



MINISTRY OF LABOUR



NATIONAL INDUSTRIAL TRAINING AUTHORITY

**CURRICULUM
FOR
CHILDCARE GIVER III
NATIONAL SKILLS CERTIFICATE (NSC) II
KNQF LEVEL 2**



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Interpretation of Terms, Abbreviations and Acronyms

1. CAT -Continuous Assessment Test
2. ACT -Industrial Training Act, Cap.237
3. CS - Cabinet Secretary
4. DG -Director General of Nita
5. DIT - Directorate of Industrial Training
6. GTT - Government Trade Test
7. IAA -Infrastructure & allied agencies
8. GPE - Government ministries counties parastatals education and research institutions community and allied agencies
9. KNQA -Kenya National Qualifications Authority
10. MAA - Manufacturing and Allied Agencies
11. MCP -Master craftsperson
12. KNQF - Kenya National Qualification Framework
13. Level - Implies a level on the Kenya National Qualification Framework
14. NITA - National Industrial Training Authority
15. NITB -National Industrial Training Board
16. NITC - National Industrial Training Council
17. NITD - Native Industrial Training Deport
18. NOS - National Occupational Standards
19. NSC - National Skills Certificate
20. OCS -Occupational Competence Standards
21. OS -Occupational standards
22. PC - Performance Criteria
23. QP - Qualification Pack
24. STC - Sector Training Committee
25. TLF -Training Levy Fund

Foreword

The Childcare Giver III Course was developed to address skills demands for people working in homes. The curriculum will assist in regulating training and certification of Child care at level 2 of the Kenya National Qualifications Framework (KNQF).

The development process was an all-inclusive and consultative exercise with key stakeholders in the Child Care sector providing expert guidance to ensure the curriculum was aligned to the demands of industry. The National Industrial Training Authority (NITA) brought together industry experts to develop the Qualification Pack (QP), the National Occupational Standards (NOS) and Assessment Criteria (AC), all of which informed the curriculum.

It is my hope that the Childcare Giver III Course will assist in improving the knowledge and competencies of workers in industry. The users of this resource are encouraged to be innovative and creative in applying the suggestions therein to facilitate the creation of a qualified and productive workforce with practical knowledge and skills in Child Care.

Cabinet Secretary

Ministry of Labour and Social Protection

Preface

The Childcare Giver III, Curriculum is designed to prepare trainees to acquire the necessary competencies to perform tasks expected of graduates at KNQF Level 2 leading to award of National Skills Certificate I. The Curriculum outlines the instructional areas, appropriate methods of carrying out the activities and suggested assessment methods for all the topics. Great emphasis is placed on competence acquisition and the trainers are encouraged to simulate industrial processes in the training.

The training programme is based on the descriptors of the KNQF level 2. It aims at producing workers who can undertake mainly routine work and as a pathway for further training. Graduates at this level are expected to have basic, factual, technical and procedural knowledge in a defined area of work and learning. Trainees are expected to acquire cognitive skills to access, record and act on a defined range of information from a variety of sources; cognitive and communication skills to apply and transfer known solutions and solve limited range of predictable problems; and technical skills to use limited range of tools and equipment to complete tasks involving known routine and procedural work with limited range of options.

At the end of the training the graduate should demonstrate the ability to apply the knowledge and skills gained with some accountability for the quality of own outputs/outcomes in work and learning; some responsibility and limited autonomy and judgment in the completion of own defined and routine tasks in known and stable contexts; and limited autonomy and judgement to perform routine but variable tasks in collaboration with others in a team environment. The major areas of competency at this level are safety in work place, grooming the baby, feeding the child, habit training and supervising the child during playtime while working effectively with other members of the family. These areas of competence are based on the skills set outlined in the QP and NOS for Childcare Giver III.

The Childcare Giver III course is aimed at empowering low-cadre workers by equipping them with the necessary skills to improve their productivity and to give them power to negotiate for better terms. I appeal to all stakeholders especially the training providers and employers to ensure effective implementation of the Childcare Giver III Curriculum.

**Chairman,
National Industrial Training Authority Board**

Acknowledgement

The development of this curriculum is a landmark achievement for the Authority that will contribute greatly towards the realization of the core mandate as provided for in the Industrial Training Act Cap. 237. On behalf of the National Industrial Training Board (NITB) and NITA Management, I thank the Ministry of Labour and Social Protection for providing the necessary resources and policy guidance during the development of this curriculum. The Authority acknowledges the contribution of the Government ministries counties parastatals education and research institutions community and allied agencies (GPE) Sector Training Committee (STC) which spearheaded the development of QP and NOS that informed the Childcare Giver III curriculum. Finally, I would like to recognize the immense effort of the industry and NITA experts who provided the technical expertise throughout the entire process.

It is my sincere believe that the curriculum will be a useful resource that will contribute to better training of Childcare Giver III workers for enhanced productivity in industry.

Director General,

National Industrial Training Authority

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1.0 Background Information

The National Industrial Training Authority (NITA) is a State Corporation established under the Industrial Training Act to regulate the training of persons engaged in industry. The Authority is mandated to secure the greatest possible improvement in the quality and efficiency of training and to ensure adequate supply of properly trained manpower at all levels in industry to empower the workers to cope with the changes in the labour market.

1.1 Historical Overview of Industrial Training

Industrial Training in Kenya can be traced back to 1925 when the first Native Industrial Training Depot (NITD) was established by the colonial government at Kabete. In 1959 the Industrial Training Ordinance was enacted to regulate the training of Apprentices and Indentured Learners in industry. In 1960 the Industrial Training, Act Cap 237 was enacted to replace the Industrial Training Ordinance. The Act was amended in 1971 to establish the Training Levy Fund (TLF) and the National Industrial Training Council (NITC) with the Directorate of Industrial Training (DIT) as its Secretariat. The amendment of the Industrial Training Act in 2011 paved way for the establishment of NITA to regulate Industrial Training in Kenya.

