuse, Recycle)<br>• Methods for economizing or reducing resource consumption | • Written questions<br>• Oral questions<br>• Role play |
| 4. | Evaluate current practices in relation to resource usage | • Collection of information on environmental and resource efficiency systems and procedures,<br>• Measurement and recording of current resource usage<br>• Analysis and recording of current purchasing | • Written questions<br>• Oral questions<br>• Role play |

| | | |
|---|---|---|
| | strategies. | |
| | • Analysis of current work processes to access information and data | |
| | • Identification of areas for improvement | |
| 5. Identify Environmental legislations/conventions for environmental concerns | • Environmental issues/concerns | • Written questions |
| | • Environmental legislations /conventions and local ordinances | • Oral questions |
| | • Industrial standard /environmental practices | |
| | • International Environmental Protocols (Montreal, Kyoto) | |
| | • Features of an environmental strategy | |
| 6. Implement specific environmental programs | • Community needs and expectations | • Written questions |
| | • Resource availability | • Oral questions |
| | • 5s of good housekeeping | • Role play |
| | • Identification of programs/Activities | |
| | • Setting of individual roles /responsibilities | |
| | • Resolving problems /constraints encountered | |
| | • Consultation with stakeholders | |
| 7. Monitor activities on Environmental protection/Programs | • Periodic monitoring and Evaluation of activities | • Oral questions |
| | • Gathering feedback from stakeholders | • Written tests |
| | • Analyzing data gathered | • Practical test |
| | • Documentation of recommendations and submission | |

| | • Setting of management support systems to sustain and enhance the program<br>• Monitoring and reporting of environmental incidents to concerned /proper authorities | |
|---|---|---|
| 8. Analyze resource use | • Identification of resource consuming processes<br>• Determination of quantity and nature of resource consumed<br>• Analysis of resource flow through different parts of the process.<br>• Classification of wastes for possible source of resources. | • Written tests<br>• Oral questions<br>• Practical test |
| 9. Develop resource Conservation plans | • Determination of efficiency of use/conversion of resources<br>• Causes of low efficiency of use of resources<br>• Plans for increasing the efficiency of resource use | • Written tests<br>• Oral questions<br>• Practical test |

**Suggested Methods of Instruction**
- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees
- Observations and comments and corrections by trainers

**Recommended Resources**
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999

- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** COD/CU/SW/BC/07/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 40 hours

**Unit Description**
This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

**Summary of Learning Outcomes**
1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Identify workplace hazards and risks | • Identification of hazards in the workplace and/or the indicators of their presence <br> • Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace <br> • Gathering of OSH issues and/or concerns | • Oral questions <br> • Written tests <br> • Portfolio of evidence <br> • Third party report |
| 2. Control OSH hazards | • Prevention and control measures e.g. use of PPE <br> • Risk assessment <br> • Contingency measures | • Oral questions <br> • Written tests <br> • Portfolio of evidence <br> • Third party |

| | | report |
|---|---|---|
| 3. Implement OSH programs | <ul><li>Company OSH program, evaluation and review</li><li>Implementation of OSH programs</li><li>Training of team members and advice on OSH standards and procedures</li><li>Implementation of procedures for maintaining OSH-related records</li></ul> | <ul><li>Oral questions</li><li>Written tests</li><li>Portfolio of evidence</li><li>Third party report</li></ul> |

**Suggested Methods of Instruction**
- Assigments
- Discussion
- Q&A
- Role play
- Viewing of related videos

**Recommended Resources**
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
  - Mask
  - Face mask/shield
  - Safety boots
  - Safety harness
  - Arm/Hand guard, gloves
  - Eye protection (goggles, shield)
  - Hearing protection (ear muffs, ear plugs)
  - Hair Net/cap/bonnet
  - Hard hat
  - Face protection (mask, shield)
  - Apron/Gown/coverall/jump suit
  - Anti-static suits
  - High-visibility reflective vest

# COMMON UNITS OF LEARNING

# SOCIAL RESEARCH WORKS

**UNIT CODE:** COD/CU/SW/CC/1/06/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: conduct social research works

**Duration of Unit:** 100 Hours

**Unit Description**

This unit cover the competencies required to conduct social research works. It involves identifying research problem, formulating research plan, developing research tools, carrying out data collection, analyzing collected data and preparing research report.

**Summary of learning Outcomes**

1. Identify Research Problem
2. Formulate research plan
3. Develop research tools
4. Carry out data collection
5. Analyze collected data
6. Prepare research report

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

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Identify Research Problem | • Meaning and importance of social research<br>• Social research methods<br>• Literature review<br>• Identification of research problem<br>• Development of a research proposal | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 2. Formulate research plan | • Scope of study<br>• Research objectives<br>• Research timelines<br>• Sample size | • Case studies<br>• Observation<br>• Written tests<br>• Assignments |

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|---|---|---|
| | • Budget proposal | • Supervised exercise<br>• Simulations |
| 3. Develop data collection tools | • Identification and design of the data collection tools<br>• Pilot testing and validation of data collection tools | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. Carry out data collection | • Methods of data collection<br>• Types of data<br>• Establishment and training of the data collection team<br>• Administration of data collection tools | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Analyze collected data | • Meaning of data analysis<br>• Types of data analysis tools<br>• Preparation of data analysis tools<br>• Conduct of data analysis | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. Prepare research report | • Components of a research report<br>• Compilation of a research report<br>• Dissemination of the research report<br>• Implementation of the research finding | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**

- Group discussions and presentations
- Demonstration by trainer

- Practical work by trainer
- Exercise
- Field work
- Resource persons

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# SOCIAL POLICY FORMULATION AND PUBLIC ADMINISTRATION

**UNIT CODE:** COD/CU/SW/CC/2/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency**:** Conduct Social Policy Formulation and Public Administration

**Duration of Unit:** 80 Hours

**Unit Description**

This unit cover the competencies required to conduct social policy formulation and public administration. It involves formulating social policy, carrying out policy implementation, analyzing social policy, evaluating social policy, managing social welfare services and documenting social policies.