1.2 Overview of Industrial Training Schemes

Section 21 of the Act provides for development of Industrial Training Schemes to regulate the training of persons engaged in industry. A Scheme is defined as a framework for regulating and standardizing Industrial Training programmes. NITA has developed Schemes to regulate training in four broad frameworks namely Apprenticeship, Skills Upgrading, Indentured Learnership and Industrial Attachment. Each Scheme specifies the key requirements including age, educational qualifications, experience, training period, mode of training and assessment, certification and conditions for reimbursement of training costs for levy compliant employers. In addition, the Industrial Training Act has provided for Trade Test Rules to regulate Government Trade Tests as outlined in Section 29 of the Act.

1.3 General Goals of Industrial Training

The main goals of Industrial Training in Kenya include:

- a) Establishing national training standards and common working conditions for employees in the various industries;
- b) Promoting and developing systematic training and certification programmes in industry thereby strengthening the existing apprenticeship system, Indentured Learnership, Skills Upgrading Schemes and Trade Test;
- c) Meeting the present and future needs for skilled workers in the country;
- d) Creating more opportunities for school-leavers and other interested persons to undertake industrial training;
- e) Creating more opportunities for upward mobility of semi-skilled workers in industry.

- f) Responding to political, economic, social, technological, environmental and legal changes in industry.

1.4 Introduction to the Trade Area

The Childcare Giver III performs mainly routine duties in homes and day care centers with some limited autonomy in defined contexts and within established parameters. A competent worker is expected to have basic job specific knowledge and skills of grooming the baby, feeding the child, habit training and supervising the child during playtime while working effectively with other members of the family. As outlined in the Qualification Pack (QP) and National Occupational Standards (NOS).The training will be offered at National Skills Certificate I at KNQF Level 2, is intended to facilitate acquisition of skills, knowledge and attitudes to enable the trainee work in both formal and informal employment and empowers the graduate to pursue further training in related disciplines.

1.5 General Objectives of the Course

By the end of the course, the trainee should be able to:

- a) Observe and maintain occupational health and safety at workplace
- b) Outline the steps involved in grooming the child.
- c) Explain the procedures in feeding the child.
- d) Outline the areas to emphasise in habit training
- e) Supervising the child during playtime
- f) Apply skills on working effectively with other members of the family

1.6 General Regulations

The following general regulations will apply to Childcare Giver III course:

1.6.1 Duration of the Course

The course is designed to take a minimum of three hundred (300) hours or as shall be approved by the Director General. It can be offered either under the Apprenticeship or Skill Upgrading Schemes.

1.6.1.1 Apprenticeship Training Scheme

Training under the Apprenticeship Scheme comprises In-Centre and In-Plant training. The In-Centre to In-Plant training period ratio at Level 2 shall be 1: 2. Where the course is offered under the minimum training duration of three hundred (300) hours, one hundred (100) hours shall be spent in in-Centre Training while two hundred (200) hours shall be spent in In-Plant Training. The 1:2 ratios shall be maintained at this level even where the hours exceed the minimum stipulated training period. **Table 1** below outlines the distribution of hours for a three-hundred (300) hours training programme.

Table 1: Distribution of Hours for Apprenticeship

Trade Area	In-Centre (Hours)	In-Plant (Hours)	Total Time (Hours)

Childcare Giver III	100	200	300
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1.6.1.2 Skills Upgrading Scheme

Training under the Skills Upgrading Scheme shall comprise of Institutional Training and Industrial Attachment. Where the course is offered under the minimum training duration of three hundred (300) hours, the entire duration shall be spent in theoretical and practical training at an accredited Industrial Training Centre. The maximum duration for Industrial Attachment shall be as stipulated in the specific Scheme but shall not exceed 199 hours, irrespective of the In-Centre duration as specified in Table 2 below.

Table 2: Distribution of hours for Skills Upgrading

Trade Area	Institutional (Hours)	Industrial Attachment (Maximum Hours)	Total Time (Maximum Hours)
Childcare Giver III	300	199	499

1.6.2 Entry Requirements

- The minimum age on enrolment at Childcare Giver III shall be **18** years.
- A person who is a minor shall not so bind himself except with the consent of his parent or guardian or, if there is no parent or guardian, with the consent of the Director General.
- The minimum entry requirements into this Course shall be KCPE or equivalent qualification/and Experiential Learning

1.6.3 Accreditation of Training Institutions and Work Sites

All Institutions/Work Sites offering the Childcare Giver III Course shall be accredited as per the guidelines for accreditation of training institutions/work sites and requirement of the Course. The accreditation shall be subject to confirmation of availability of specified workshop, tools, training equipment and material requirements as outlined in Annex I and 2.

1.6.4 Requirements for Assessment

Candidates registering for Formative and Summative Assessments shall at the time of registration for assessment have successfully completed the required training at each level.

1.6.4.1 Formative Assessment

Formative assessment will be assessed and marked by the trainer upon completion of each National Occupational Standard. The marks records shall be made available to NITA when required. All formative assessment shall be aggregated to constitute 30% of the trainee's final Award.

1.6.4.2 Summative Assessment

Summative assessment shall be based on the expected performance outcomes as specified by the various NOS. For Apprenticeship training programmes the Apprentices shall undertake at least two (2) formative and one (1) summative assessment. The assessment shall comprise of practical and theory components. The practical assessment will account for 90% while theory will be 10% for all assessments at level 2. At registration for summative assessment, candidates shall have successfully completed the required training for Childcare Giver III Candidates who fail in any particular assessment shall be REFERRED and WILL HAVE TO PASS THE FAILED ASSESSMENT before being issued with an NSC I certificate.

The assessment under this curriculum shall be done according to the degree of proficiency as tabulated in the rating table below: -

Table 3: Rating Table

Rating	Percentage (%)
First Class	86-100
Ordinary Pass	70-85
Fail	69 and below

1.6.5 Attendance Requirements

The trainees are expected to register for training in an accredited institution/work site. They shall be required to attain 80% attendance of the course duration for the eligibility for summative assessment.

1.6.6 In-plant/work place Training

During In-plant/work place training the employer shall keep record of apprentices/trainee's attendance and performance in a log-book to inform the award of Certificate of Completion of Apprenticeship/Attachment.

1.6.7 Project Work

The training shall be learner-cantered with the trainee being subjected to supervised simple routine practical tasks intended to reinforce theoretical concepts acquired in learning.

1.6.8 Test Development and Administration

The setting, moderation, storage, invigilation, marking and presentation of marks shall be the sole responsibility of the officer -in- charge of examinations. Table of specifications below will guide in the setting and moderation of assessment tools.

Table 4: Table of specification

Knowledge Requirements (Cognitive Domain)							
Level	Recall	Compre hension	Applicati on	Analysis	Synthes is	Evaluation	-
KNQF L2 NSC I	70%	20%	10%	-	-	-	-
Practical Competencies (Psychomotor Domain)							
Level	Percept ion	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation	Origination
KNQF L2 NSC I	5%	10%	60%	25%	-	-	-
Life Skills (Affective Domain)							
Level	Receiving	Responding	Valuing	Origination	Characterization by a value or value Complex		
KNQF L2 NSC I	70%	30%	-	-	-		

1.6.9 Award of Certificates

Upon successful completion of the training, the Authority shall award the Apprentice/trainee with an NSC V certificate. Trainees who have acquired competencies equivalent to those of a Childcare Giver III, through informal and non-formal employment may be assessed at GTT, CCG2.

1.6.10 Quality Assurance

Training and assessment shall be subjected to internal and external quality assurance mechanisms in line with existing Industrial Training Standards and guidelines.

1.6.11 Saving Clause

In the event of any inconsistency arising between the regulations as set out in this curriculum and general regulations published by National Industrial Training Authority (NITA), the general regulations of the Authority shall prevail.

2.0 Guidelines for Time Allocation for Apprenticeship and SUG Programmes

The minimum time allocation for level 2 is 300 hrs. The time allocation ratio for theoretical to practical training for Apprenticeship and SUG programmes at KNQF Level 2 shall be approximately **10% and 90%** where **theoretical training** shall account for **10% and practical instruction 90%**. The ration of **IC: IP** shall be **1:2**

2.1.1 Guidelines for Apprenticeship Programmes

The following guidelines will apply for the Apprenticeship programmes. The minimum training duration shall be **100IC: 200IP**.

Table 5: Time Allocation for Apprenticeship Programmes

Area	Remarks	Time in Hrs (Theory)	Time in Hrs (Practice)	Total Time (Hours) Min 300 Max 499
Generic Skills	Communication, Life Skills and Business skills	3	4	7
	ICT	3	4	7
	Introduction to Applied Mathematics, Science and TD	3	4	7
Core Trade Theory and Practice	Topics to be covered are specified in Table 7	8	71	79
Sub-Total		11(10)	89(90)	100
In-Plant	Topics to be covered are specified in Table 7			200
Grand Total				300

2.1.2 Guidelines for SUG Programmes

The following guidelines shall apply for SUG programmes

Table 6: Time Allocation for SUG programmes

Area	Remarks	Time in Hrs (Theory)	Time in Hrs (Practice)	Total Time (Hours) Min 300 Max 499
Generic Skills	Communication, Life Skills and Business skills	3	4	7
	ICT	3	4	7
	Introduction to Applied Mathematics, Science and TD	3	4	7

Core Trade	As detailed in Table 2	27	252	279
Sub-Total		30	270	300
Industrial Attachment (Maximum)	Details to be specified in the Industrial Attachment Training Plan			199
Grand Total (Maximum)				499

2.2 Areas of Competence and Volume of Learning for Childcare Giver III

Table 7: Apprenticeship and SUG

NO.	TOPIC	SUB TOPIC	Volume of Learning (Hours) SUG			Volume of Learning (Hours) Apprenticeship			No. of credits Min30 Max 49
			Theory (Hrs)	Practical (Hrs)	Total (Hrs)	IC (Hrs)	IP (Hrs)	Total	
CCG 1.0	Introduction to childcare	<ul style="list-style-type: none"> • Definition of terms • Attributes of a care giver • Duties and responsibilities of a care giver. 	10	20	30	10	20	30	3.0
CCG 2.0	Occupational Health and Safety at home and care centres	<ul style="list-style-type: none"> • Definition of terms • Potential hazards at home and care centres • Hazard mitigation measures. • Safety measures at home and care centres • Basic First Aid procedures 	12	48	60	12	45	57	5.7

NO.	TOPIC	SUB TOPIC	Volume of Learning (Hours) SUG			Volume of Learning (Hours) Apprenticeship			No. of credits
			Theory (Hrs)	Practical (Hrs)	Total (Hrs)	IC (Hrs)	IP (Hrs)	Total	Min30 Max 49
CCG 3.0	Grooming the child	<ul style="list-style-type: none"> • Definition of terms • Types of baths • Requirements for the baby's bath • Factors to consider when laundering baby's cloths • Correct methods of laundering baby's cloths 	12	45	57	12	48	60	6.0
CCG 4.0	Feeding the child	<ul style="list-style-type: none"> • Definition of terms • Foods for weaning • Factors to consider when choosing weaning foods • Feeding equipment • Problems related to weaning 	18	40	58	18	40	58	5.8
CCG 5.0	Habit	<ul style="list-style-type: none"> • Define the terms • Importance of habit 	12	30	42	12	30	42	4.2