**Summary of learning Outcomes**

1. Formulate social policy
2. Carry out policy implementation
3. Analyze social policy
4. Evaluate social policy
5. Manage social welfare services
6. Document social policies

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

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Formulate social policy | • Meaning and importance of social policy <br> • Characteristics of social policy <br> • Types of social policies <br> • Decision making models <br> • Principles of social policy <br> • Models of social policy formulation <br> • The process and problem of policy formulation | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |
| 2. Carry out policy | • Importance of public | • Case studies |

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| implementation | • participation<br>• Promoting public participation<br>• Policy implementation activities<br>• Policy implementation framework<br>• Overcoming challenges in policy implementation | • Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Analyze Social policy | • Meaning of policy Analysis<br>• Importance of social policy analysis<br>• Methods of social policy Analysis<br>• Tools for policy analysis<br>• Agencies involved in social policy analysis and their role | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. Evaluate social policy | • Meaning of social policy evaluation<br>• Techniques of social policy evaluation<br>• Presentation of social policy evaluation results | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Manage social welfare services | • Nature, scope and utility of public administration<br>• History and development of public administration<br>• Public administration in trans-national societies<br>• Bureaucracy; the state and society<br>• Organization of public administration<br>• Functions, principles of management<br>• Personnel management | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

| | | |
|---|---|---|
| | and industrial relations and the role of the executive | |
| 6.   Document social policy | <ul><li>Components of a documentation policy</li><li>Compilation of a policy document</li><li>Methods of keeping documents</li><li>Security and safety of documents</li><li>Retrieval and retention</li></ul> | <ul><li>Case studies</li><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise</li><li>Simulations</li></ul> |

**Suggested Methods of Instruction**

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

**Recommended resources**

- Video cameras
- Stationery
- Filing equipment
- Text books/reference materials
- Policy documents

# PSYCHO SOCIAL SUPPORT

**UNIT CODE:** COD/CU/SW/CC/3/6/A

## Relationship to Occupational Standards

This unit addresses the unit of competency: perform psychosocial support

**Duration of Unit:** 90 Hours

## Unit Description

This unit cover the competencies required to perform psycho social support. It involves conducting psycho social support intake session, conducting psycho social support problem exploration, analyzing psycho social support problem and developing psycho social support action plan. It also entails conducting psycho social support follow up, conducting psycho social support action, terminating counselling activity and maintaining counselling records.

## Summary of Learning Outcomes

1. Conduct Psycho social support intake session.
2. Psycho social support problem exploration
3. Analyze psychosocial support problem.
4. Psychosocial support Action plan
5. Psychosocial support follow-up
6. Conduct the action stage
7. Terminate counselling activity
8. Referral
9. Maintain counselling coded records

## Learning Outcomes, Content and Methods of Assessment

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Conduct Psycho social support intake session. | <ul><li>Meaning and importance of psychosocial support</li><li>Basic counselling skills</li><li>Behavioral/humanistic theories</li><li>Psycho social support process</li></ul> | <ul><li>Case studies</li><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise</li><li>Simulations</li></ul> |

| | | • Professional and ethical issues in psycho social support<br>• Establishing a healthy working relationship<br>• Intake session<br>• Preparation of the psychosocial support contract | |
|---|---|---|---|
| 2. Psycho social support problem exploration | | • Exploration of client's experiences<br>• Identification client's challenges<br>• Session notes | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Analyze psychosocial support problem. | | • Problem exploration<br>• Identification of presenting and underlying psychosocial problems<br>• Session notes | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. Psychosocial support Action plan | | • Meaning and importance of a client's action plan<br>• Identification of possible solution to the psycho socio issues<br>• Exploration of advantages and disadvantages of identified solutions<br>• Selection of the best solution | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Psychosocial support review | | • Review of the client progress<br>• Identification of clients challenges Identification and implementation of solutions to the | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

| | | |
|---|---|---|
| | challenges | |
| 6. Review client's action | • Review of the implementation of best solution by the client<br>• Necessary revision of the clients solution | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 7. Terminate counselling activity | ▪ Meaning and importance of termination in counselling<br>▪ Counselling termination process | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 8. Referral | • Meaning and importance of client referral<br>• Preparation of client for referral<br>• Obtaining client's consent for referral<br>• Preparation of referral notes<br>• Selection of appropriate referral institution | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 9. Maintain counselling coded records | • Establishment of a coding system for psych social support records<br>• Record management procedure for psycho socio support clients | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**
- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise

- Field work
- Resource persons

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders
- Suitable counselling room/environment

# RESOURCE MOBILIZATION AND FUNDRAISING

**UNIT CODE:** COD/CU/SW/CC/4/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: mobilize resources and fund raise

**Duration of Unit:** 60 Hours

**Unit Description**

This unit cover the competencies required to carry out resource mobilization and fundraising. It entails institutionalizing resource mobilization, carry out prepositioning, identify funding gaps and opportunities and pitch for funding.

**Summary of Learning Outcomes**

1. Institutionalize resource mobilization.
2. Carry out Prepositioning
3. Identify funding gaps and opportunities.
4. Pitch for funding.

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

| Learning outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Institutionalize resource mobilization. | • Meaning and importance of resource mobilization <br> • Types of resources <br> • Resource mobilization approaches <br> • Meaning and reasons for fund raising <br> • Types of fundraising <br> • Fund raising process <br> • Formation of a resource mobilization team <br> • Resource | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |

| | | |
|---|---|---|
| | mobilization strategies<br>• Development and implementation of resource mobilization plan<br>• Monitoring and review of the resource mobilization plan | |
| 2. Prepositioning | • Meaning and importance of prepositioning<br>• Documentation of success stories, most significant change stories and good practices<br>• Preparation of prepositioning tools<br>• Mapping of potential donors<br>• Strategic engagement forums | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Identify funding gaps and opportunities. | • Community needs research<br>• Identification of funding gaps<br>• Identification of funding opportunities | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. Pitch for funding | • Application for funding(concept notes, expression of interest and proposals)<br>• Formation strategic | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

| | consortiums/partnerships | |
| | • Submission funding applications and follow up | |

**Suggested Methods of Instruction**

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

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders
- Stationery
- Reference materials

# CORE UNITS OF LEARNING

# MANAGEMENT OF COMMUNITY RESOURCES

**UNIT CODE:** COD/CU/SW/SR/01/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage community resources

**Duration of Unit:** 130 Hours

**Unit Description:**

This unit describes the competencies required to manage community resources. It entails assessing community resources, identifying resource gaps, monitoring community resources, evaluating community resource utilization, providing feedback and documenting community resource management.

**Summary of Learning Outcomes**

1.  Assess Community Resources
2.  Identify resource gaps
3.  Monitor community resource
4. Evaluate community resource utilization
5. Follow up on recommended action
6. Document community resource management.