NO.	TOPIC	SUB TOPIC	Volume of Learning (Hours) SUG			Volume of Learning (Hours) Apprenticeship			No. of credits
			Theory (Hrs)	Practical (Hrs)	Total (Hrs)	IC (Hrs)	IP (Hrs)	Total	Min30 Max 49
	training	training <ul style="list-style-type: none"> • Areas of habit training • Factors contributing to relapse • Ways of controlling regression 							
CCG6.0	Child play	<ul style="list-style-type: none"> • Definition of terms • Roles of play in a child's development • Ways of helping a child to play • Choice of play items • Care of play items 	10	40	50	10	40	50	5.0
COM2	Communication Skills		1	2	3	3	-	3	0.3
LIV2	Life Skills		1	1	2	2	-	2	0.2
BUS2	Business		1	1	2	2	-	2	0.2

NO.	TOPIC	SUB TOPIC	Volume of Learning (Hours) SUG			Volume of Learning (Hours) Apprenticeship			No. of credits
			Theory (Hrs)	Practical (Hrs)	Total (Hrs)	IC (Hrs)	IP (Hrs)	Total	Min30 Max 49
	Skills								
ICT2	Information Communication Technology		1	6	7	7	-	7	0.7
SBM2	Science and Basic Mathematics		1	2	3	3	-	3	0.3
Total			79	235	314	79	235	314	31.4

2.3 Suggested areas of training for Generic Skills

The following areas of training will apply for the Generic Skills.

Table 8: Training for Generic Skills

GENERIC SKILLS					
Communication skills					
Code	Topic	Sub-topics	Time(hrs)		
			T	P	TOTAL
COM2 1.0	Introduction to communication	<ul style="list-style-type: none"> • Definition of terms • Meaning and importance of communication. • Role of ICT in communication. 	0.4	0.5	0.9
COM2 2.0	Types of communication	<ul style="list-style-type: none"> • Oral • Written • Audio visual • Advantages and disadvantages of various types of communication • Factors to consider when choosing types of communication. • Services that facilitate types of communication 	0.2	0.5	0.7
COM2 3.0	Lines of communication	<ul style="list-style-type: none"> • Vertical communication • Horizontal communication • Diagonal communication 	0.2	0.5	0.7
COM2 4.0	Process of communication	<ul style="list-style-type: none"> • Process of communication • Essentials to effective communication. • Barriers to effective communication. • Ways of overcoming barriers to communication. • Ethical issues in communication 	0.2	0.5	0.7
Total			1	2	3
Life skills					

Code	Topic	Sub-topics	Time(hrs)		
			T	P	TOTAL
LIV2 1.0	Introduction to life skills	<ul style="list-style-type: none"> • Definition of terms • Importance of life skills • Benefits of life skills. 	0.5	0.5	1
LIV2 2.0	Self –esteem	<ul style="list-style-type: none"> • Definition of terms • Characteristics of high self esteem • Benefits of high self-esteem. • Characteristics of low self esteem • Effects of low self-esteem. • Ways of boosting self-esteem. 	0.5	0.5	1
Total			1	1	2
Business skills					
CODE	Topic	Sub-topics	Time(hrs)		
			T	P	TOTAL
BUS2 1.0	Introduction	<ul style="list-style-type: none"> • Definition of terms • Introduction to business studies • Doing business in Kenya • Importance of business in society 	0.2	0.2	0.4
BUS2 2.0	Business activities	<ul style="list-style-type: none"> • Provision of services • Distribution of goods • Processing of raw materials • Manufacturing • Construction 	0.2	0.2	0.4
BUS2 3.0	Business opportunity	<ul style="list-style-type: none"> • Business ideas • Ideas generation • Sources of business ideas • Business location • Business environment • Introduction to business plan 	0.2	0.2	0.4

BUS2 4.0	Starting business	a	<ul style="list-style-type: none"> • Self-employment • Factors to consider when starting a business • Process of starting a business • Potential challenges 	0.4	0.4	0.8
Total				1	1	2
ICT computer proficiency						
Code	Topic	Sub-topics	Time(hrs)			
			T	P	TOTAL	
ICT2 1.0	Introduction to ICT	<ul style="list-style-type: none"> • Meaning of ICT terms • Importance and limitations of computers • Computer Components • Classification of Computers • Applications of Computer Systems • Basic computer connections 	0.2	0.8	1	
ICT2 2.0	Operating systems	<ul style="list-style-type: none"> • Meaning of operating systems • Define of terms • File and folder management • Storage media • Starting an operating system • Creating files, folders and subfolders • Exploring files, folders and subfolders • Navigating secondary storage devices location(s) in an operating system. • Exiting and system shut down procedure 	0.2	1.2	1.4	

ICT2 3.0	Introduction to word processing	<ul style="list-style-type: none"> • Meaning of terms used in word processing • Types of word processors • Application of word processors • Introduction to word processing • Document creation • Editing Text • Formatting a document • Tables • Columns • Graphics • Mail merging • Printing 	0.4	2	2.4
ICT2 4.0	Introduction to internet and email	<ul style="list-style-type: none"> • Meaning of terms • History of the internet • Requirements to connect to the internet • Computer networking and its importance • Accessing information using the internet • Launching a web browser • Create email account • Use email facilities • Receive and reply to an email • Social media platform 	0.2	2	2.2
Total			1	6	7
Science and calculations					
Code	Topic	Sub-topics	Time(hrs)		