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Assess community resources | <ul><li>Meaning of community</li><li>Social action models in community development</li><li>Meaning of community resources and community needs.</li><li>Types of community resources</li></ul> | <ul><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise</li></ul> |

| | | | |
|---|---|---|---|
| | ▪ Importance of community resources<br>▪ Formulation of assessment tools(questionnaires, interview guides, observation)<br>▪ Advantages and disadvantages of each assessment tool<br>▪ Content of a community resource register | | |
| 2. Identify community resource gaps | ▪ Factors to consider when matching the community needs to available resources<br>▪ Analysing community resource gaps<br>▪ Ways of addressing resource gaps<br>▪ Need for resource mobilisation to address community resource gaps | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise | |
| 3. Monitor community resources | ▪ Meaning of monitoring<br>▪ Methods of monitoring<br>▪ Ways of constituting a community resource committee | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise | |

| | | | |
|---|---|---|---|
| | ▪ Functions of the community resource committee<br>▪ Importance of a monitoring work plan<br>▪ Characteristics of an effective work plan.<br>▪ Implementation of a work plan to monitor community resources<br>▪ Establishment of a reporting mechanism on community resources | | |
| 4. Evaluate community resource utilisation | ▪ Meaning of evaluation<br>▪ Preparation of an evaluation schedule<br>▪ Criteria to be followed when selecting the evaluation panellists<br>▪ Evaluation tools and methodologies<br>▪ Conducting an evaluation meeting<br>▪ Evaluation reports<br>▪ Importance of providing feedback after evaluation | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise | |

| | | |
|---|---|---|
| 5. Follow up on recommended action | ▪ Meaning of an action plan<br>▪ Development of an action plan<br>▪ Implementation of an action plan<br>▪ Social action theories | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br><br>Supervised exercise |
| 6. Document community resource management | ▪ Components of a documentation plan for community resource management<br>▪ Meaning of good practices<br>▪ Methods and procedures of documenting good practices<br>▪ Ways sharing good practices | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**
- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise
- Field work
- Resource persons
- Role play

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers

- TFT screen
- Recorders
- Text books

# COMMUNITY EMPOWERMENT

**UNIT CODE:** COD/CU/SW/SR/02/6/A

**Relationship to Occupational Standards**

This Unit addresses the unit of competency to conduct community empowerment.

**Duration of Unit:** 120 Hours

**Unit Description**

This unit specifies the competencies required to conduct community empowerment. It involves identifying community needs, determining the target group, developing empowerment plan, carrying out community mobilization, acquiring empowerment resources and carrying out community empowerment. It also entails evaluating empowerment programmes, preparing community empowerment report and conducting follow ups.

**Summary of learning Outcomes**

1. Identify community needs
2. Determine the target group
3. Develop empowerment plan
4. Carry out community mobilisation
5. Acquire empowerment resources
6. Carry out community empowerment plan
7. Follow up

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

| Learning outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Identify community needs | <ul><li>Contemporary theories of social change</li><li>Meaning of community leadership structures</li><li>Types of community leadership structures</li><li>Importance of community introductory meetings</li><li>Conduct of the introductory meeting</li><li>Needs assessment plan</li><li>Needs assessment tools</li></ul> | <ul><li>Case studies</li><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise</li><li>Simulations</li></ul> |

| | | • Implementation of the needs assessment plan | |
|---|---|---|---|
| **2.** | Determine the target group | ▪ Meaning of a consultative meeting<br>▪ Importance of a consultative meeting<br>▪ Target group selection criteria<br>▪ Selection and confirmation of the target group | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| **3.** | Develop empowerment plan | • Meaning of empowerment plan<br>• Community stakeholders<br>• Stakeholder's role in the formulation of an empowerment plan<br>• Factors to consider when formulating an empowerment plan<br>   ▪ Timeframe<br>   ▪ Strategies<br>   ▪ Interventions<br>   ▪ Inputs<br>   ▪ Outputs<br>   ▪ Indicators | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. | Carry out community mobilisation | • Conduct of a community mobilisation planning meeting<br>• Steps of sharing an empowerment plan with the community<br>• Factors to consider when allocating roles in community mobilisations | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| **5.** | Acquire empowerment resources | • Importance of assessing available community resources to implement the empowerment plan<br>• Ways of assessing community resources<br>• Methods of resource acquisition | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| **6.** | Carry out communi | • Community empowerment cycle<br>• Implementation of the empowerment | • Case studies<br>• Observation |

| | plan | Written tests |
|---|---|---|
| ty empower ment plan | ➢ Training plan <br> ➢ community demonstration sessions <br> ➢ Trade fairs and shows <br> ➢ Benchmarking <br> ➢ Audio/visual aids <br> • Monitoring of the implementation of the community empowerment plan <br> • Evaluation of the community empowerment plan | • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |
| 7. Follow up | • Meaning of impact assessment <br> • Methods of conducting impact assessment <br> • Documentation procedure of impact assessment findings <br> • Methods of disseminating information to relevant stakeholders <br> ▪ Print media <br> ▪ Electronic media <br> ▪ Public baraza <br> • Advantages and disadvantages of various methods of disseminating information | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |

**Suggested Methods of Instruction**
- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise
- Field work
- Resource persons

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders
- Journals

# COORDINATION OF COMMUNITY PROJECTS

**UNIT CODE:** COD/CU/SW/SR/03/6/A

**Relationship to Occupation Standards**

This Unit addresses the unit of competency to coordinate community project.

**Duration of Unit:** 110 Hours

**Unit Description**:

This unit describes the competencies required to coordinate community project. It involves mobilizing community members, identifying community project, formulating project management committee, planning and designing community project, identifying community project risks and carrying out project activities. It also entails monitoring community project, evaluating project activities, preparing community project report and undertaking project handing over.

**Summary of Learning Outcomes**

1. Mobilise community
2. Identify community projects
3. Formulate project committee
4. Plan and design community project
5. Identify community project risks
6. Carry out project activities
7. Monitor community projects
8. Evaluate project activities
9. Prepare community project report
10. Undertake project handing over

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Mobilise community | • Meaning of community<br>• Meaning of community mobilisation<br>• Importance of engaging community in projects<br>• Process of community entry<br>• Conducting gender | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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| | assessment<br>• Factors to consider when selecting a community project committee | |
| 2. Identify community project | • Meaning of need assessment<br>• Conducting a needs assessment<br>• Factors to consider when prioritising community projects | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Formulate project management committee | • Meaning of terms of reference in community projects<br>• Selection criteria for a project management committee<br>• Capacity assessment of the project management committee<br>• Methods of capacity building<br>• Process of conducting capacity building<br>• Community mapping | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. Plan and design community project | • Meaning of project planning and design<br>• Meaning of root cause analysis<br>• Process of conducting a root cause analysis<br>• Meaning of the theory of change<br>• Formulation of the theory of change<br>• Meaning of a Log Frame<br>• Development of a log | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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| | frame for community projects<br>• Meaning and importance of a work plan<br>• Development of work plan<br>• Meaning and importance of a budget<br>• Process of creating a budget | |
| 5. Identify community project risks | • Meaning of project risks<br>• Types of project risks<br>• Methods of managing project risks | |
| 6. Carry out project activities | • Meaning of a community start up workshop<br>• Community start up action procedure<br>• Meaning of baseline information<br>• Ways of collecting baseline information<br>• Project implementation process | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 7. Monitor community project | • Meaning and importance monitoring<br>• Formulation of monitoring tools<br>• Administration of the monitoring tools<br>• Meaning and importance of reporting framework (reporting templates and timelines)<br>• Identification of positive impact through human change stories | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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| | • Importance of financial monitoring in community projects<br>• Importance and process of reviewing the community project plans | |
| 8. Evaluate project activities | • Meaning of evaluation<br>• Development of evaluation tools<br>• Evaluation planning<br>• Types of evaluation (baseline, midline, end line and impact evaluation) | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 9. Prepare community project report | • Meaning and importance of a community project report<br>• Types of community project reports ( narrative and financial reports) | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 10. Undertake project handing over | • Meaning of project handing over.<br>• Meaning and importance of an exit strategy at the onset of a project<br>• Meaning of community project sustainability<br>• Importance of community capacity building for project sustainability<br>• Implementation of the exit strategy/handing over project | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 11. Impact assessment | • Impact assessment tools<br>• Identification and engagement of external | • Case studies<br>• Observation<br>• Written tests |

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| | assessors<br>• Importance of carrying out impact assessment<br>• Report writing | • Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**

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

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# COMMUNITY AWARENESS TRAINING AND SENSITIZATION

**UNIT CODE:** COD/CU/SW/SR/4/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: conduct community awareness training and sensitisation

**Duration of Unit:** 120 Hours

**Unit Description**

This unit specifies the competencies required to conduct community awareness training and sensitization. It involves identifying community awareness needs, determining community awareness programmes, developing community awareness plan, obtaining resources required, developing sensitization partnerships and linkages and carrying out awareness outreach campaigns. It also entails evaluating community awareness and sensitization programmes and documenting community awareness and sensitization programmes.

**Summary of learning outcomes**

1. Identify Community Awareness Needs
2. Determine Community Awareness Programmes
3. Develop Community Awareness Plan.
4. Obtain Resources Required
5. Develop Sensitization Partnerships and Linkages
6. Carryout community Awareness activities.
7. Evaluate Community Awareness and Sensitization Programmes
8. Document community awareness and sensitization programmes**.**

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

| Learning outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Identify Community Awareness Needs | <ul><li>Meaning of community awareness</li><li>Development of assessment tool for knowledge, attitude and</li></ul> | <ul><li>Case studies</li><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise Simulations</li></ul> |

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| | practices<br>• Testing of the assessment tools<br>• Administration of the assessment tools<br>• Analysis of results<br>• Process of sharing findings with stakeholders | |
| 2. Determine Community Awareness Programmes | • Importance of community participation in awareness programmes<br>• Programme formulation meetings with community stakeholders<br>• Documentation of formulated programmes<br>• Report writing on community awareness programme | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Develop Community Awareness Plan. | • Importance of a community awareness plan<br>• Formulation of community awareness programme objectives<br>• Community awareness programme activities | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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| | • Identification of resources for planned activities<br>• Time allocation for planned activities<br>• Matching resources with sources<br>• Factors to consider | |
| 4. Obtain Resources Required | • Establishment of available resources and resource gaps<br>• Mobilisation of required resources for the community awareness programme<br>• Resource allocation | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Develop Sensitization Partnerships and Linkages | • Meaning and importance of partnerships and linkages<br>• Identification process of relevant partners<br>• Establishment of collaborative networks<br>• Planning and review meeting with partners | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. Carryout community Awareness activities. | • Meaning and importance of logistical planning in community awareness programmes<br>• Implementation of | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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| | community awareness plan<br>• Monitoring of the awareness plans | |
| 7. Evaluate Community Awareness and Sensitization Programmes | • Meaning and importance of an evaluation schedule<br>• Evaluation tools<br>• Administration of the evaluation tools<br>• Evaluation report<br>• Dissemination of the report | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 8. Document community awareness and sensitization programmes | • Meaning and importance of documentation<br>• Documentation procedures<br>• Documentation tools<br>• Documentation analysis and report | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**

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

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# ADVOCACY AND LOBBYING ACTIVITIES

**UNIT CODE:** COD/CU/SW/SR/05/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: carry out advocacy and lobbying activities

**Duration of Unit:** 140 Hours

**Unit Description:**

This unit describes the competencies required to carry out advocacy and lobbying activities. It involves identifying target groups, carrying out problem analysis, assessing advocacy resources, gathering advocacy resources, preparing advocacy campaign plan, building advocacy partnerships, carrying out advocacy and lobbying activities and undertaking advocacy and lobbying follow up. It also includes documenting advocacy and lobbying activities.