			T	P	TOTAL
SBM2 1.0	Number system	<ul style="list-style-type: none"> • Types of numbers • Operation on integers • GCD/HCF/LCM 	0.2	0.5	0.7
SBM2 2.0	Mensuration	<ul style="list-style-type: none"> • Perimeter • circumference • Surface area of solids • Volume of solids 	0.2	0.5	0.7
SBM2 3.0	Algebra	<ul style="list-style-type: none"> • Simplifying expressions • Algebraic factorization • Solving Algebraic fractions • Solving equations of one unknown • Simplification by factorization 	0.2	0.5	0.7
SBM2 4.0	Motion	<ul style="list-style-type: none"> • Speed • Velocity • Acceleration • Rotation 	0.4	0.5	0.9
Total			1	2	3

- CCG2 1.0 Introduction to Childcare**
- CCG2 1.1 Competence**
The trainee should have the ability to identify the duties and responsibilities of a care giver.
- CCG2 1.2T Theory**
- CCG2 1.2T0 Specific Objectives**
By the end of this topic, the trainee should be able to:
1. Define the terms used in childcare
 2. List attributes of a care giver
 3. Explain the duties and responsibilities of a care giver.
- CCG2 1.3T Content**
- CCG2 1.3T1** Definition of terms in childcare
- a) Child
 - b) Infant
 - c) Childcare
 - d) Childcare giver
 - e) Child development
- CCG2 1.3T2** Duties and responsibilities of a care giver:
- a) General cleaning
 - b) Bathing the child
 - c) Feeding the child
 - d) Supervise and monitor the safety of the child
 - e) Prepare and organize meal times
 - f) Help children keep good hygiene
 - g) Change diapers of infants and toddlers
- CCG2 1.3T3** Attributes of a care giver:
- a) Pleasant personality
 - b) Well groomed
 - c) Honesty
 - d) Courteous
 - e) Right attitude
 - f) Resilient
 - g) Team player
 - h) Corporative
 - i) Creative
- CCG2 1.4P Practice**
- CCG2 1.4P0 Specific Objectives**
By the end of this topic, the trainee should be able to: -
1. Observe attributes of a care giver
 2. Perform the duties of a care giver

CCG2 1.5P	Content
CCG2 1.5P1	Performing duties of a care giver <ol style="list-style-type: none"> a) Cleaning b) Bathing c) Feeding d) Supervise and monitor the safety of the child e) Prepare and organise meal times f) Help children keep good hygiene g) Change diapers of infants and toddlers
CCG2 1.5P2	Observing attributes of a care giver: <ol style="list-style-type: none"> a) Pleasant personality b) Well groomed c) Honesty d) Courteous e) Right attitude f) Resilient g) Team player h) Corporative i) Creative
CCG2 1.6	Suggested Training Resources <ol style="list-style-type: none"> 1. Charts 2. Realias 3. Training models 4. Internet 5. Video clips 6. Textbooks 7. Handouts 8. Workshop manuals
CCG2 1.7	Suggested Training and Learning Approaches <ol style="list-style-type: none"> 1. Demonstration 2. Group discussion 3. Note taking 4. Experiential sharing 5. Workshop manuals 6. Wall charts 7. Realias 8. PowerPoint presentation. 9. Textbooks
CCG2 1.8	Suggested Assessment Methods <ol style="list-style-type: none"> 1. Observation 2. Written tests 3. Oral presentation

4. Assignments
5. Projects
6. Continuous assessment

CCG2 2.0	Occupational Health and Safety at Home and care centres
CCG2 2.1	<p>Competence</p> <p>The trainee should have the ability to observe health and safety practices during childcare activities.</p>
CCG2 2.2T	Theory
CCG 2 2.2T0	<p>Specific objectives</p> <p>By the end of the topic, the trainee should be able to:</p> <ol style="list-style-type: none"> 1. Define the terms as used in Occupational health and safety 2. List potential hazards at home and care centres 3. State hazards mitigation measures 4. Outline Safety practices in the home and care centres 5. Explain the basic first aid procedures
CCG 2 2.3T	Content
CCG 2 2.3T1	<p>Safety hazards</p> <ol style="list-style-type: none"> a) Slippery floors b) Wet pathways c) Noise d) Hot surfaces e) Positioning and posture of equipment f) Sharp objects g) Poor lighting h) Excessive hast i) Faulty electrical wires j) Unattended fire
CCG 2 2.3T2	<p>Hazards mitigation measures</p> <ol style="list-style-type: none"> a) Keep the floors dry at all times b) Ensure pathways are dry c) Limit noise d) Sprinkle flour/salt on a hot surface to alert the user e) Position equipment properly f) Proper holding and use of sharp objects g) Ensure adequate lighting h) Avoid excessive hast i) Repair all faulty electrical wires j) Pay attention to all types of fire