**Summary of learning outcomes.**

1.      Identify target groups
2.      Carry out problem analysis
3.       Build advocacy partnership
4.      Assess advocacy resources and prepare advocacy campaign plan
5.      Carryout advocacy activities
6.      Undertake advocacy and lobbying follow up
7.       Document advocacy and lobbying activities


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

| Learning outcome | Content | Methods of Assessment |
|---|---|---|
| 1.  Identify target groups | • Meaning and importance of advocacy<br>• Theories underlying the process of advocacy e.g. Power Politics" or Power Elites theory Media Influence" or Agenda-Setting theory, Grassroots" or | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

| | | Community Organizing theory, Group Formation" or Self-Categorization theory, Diffusion" theory or Diffusion of Innovations<br>• Meaning and importance of lobbying<br>• Importance of engaging community leaders<br>• Process of identification of the target group<br>• Gender mainstreaming, human rights-based programming and disability mainstreaming in advocacy and lobbying<br>• Documentation of the target group identification process | |
|---|---|---|
| 2. Carry out problem analysis | • Meaning and importance of problem analysis<br>• Development of problem assessment tools<br>• Identification and training of assessment team<br>• Problem analysis process (preparation of tools, administration, analysis of the findings and report writings.<br>• Dissemination of the report to relevant stakeholders | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Build advocacy and lobbying partnership | • Meaning and importance advocacy partnership.<br>• Process of identification of advocacy partners<br>• Establishing/strengthening collaborative and coordination of advocacy partnerships<br>• Planning and review | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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| | advocacy partnerships meetings | |
| 4. Assess advocacy and lobbying resources and prepare advocacy& lobbying campaign plan | • Process of advocacy (formulation of goals, packaging advocacy messages, choice of communication channels)<br>• Formulation of advocacy objectives<br>• Identification of advocacy activities<br>• Advocacy work plan<br>• Preparation of advocacy work plan budget<br>• Resource mobilisation and allocation for advocacy | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Carryout advocacy and lobbying activities | • Logistical planning for advocacy programme<br>• Implementation of advocacy plan<br>• Monitoring of advocacy plan<br>• Documentation of advocacy activities | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. Undertake lobbying activities | • Meaning and importance of lobbying<br>• Distinction between lobbying and advocacy<br>• The process of lobbying<br>• Lobbying techniques | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 7. Undertake advocacy and lobbying follow up | • Evaluation of advocacy and lobbying activities<br>• Preparation of an evaluation report<br>• Dissemination of the | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised |

| | | exercise |
|---|---|---|
| | | • Simulations |
| 8.   Document advocacy and lobbying activities | • Documentation plan for advocacy and lobbying activities<br>• Documentation tools<br>• Implementation of the documentation plan<br>• Analysis of the documentation | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**

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

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders
- Stationery

# CRISIS AND DISASTER MANAGEMENT

**UNIT CODE:** COD/CU/SW/SR/6/6/A

**Relationship to occupational standards**

This unit addresses the unit of competency: carry out crisis and disaster management

**Duration of Unit:** 120 Hours

**Unit Description**

This unit specifies the competencies required to carry out crisis and disaster management. It involves establishing crisis/disaster nature, initiating crisis and disaster partnerships, contacting crisis and disaster links, developing crisis and disaster preparedness, mobilizing response resources and carrying out crisis/disaster intervention measures. It also includes evaluating prevention and response implementation plan and documenting disaster/crisis management.

**Summary of learning outcomes**

1. Establish crisis/disaster nature
2. Initiate crisis and disaster partnership, Contact crisis and disaster links.
3. Develop crisis and disaster preparedness
4. Mobilize response resources
5. Carry out crisis/disaster intervention measures
6. Evaluate the prevention and response implementation plan
7. Document disaster/crisis management

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Establish crisis/disaster nature | <ul><li>Meaning of crisis and disaster</li><li>Types of disasters</li><li>Disaster management cycle</li><li>Profiling and categorisation of existing disasters in the community</li><li>Early warning</li></ul> | <ul><li>Case studies</li><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise</li><li>Simulations</li></ul> |

| | | signing of crisis/disasters<br>• Analysis of disaster prevalence in the community | |
|---|---|---|---|
| 2. Initiate crisis and disaster partnership, Contact crisis and disaster links. | • Identification of crisis and disaster partners<br>• Ways of establishing and strengthening networking and collaborative partnership.<br>• Planning and review meetings with partners | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations | |
| 3. Develop crisis and disaster preparedness and response plan | • Meaning and importance of disaster preparedness<br>• Audit of the community disaster prevention and response mechanisms<br>• Identification of disaster preparedness gaps<br>• Development of a capacity building plan (training, drills, acquisition of relevant equipment)<br>• Implementation of the capacity building plan<br>• Preparation of disaster prevention | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations | |

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| | and response plan<br>• Disaster prevention and response plan budgeting | |
| 4. Mobilize response resources | • Identification of available resources and resources gaps<br>• Mobilisation of resources to implement the plan | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Carry out crisis/disaster intervention measures | • Implementation of disaster risk reduction measures<br>• Implementation of disaster response measures<br>• Monitoring and review of risk reduction and response measures | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. Evaluate the prevention and response implementation plan | • Evaluation of the disaster prevention and response plan.<br>• Evaluation report on disaster prevention and response.<br>• Dissemination of report findings to relevant stakeholders | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 7. Document disaster/crisis management | • Documentation plan for advocacy and lobbying activities<br>• Documentation tools<br>• Implementation of the documentation plan<br>• Analysis of the documentation | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**

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

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# CONFLICT RESOLUTION AND MANAGEMENT

**UNIT CODE:** COD/CU/SW/SR/7/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: coordinate conflict resolution and management

**Duration of Unit:** 90 Hours

**Unit Description:**

This unit describes the competencies required to coordinate conflict resolution and management. It involves identifying target group, establishing conflict causes, developing conflict resolution measures, monitoring conflict resolution process, managing community conflicts and documenting conflict resolution and management activities.

**Summary of learning outcomes**

1. Identification of target group.
2. Establish conflict causes
3. Develop conflict resolution measures
4. Monitor conflict resolution process
5. Manage community conflict
6. Document conflict resolution and management activities

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

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Identification of target group. | • Meaning and importance of conflict resolutions <br> • Social conflict theory <br> • Types of conflict <br> • Inception and introductory meeting with the community leadership <br> • Selection criteria | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |

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| | for the target group for the conflict resolution. <br> • Selection and mobilisation of the target group | |
| 2. Establish conflict causes | • Causes of conflict <br> • Characteristics of community conflicts <br> • Development of assessment tools on causes of conflict <br> • Administration of assessment tools <br> • Documentation of findings <br> • Analysis of findings and report writing <br> • Dissemination of information to relevant stakeholders | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |
| 3. Develop conflict resolution measures | • Conflict resolution techniques <br> • Mobilisation of relevant stakeholders for planning the conflict resolution programme <br> • Formulation of a conflict resolution programme <br> • Sharing of the | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |

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| | conflict resolution plan<br>• Resource allocation for planned activities<br>• Implementation of the conflict resolution programme | |
| 4. Monitor conflict resolution process | • Importance of monitoring conflict resolution process<br>• Development of monitoring tools<br>• Implementation of monitoring tools<br>• Review of conflict resolution measures | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Manage community conflict | • Meaning and importance of peace building<br>• Conflict management styles Peace building activities<br>• Formulating peace building programmes<br>• Implementation of peace building programme<br>• Review of the peace building programme | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. Document conflict resolution and management activities | • Documentation plan for conflict resolution and management | • Case studies<br>• Observation<br>• Written tests<br>• Assignments |

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|---|---|---|
| | activities<br>• Documentation tools<br>• Documentation methods<br>• Implementation of the documentation plan<br>• Analysis of the documentation | • Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**
- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise
- Field work
- Resource persons

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# HOME BASED CARE AND SUPPORT

**UNIT CODE:** COD/CU/SW/SR/8/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 110 Hours

**Unit Description**

This unit describes the competencies required to perform home based care and support. It involves identifying community health structures and partners, conducting home based care needs assessment, mobilizing required resources for home-based care, undertaking home visits, carrying out support advocacy, monitoring client's performance and documenting home based care and support activities.

**Summary of Learning Outcomes**

1. Identify community health structures and partners
2. Conduct home based care needs assessment
3. Mobilize required resources for home-based care
4. Undertake home visits
5. Carry out support advocacy
6. Monitor patients' performance
7. Document home-based care and support activities.

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

| Learning outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Identify community health structures and partners | • Meaning importance of home-based case and support <br> • Principles and guidelines of home based care <br> • Practice of home-based care <br> • Identification of | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |

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| | relevant partners | | |
| | • Establishment of collaborative linkages with structures and partners | | |
| | • Planning and review meetings | | |
| 2. Conduct home based care needs assessment | • Importance of home-based care needs assessment | • Case studies | |
| | • Development of assessment tools | • Observation | |
| | • Beneficiary targeting | • Written tests | |
| | • Administration of assessment tools | • Assignments | |
| | • Data collection and analysis | • Supervised exercise | |
| | • Preparation of a needs assessment report | • Simulations | |
| | • Dissemination of report findings to relevant stakeholders | | |
| 3. Mobilize required resources for home-based care | • Identification of the required resources for home-based care | • Case studies | |
| | • Mapping of local and external stakeholders | • Observation | |
| | • Stake holders directory | • Written tests | |
| | • Mobilisation of resources from stakeholders | • Assignments | |
| | | • Supervised exercise | |
| | | • Simulations | |

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| 4. Undertake home visits | • Meaning and importance of individual care plan<br>• Development of individual care plan<br>• Allocation of resources for individual care plan<br>• Implementation of the individual care plan | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Carry out support advocacy | • Importance of advocacy for home-based care<br>• Development an advocacy plan for home based care<br>• Community mobilisation in support of home-based care<br>• Implementation of the advocacy plan<br>• Monitoring and review of the advocacy plan<br>• Preparation and sharing of the advocacy report | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. Monitor client's performance | • Identification of client's performance indicators<br>• Tracking and analysing of client's | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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| | performance indicators<br>• Preparation of the clients individual home-based care report<br>• Execution of referral where necessary | |
| 7. Document home-based care and support activities | • Documentation plan for home-based care and support activities<br>• Documentation tools<br>• Implementation of the documentation plan<br>• Analysis of the documentation | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**
- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise
- Field work
- Resource persons

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# COORDINATION OF REHABILITATION PROGRAMMES

**UNIT CODE:** COD/CU/SW/SR/9/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: coordinate rehabilitation programmes

**Duration of Unit:** 130 Hours

**Unit Description**

This unit describes the competencies required to coordinate rehabilitation programmes. It involves establishing social economic maladjustment causes, types and social economic impacts, creating family and societal linkages/referrals, assessing clients' needs, carrying out client rehabilitation plan. It also includes integrating client to the society, monitoring clients' progress and home environment and evaluating client rehabilitation activities and follow up.

**Summary of Learning Outcomes**

1  Establish social economic maladjustment causes, types and social economic impacts
2  Create family and society linkages/referrals
3  Assess clients' needs
4  Carry out client rehabilitation plan
5  Integrate client to the society
6  Monitor client's progress and home environment
7  Evaluate client rehabilitation activities
8  Follow up

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

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Establish social economic maladjustment causes, types and social economic impacts | <ul><li>Meaning and importance of rehabilitation</li><li>Key theories of rehabilitations</li><li>Types, causes and impact social economic maladjustment</li></ul> | <ul><li>Case studies</li><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise</li></ul> |

| | | |
|---|---|---|
| | ▪ Models of disability (medical, social, child)<br>▪ Types of rehabilitation<br>▪ Identification of existing social economic maladjustments in the community<br>▪ Conduct a study to investigate the problem<br>▪ Formulation of study objectives<br>▪ Preparation of data collection tools<br>▪ Selection of the study sample<br>▪ Administration of the tools<br>▪ Data analysis and report writing<br>▪ Dissemination of the report to relevant stake holders | • Simulations |
| 2. Create family and society linkages/referrals | • Importance of rehabilitation linkages and partnerships<br>• Mapping of relevant stakeholders<br>• Preparation of stakeholders directory<br>• Stakeholder mobilisation<br>• Joint action planning and review meeting<br>• Validation of study report by stakeholders<br>• Dissemination of the reports to community members and other partners | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Assess clients' needs | • Formulation of needs | • Case studies |

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| | assessment tools for various categories of maladjustment issues<br>• Administration of the assessment tools<br>• Analysis of client's needs based on the assessment<br>• Report on client's needs<br>• Dissemination of the report to relevant stakeholders | • Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. Carry out client rehabilitation | • Development of an individual treatment plan<br>• Establishment of referrals and linkages based on client's needs<br>• Agreement of the treatment plan with the client/guardian<br>• Resource allocation for the treatment plan<br>• Implementation of the individual treatment plan | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 5. Reintegrate client to the society | • Meaning and importance of social reintegration<br>• Meaning and importance of social inquiry/investigation<br>• Preparation of a social inquiry report<br>• Formulation of a home treatment (meaning, importance and procedure)<br>• Implementation of home environment/community treatment plan<br>• Monitor and review | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