- CCG 2 2.3T3** Safety practices at the workplace
- a) Personal Protective Equipment
 - i. Head scarf
 - ii. Hand gloves
 - iii. Apron
 - iv. Low closed leather shoes
 - v. Kitchen cloth
 - b) Adherence to standard safety procedures
- CCG 2 2.3T4** Safety requirements at home
- a) Personal safety
 - i. Observe workplace rules and regulations
 - ii. Use equipment and tools correctly
 - iii. Observe good housekeeping procedures
 - iv. Report any accidents
 - b) Responsibilities of the employer
 - i. Health of workers
 - ii. Provision of welfare facilities
 - iii. Provision of treatment facilities
 - iv. Compliance with Occupation Safety Health Act 2007 (OSHA)
- CCG 2 2.3T4** Basic First Aid procedure
- a) Choking
 - b) Burn
 - c) Cuts
 - d) Falls
 - e) Child who has drowned
- CCG 2 2.4P** **Practice**
- CCG 2 2.4P0** **Specific Objectives**
- By the end of the topic, the trainer should be able to:
1. Identify potential hazards at work place
 2. Mitigate potential hazards
 3. Observe safety practices in the workplace
 4. Perform the basic first aid procedures
- CCG2 2.5P** **Content**
- CCG2 2.5P1** **Definition of terms**
- a) First aid
 - b) Hazard
 - c) Safety
 - d) Injury
- CCG2 2.5P2** Identifying potential hazards at work place
- a) Slippery floors
 - b) Wet pathways
 - c) Noise
 - d) Hot surfaces

- e) Positioning and posture of equipment
- f) Sharp objects
- g) Poor lighting
- h) Excessive hast
- i) Faulty electrical wires
- j) Unattended fire

CCG2 2.5P3

Mitigating potential hazards

- a) Keep the floors dry at all times
- b) Ensure pathways are dry
- c) Limit noise
- d) Sprinkle flour/salt on a hot surface to alert the user
- e) Position equipment properly
- f) Proper holding and use of sharp objects
- g) Ensure adequate lighting
- h) Avoid excessive haste**
- i) Ensure there **are** no drainage holes or ditches **and** depressions within **the work place**
- j) Repair all faulty electrical wires**
- k) Pay attention to all types of fires**

CCG2 2.5P4

Observing Safety practices at the workplace

- a) Personal Protective Equipment
 - i. Head scarf
 - ii. Hand gloves
 - iii. Apron
 - iv. Low closed leather shoes
 - v. Kitchen cloth
- b) Adherence to standard safety procedures
- c) Personal safety
 - i. Observe workplace rules and regulations
 - ii. Use equipment and tools correctly
 - iii. Observe good housekeeping procedures
 - iv. Report any accidents
- d) Responsibilities of the employer
 - i. Health of workers
 - ii. Provision of welfare facilities
 - iii. Provision of treatment facilities
 - iv. Compliance with Occupation Safety Health Act 2007 (OSHA)

CCG2 2.5P5

Performing basic First Aid procedure

- a) Choking
- b) Burns**
- c) Cuts
- d) Falls
- e) Child who has drowned

CCG2 2.6	<p>Suggested Training and Learning Resources</p> <ol style="list-style-type: none"> 1. Charts 2. Realias 3. Training models 4. Internet 5. Video clips 6. Textbooks 7. Hand outs 8. Workshop manuals
CCG2 2.7	<p>Suggested Training and Learning Activities</p> <ol style="list-style-type: none"> 1. Demonstrations 2. Group discussion 3. Note taking
CCG2 2.8	<p>Suggested Assessment Methods</p> <ol style="list-style-type: none"> 1. Practical tests 2. Written tests 3. Assignments 4. Oral presentation
CCG2 3.0	<p>Grooming the Child</p>
CCG2 3.1	<p>Competence</p> <p>The trainee should have the ability to keep the child clean and presentable.</p>
CCG2 3.2T	<p>Theory</p>
CCG2 3.2T0	<p>Specific Objectives</p> <p>By the end of this topic, the trainee should be able to:</p> <ol style="list-style-type: none"> 1. Define the terms as used in grooming 2. Name the types of baths 3. List requirements for the child's bath 4. Explain the factors to consider when laundering child's clothes 5. Outline correct methods of laundering child's clothes
CCG2 3.3T	<p>Content</p>
CCG2 3.3T1	<p>Definition of the term</p> <ol style="list-style-type: none"> a) Grooming b) Laundry
CCG2 3.3T2	<p>Types of bath</p> <ol style="list-style-type: none"> a) Sponge b) Tub bath
CCG2 3.3T3	<p>Requirements for the child's bath</p> <ol style="list-style-type: none"> a) Basin b) Baby soap c) Clothes for the child

- d) Clean boiled water
- e) Baby oil or jelly
- f) Baby cream
- g) Baby powder
- h) Cotton wool
- i) Ointment for baby rash
- j) Baby towel
- k) Plastic sheet or an apron
- l) Bucket with a fitting lid
- m) Comb /brush

CCG2 3.3T4

Factors to consider when laundering **child's** cloth

- a) **Resources available**
- b) **Allergies**
 - i. **Skin irritation**
 - ii. **Smell**
- c) **Type of fabric**
 - i. **Cotton**
 - ii. **Woollen**
 - iii. **Synthetic materials**
 - iv. **Polyester**
- d) **Type of clothing**
 - i. **Vest**
 - ii. **Socks**
 - iii. **Panties**
 - iv. **Jumpers**
 - v. **Dresses**
- e) **Age of the child**

CCG2 3.3T5

Methods of laundering baby's clothes

- a) **Gentle friction**
- b) **Kneading and squeezing method**
- c) **Friction method**

CCG2 3.4P

Practice

CCG2 3.4P0

Specific Objectives

By the end of this topic, the trainee should be able to:

1. Perform the types of baths
2. Identify requirements for the **child's** bath
3. Demonstrate correct methods of laundering baby's **clothes**