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|---|---|---|
| | • client's progress<br>• Social reintegration meetings (family and community)<br>• Actual client reintegration into the family and community | |
| 6. Monitor clients progress and home environment | • Importance of monitoring clients progress<br>• Development of a monitoring plan<br>• Alignment of monitoring plan to individual treatment and home environment treatment plan<br>• Implementation of the monitoring plan<br>• Review of the monitoring plan based on the client' progress | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 7. Evaluate client rehabilitation activities | • Importance of evaluating client's rehabilitation activities<br>• Development of an evaluation plan<br>• Development of evaluation tools<br>• Administration of evaluation tools<br>• Analysis of findings<br>• Evaluation report. | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 8. Follow up | • Importance of follow on client's progress<br>• Develop a follow up plan<br>• Formulation and administration of follow up tools | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised |

| | • Review meetings<br>• Revision of follow up plan and referral where necessary<br>• Disengagement | exercise<br>• Simulations |
|---|---|---|

**Suggested Methods of Instruction**
- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise
- Field work
- Resource persons

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# CHILD WELFARE PROGRAMMES

**UNIT CODE:** COD/CU/SW/SR/10/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: carry out child welfare programmes

**Duration of Unit:** 110 Hours

**Unit Description**

This unit cover the competencies required to carry out child welfare programmes. It involves identifying child welfare problem, assessing child welfare problem, creating child welfare networks, developing child protection; prevention and response plan, conducting home assessment and carrying out child problem remedy. It also includes undertaking follow up activities and documenting child welfare programs.

**Summary of Learning Outcomes**

1. Identify child welfare problem.
2. Assess child welfare problem
3. Create child protection networks
4. Develop a child protection, prevention and response plan
5. Conduct home assessment
6. Carry out child problem remedy
7. Undertake follow up activities
8. Document child welfare programmes

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

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Identify child welfare problem. | • Meaning and importance of child welfare <br> • Types causes, impact of child welfare problems <br> • Theories of child development ( Eric Erickson psychosocial theory, Freud psychoanalytic theory, Piaget theory of cognitive development | • Case studies <br> • Observation <br> • Written tests <br> • Assignments <br> • Supervised exercise <br> • Simulations |

| | | Child protection legal policy framework<br>• Development of tools to identify child welfare problems<br>• Analysis of child abuse prevalence in a community<br>• Writing and sharing of report with host ministry and other stakeholders | |
|---|---|---|---|
| 2. Assess child welfare problem | • Development of assessment plan and tools<br>• Forms and signs of child abuse<br>• Assessment of number of children affected<br>• Determination of the impact of child welfare problems to the child<br>• Establishment of existing prevention and response services<br>• Report on child welfare problems<br>• Dissemination of the report | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations | |
| 3. Create child protection networks | • Meaning and importance of child welfare networks<br>• Mapping of existing child protection networks<br>• Child protection actors directory<br>• Referral and reporting mechanism I child protection<br>• Management and coordination of child protection networks<br>• Planning and review meetings in child protection | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations | |
| 4. Develop a child protection, prevention and response plan | • Importance of a child protection prevention and response plan<br>• Development of an organisation | • Case studies<br>• Observation<br>• Written tests | |

| | | | | |
|---|---|---|---|---|
| | | child protection policy/ child protection behaviour protocols<br>• Development of a child abuse protection programme<br>• Development of a child abuse response programme<br>• Monitoring and evaluation framework for child protection programmes<br>• Resource mobilisation strategies for child protection programmes | | • Assignments<br>• Supervised exercise<br>• Simulations |
| 5. | Conduct home assessment | ▪ Development of assessment plan and tools for social inquiries (both children in need of care and protection and those in conflict with the law)<br>▪ Conduct social inquiries (family and community level)<br>▪ Social inquiry reports | | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. | Carry out child problem remedy | • Parent and caregiver empowerment programmes<br>• Establishment and strengthening of community based and formal child protection systems<br>• Strengthening networking and collaboration of child protection systems<br>• Establishment/strengthening of referral and reporting pathways<br>• Child participation and resilience building programmes ( e.g. life skills, child participation)<br>• Development and implementation of individual care plan (ICP) for children in need of care and protection | | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

| | | |
|---|---|---|
| | • Development and implementation of individual treatment plan (ITP) for children in conflict with law. | |
| 7. Undertake follow up activities | • Monitoring of child protection activities<br>• Review of ICP and ITP<br>• Implementation of joint monitoring and reporting of the child protection systems | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 8. Document child welfare programmes | • Documentation plan for child welfare activities<br>• Documentation tools<br>• Documentation methods<br>• Implementation of the documentation plan<br>• Analysis of the documentation | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

**Suggested Methods of Instruction**
- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise
- Field work
- Resource persons

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders

# CASE MANAGEMENT

**UNIT CODE:** COD/CU/SW/SR/11/6/A

**Relationship to Occupational Standards**

This Unit addresses the unit of competency: conduct case management

**Duration of Unit:** 120 Hours

**Unit Description**

This unit describes the competencies required to conduct case management. It involves initiating case management process, creating client confidence, identifying client's problems/needs, developing case management plan, mobilizing case management resources and executing case management plan. It also entails conducting case management follow up and monitoring, evaluating case management outcomes, preparing case management report, disengaging case management process and finalizing or referring case management.

**Summary of Learning Outcomes1.**

1. Initiate case management process
2. Create client confidentiality.
3. Identify Clients Problems/Needs
4. Develop Case Management Plan
5. Mobilize Case Management Resources
6. Execute Case Management Plan
7. Conduct Case Management follow up and monitoring
8. Evaluate case management outcomes
9. Prepare case management report
10. Disengage case management process
11. Finalize or refer case management