CCG2 3.5P

Content

CCG2 3.5P1

Performing the types of baths

- CCG2 3.5P2
- a) Sponge bath
 - b) Tub bath
- Identifying requirements for a **child's** bath
- a) Basin
 - b) Baby soap
 - c) Clothes for the baby
 - d) Clean boiled water
 - e) Baby oil or jelly
 - f) Baby cream
 - g) Baby powder
 - h) Cotton wool
 - i) Ointment for baby rash
 - j) Baby towel
 - k) Plastic sheet or an apron
 - l) Bucket with a fitting lid
 - m) Comb /brush
- CCG2 3.5P3
- Demonstrating the correct **procedure** of laundering the child's **Clothes**
- a) Sort the child's clothes
 - b) Identify the appropriate detergent
 - c) Wash the child's clothes applying correct method of laundering
 - d) Rinse thoroughly.
 - e) Dry the cloth.
 - f) Finish by ironing where possible
 - g) Air thoroughly, fold and store in a clean place
- CCG2 3.6
- Suggested Training Resources**
1. Charts
 2. Realias
 3. Training models
 4. Internet
 5. Video clips
 6. Textbooks
 7. Handouts
 8. workshop manuals
- CCG2 3.7
- Suggested Training and Learning Approaches**
1. Demonstration
 2. Group discussion
 3. Note taking
 4. Experiential sharing
 5. Workshop manuals
 6. Wall charts
 7. Realias

8. PowerPoint presentation.
9. Video clips on use on tools and equipment.
10. Textbooks

CCG2 3.8

Suggested Assessment Methods

1. Observation
2. Written tests
3. Oral presentation
4. Assignments
5. Projects
6. Continuous assessment

CCG2 4.0

Feeding the Child

CCG2 4.1

Competence

The trainee should have the ability to apply skills on feeding a child.

CCG2 4.2T

Theory

CCG2 4.2T0

Specific Objectives

By the end of this topic, the trainee should be able to;

1. Define terms associated with feeding
2. Outline the type of foods used for weaning the child
3. Outline factors to consider when choosing weaning foods
4. Name feeding equipment
5. Explain problems related to weaning

CCG2 4.3T

Content

CCG2 4.3T1

Definition of the terms

- a) Weaning
- b) Feeding

CCG2 4.3T2

Foods for weaning

- a) Mashed potatoes
- b) Mashed yams
- c) Mashed carrots
- d) Enriched porridge
- e) Mashed avocado
- f) Cereals with milk
- g) Formula milk
- h) Eggs
- i) Nuts
- j) Mashed vegetables and fruit

CCG2 4.3T3

Factors to consider when choosing food for weaning

- a) Foods should be balanced
- b) Foods should be soft and easy to digest
- c) Foods should be easy to prepare to save time and energy
- d) Foods should be free from germs and other contaminants
- e) Foods should be easily available

- CCG2 4.3T4** Feeding equipment
- Feeding bottles
 - Measuring jug
 - Kettle
 - Plastic container
 - Cup/small bowl
 - Feeding nipples
 - Insulated bottle carry bag
- CCG2 4.3T5** Problems related to weaning
- Stomach upsets
 - Malnourishment
 - Obesity
 - Diseases such as diarrhoea, cholera
 - Interferes with the baby's bonding with the mother
 - Allergies
 - The baby has to learn how to use feeding equipment
- CCG2 4.4P** **Practice**
- CCG2 4.4P0** **Specific Objectives**
- By the end of this topic, the trainee should be able to:
- Identify types of weaning foods
 - Use appropriate feeding equipment
 - Prepare the correct weaning foods
- CCG2 4.5P 1** **Content**
- CCG2 4.5P2** Identifying weaning foods
- Mashed yams
 - Mashed carrots
 - Enriched porridge
 - Mashed avocado
 - Cereals with milk
 - Formula milk
 - Eggs
 - Nuts
 - Mashed vegetables and fruits
 - Mashed potatoes
- CCG2 4.5P3** Use feeding equipment
- Feeding bottles
 - Measuring jug
 - Kettle
 - Plastic container
 - Cup/small bowl
 - Feeding nipples
 - Insulated bottle carry bag
- CCG2 4.5P4** Prepare weaning foods

- a) Simple weaning foods
- b) Multi mix
 - i. A cereal as the main ingredient
 - ii. A protein supplement
 - iii. Vegetable and /fruit
 - iv. Energy supplement

CCG2 4.6

Suggested Training Resources

1. Charts
2. Realias
3. Training models
4. Internet
5. Video clips
6. Textbooks
7. Hand outs
8. Workshop manuals

CCG2 4.7

Suggested Training and Learning Approaches

1. Demonstration
2. Group discussion
3. Note taking
4. Experiential sharing
5. Workshop manuals
6. Wall charts
7. Realias
8. PowerPoint presentation.
9. Video clips on use on tools and equipment.
10. Textbooks

CCG2 4.8

Suggested Assessment Methods

1. Observation
2. Written tests
3. Oral presentation
4. Assignments
5. Projects
6. Continuous assessment

CCG2 5.0

Habit Training

CCG2 5.1

Competence

The trainee should have the ability to train the child on good habits.

CCG2 5.2T

Theory

CCG2 5.2T0

Specific Objectives

By the end of the topic, the trainee should be able to:

1. Define the terms
2. **State importance** of habit training
3. List areas of habit training

4. Outline the **causes** contributing to **regression**
5. Explain ways of controlling regression

CCG2 5.3T

Content

CCG2 5.3T1

Definition of terms

- a) Habit
- b) Relapse
- c) Regression

CCG2 5.3T2

Importance of habit training

- a) Enable the child to share
- b) Discourages crying unnecessarily and self-centeredness
- c) Encourages good etiquette
- d) Trains to be cheerful
- e) Results to respecting other children and older people
- f) Encourages the child to be responsible
- g) Forms a good habit

CCG2 5.3T3

Areas of habit training

- a) Toilet training
- b) Bowel control
- c) Take bath
- d) Responsible
- e) Express one's self and self confidence
- f) Share with others