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

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Initiate case management process | • Meaning and importance of case management<br>• Principles of case management | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise |

| | | |
|---|---|---|
| | • Categories of cases<br>• Case work<br>• Development of case management<br>• Public awareness on case management | Simulations |
| 2. Create client confidentiality. | • Meaning and importance of client confidentiality<br>• Conduct of the intake session<br>• Intake session report | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br><br>Simulations |
| 3. Identify Clients Problems/Needs | • Importance of identifying client's needs /problems<br>• Development of assessment plan and tools for client's needs<br>• Assessment and analysis of client's needs<br>• Client assessment report | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 4. Develop Case Management Plan | • Meaning and importance of a case management plan<br>• Identification of client's needs from the assessment report<br>• Formulation of intervention measures<br>• Clients roles in the | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

| | | case management process | |
|---|---|---|---|
| | | • Identification of resources required | |
| | | • Establishment of timelines in case management | |
| 5. | Mobilize Case Management Resources | • Mapping of relevant stakeholders<br>• Resource mobilization among stakeholders<br>• Development of the stakeholders directory<br>• Planning and review meetings | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. | Execute Case Management Plan | • Case management planning meetings<br>• Allocation of resources<br>• Implementation of the case management plan | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 7. | Conduct Case Management monitoring | • Importance of monitoring in case management<br>• Formulation of a monitoring plan<br>• Implementation of the monitoring plan<br>• Implementation of report recommendations | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 8. | Evaluate case management outcomes | • Importance of evaluation in case management<br>• Formulation of an | • Case studies<br>• Observation<br>• Written tests<br>• Assignments |

| | | |
|---|---|---|
| | • evaluation plan<br>• Development and administration of evaluation tools<br>• Analysis of findings | • Supervised exercise<br>• Simulations |
| 9. Prepare case management report | • Development of a case report;<br>• Collection of relevant information for report writing<br>• Preparation of a financial report<br>• Consolidation of the final case management<br>• Sharing of the case management report to relevant stakeholders | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 10. Disengage case management process | • Meaning and importance of disengagement in case management<br>• Formulation of an exit strategy<br>• Implementation the exit strategy<br>• Review of the exit strategy<br>• Preparation of the disengagement report | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 11. Finalize or refer case management | • Termination process in case management<br>• Conduct of termination session<br>• Review and referral | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise |

| | of individual case plans | • Simulations |
|---|---|---|

**Suggested Methods of Instruction**

- Group discussions and presentations
- Demonstration by trainer
- Practical work by trainer
- Exercise
- Field work
- Resource persons
- Role play

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders
- Private counselling office

# MANAGEMENT OF COMMUNITY-BASED GROUPS

**UNIT CODE:** COD/CU/SW/SR/12/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 120 Hours

**Unit Description**

This unit describes the competencies required to manage community-based groups. It involves identifying target group, mobilizing target group, planning group meeting, organizing group leadership, developing group objectives, planning group activities, carrying out capacity assessment and carrying out group activities. It also entails monitoring, evaluating and documenting group activities.

**Summary of learning Outcomes**

1. Identify target group
2. Mobilize target group
3. Plan group meetings
4. Organize group leadership
5. Develop group objectives
6. Plan group activities
7. Capacity assessment
8. Carryout group activities
9. Monitor group activities
10. Evaluate group activities.
11. Document group activities

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

| Learning Outcomes | Content | Methods of Assessment |
|---|---|---|
| 1. Identify target group | <ul><li>Meaning and importance of community groups</li><li>Social action models</li><li>Types of group</li><li>Group dynamics</li></ul> | <ul><li>Case studies</li><li>Observation</li><li>Written tests</li><li>Assignments</li><li>Supervised exercise</li></ul> |

| | | • Simulations |
|---|---|---|
| | • Introductory meetings with relevant stakeholders<br>• Development of assessment plan and tools for target group identification including gender and inclusivity assessment<br>• Administration of assessment tools<br>• Preparation of an assessment report<br>• Identification of target group<br>• Identification of project area | |
| 2. Mobilize target group | • Engagement meetings with community influencers/leaders<br>• Sensitization of community leadership<br>• Formulation and implementation of a mobilization plan<br>• Registration of group members | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 3. Plan group meetings | • Importance and structure of group meetings<br>• Logistical planning for community group meetings<br>• Establishment of group guidelines<br>• Conduct of group meetings<br>• Group meeting minutes<br>• Sharing of minutes | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |

| 4. Organize group leadership | • Leadership theories<br>• Leadership styles<br>• Participatory establishment of group leadership positions<br>• Role specification for office bearers and tenure of office<br>• Conduct of group elections<br>• Orientation and capacity building of group leaders<br>• Operationalization and coordination of the group | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
|---|---|---|
| 5. Develop group objectives | • Importance of group objects<br>• Problem analysis<br>• Development and documentation of group objectives | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 6. Plan group activities | • Meaning and importance of planning<br>• Types of plans<br>• Identification of group activities<br>• Mobilization of resources for the group activities<br>• Implementation plan<br>• Establishment of task force for the implementation plan | • Case studies<br>• Observation<br>• Written tests<br>• Assignments<br>• Supervised exercise<br>• Simulations |
| 7. Capacity assessment | • Meaning and importance of capacity | • Case studies<br>• Observation |

| | assessment | • Written tests |
| | • Development of capacity assessment tools | • Assignments |
| | • Administration of the assessment tools | • Supervised exercise |
| | • Data analysis and report writing | • Simulations |
| | • Process of providing feedback | |
| | • Development and implementation of a capacity building plan | |
| | • Monitoring and review of the capacity building plan**.** | |
| 8. Carryout group activities | • Resource mobilization and allocation for group activities | • Case studies |
| | • Implementation of the group activity plan | • Observation |
| | • Progress management reports | • Written tests |
| | | • Assignments |
| | | • Supervised exercise |
| | | • Simulations |
| 9. Monitor group activities | • Importance of monitoring group activities | • Case studies |
| | • Establishment of a monitoring team | • Observation |
| | • Conduct of monitoring activities | • Written tests |
| | • Preparation and sharing of the monitoring | • Assignments |
| | • Review of the group activity implementation plan | • Supervised exercise |
| | | • Simulations |
| 10. Evaluate group activities. | • Importance of evaluating group | • Case studies |
| | | • Observation |

| | activities | • Written tests |
|---|---|---|
| | • Establishment of an evaluation team | • Assignments |
| | • Development of an evaluation plan and tools | • Supervised exercise |
| | • Administration of the evaluation tools | • Simulations |
| | • Preparation and sharing of the evaluation report | |
| | • Review and implementation of the evaluation findings | |
| 11. Document group activities | • Documentation plan for group activities | • Case studies |
| | • Documentation tools | • Observation |
| | • Documentation methods | • Written tests |
| | • Implementation of the documentation plan | • Assignments |
| | • Analysis of the documentation | • Supervised exercise |
| | | • Simulations |

**Suggested Methods of Instruction**

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

**Recommended resources**

- Video cameras
- Tablets
- Smart phones
- SD cards and card readers
- TFT screen
- Recorders