CCG2 5.3T4

Causes contributing to **regression**

- a) Illness
- b) Change of environment
- c) Teething problem

CCG2 5.3T5

Controlling regression

- a) Seek medical attention
- b) Being patient with the child
- c) Give praise and encouragement

CCG2 5.4P

Practice

CCG2 5.4P0

Specific Objectives

By the end of the topic, the trainee should be able to:

1. Identify areas of habit training
2. Identify ways of controlling regression

CCG2 5.5P1

Content

CCG2 5.5P2

Areas of habit training

- a) Toilet training
- b) Bowel control
- c) Take bath
- d) Responsibility
- e) Express one's self and self confidence

CCG2 5.5P3	<ul style="list-style-type: none"> f) Share with others
	Regression control
	<ul style="list-style-type: none"> a) Seek medical attention b) Being patient with the child c) Give praise and encouragement
CCG2 5.6	Suggested Training Resources
	<ol style="list-style-type: none"> 1. Charts 2. Realias 3. Training models 4. Internet 5. Video clips 6. Textbooks 7. Hand outs
CCG2 5.7	Suggested Training and Learning Approaches
	<ol style="list-style-type: none"> 1. Demonstration 2. Group discussion 3. Note taking 4. Experiential sharing 5. Wall charts 6. Realias 7. PowerPoint presentation. 8. Video clips on use on tools and equipment. 9. Textbooks
CCG2 5.8	Suggested Assessment Methods
	<ol style="list-style-type: none"> 1. Observation 2. Written tests 3. Oral presentation 4. Assignments 5. Projects 6. Continuous assessment
CCG2 6.0	Child Play
CCG2 6.1	Competence
	The trainee should have the ability to supervise the child during play.
CCG2 6.2T	Theory
CCG2 6.2T0	Specific Objectives
	By the end of the topic, the trainee should be able to:
	<ol style="list-style-type: none"> 1. Define the terms as used in child play 2. State the importance of play in a child's development 3. Outline ways of helping a child to play 4. Explain the choice of play items 5. Outline the care of play items

CCG2 6.3T CCG2 6.3T1	Content Definition of terms
	<ul style="list-style-type: none"> a) Play b) Play environment c) Play items d) Group play e) Role play
CCG2 6.3T2	Importance of play in a child's development <ul style="list-style-type: none"> a) Curiosity and imagination b) Invention and creativity c) Develop individual interest d) Socialization e) Develop physical, emotional and mental growth
CCG2 6.3T3	Ways of helping a child to play <ul style="list-style-type: none"> a) Providing plenty of room or space b) Allowing for independence c) Encourage responsibility d) Practice different manipulative and creative skills e) Creating time to play with children f) Dress them in clothes that do not restrict playing
CCG2 6.3T4	Choice of play items <ul style="list-style-type: none"> a) Washable or easy to clean b) Should be too big for them to swallow c) Strong enough d) Unpainted since some paints have lead which is poisonous e) Not sharp and pointed f) Suitable for their age
CCG2 6.3T45	Care of play items <ul style="list-style-type: none"> a) Keep them clean according to type b) Store in clean places after use c) Wash the washable ones d) Assemble the dismantle ones e) Repair the broken ones on time
CCG2 6.4P CCG2 6.4P0	Practice Specific Objectives By the end of the topic, the trainee should be able to: <ol style="list-style-type: none"> 1. Demonstrate to the child how to play 2. Assist the child in selecting play items 3. Train the child on care of play items
CCG2 6.5P	Content

- CCG2 6.5P1** Helping a child to play
- Providing plenty of room or space
 - Allowing for independence
 - Encourage responsibility
 - Practice different manipulative and creative skills
 - Creating time to play with children
 - Dress them in clothes that do not restrict playing
- CCG2 6.4P2** Selecting play items
- Providing plenty of room or space
 - Allowing for independence
 - Encourage responsibility
 - Practice different manipulative and creative skills
 - Creating time to play with children
 - Dress them in clothes that do not restrict playing
- CCG2 6.4P3** Caring of play items
- Keep them clean according to type
 - Store in clean places after use
 - Wash the washable ones
 - Assemble the dismantle ones
 - Repair the broken ones on time
- CCG2 6.6** **Suggested Training Resources**
- Charts
 - Realias
 - Training models
 - Internet
 - Video clips
 - Textbooks
 - Hand outs
- CCG2 6.7** **Suggested Training and Learning Approaches**
- Demonstration
 - Group discussion
 - Note taking
 - Experiential sharing
 - Workshop manuals
 - Wall charts
 - Realias
 - PowerPoint presentation.
 - Video clips on use on tools and equipment.
 - Textbooks
- CCG2 6.8** **Suggested Assessment Methods**
- Observation
 - Written tests
 - Oral presentation

4. Assignments
5. Projects
6. Continuous assessment

COM2 1.0	Introduction to Communication Skills
COM 2 1.1	Competence
	The trainee should have the ability to communicate effectively.
COM 2 1.1T	Theory
COM 2 1.2T0	Specific objectives
	By the end of the topic, the trainee should be able to:
	<ol style="list-style-type: none"> 1. Define the terms used in communication. 2. Explain the meaning and importance of communication skills. 3. Outline the role of ICT in communication.
COM2 1.2T0	Content
COM2 1.2T1	Definition of communication
COM2 1.2T2	Meaning and importance of communication
	<ol style="list-style-type: none"> a) Giving and obtaining information b) Clarifying issues and points. c) Enhancing public relations. d) Starting and influencing action e) Improving customer service. f) Giving instructions. g) Confirming agreements. h) Coordinating.
COM2 1.2T3	Role of ICT in communication.
	<ol style="list-style-type: none"> a) Changes brought by information technology advancement. b) Trends in communication c) Mobile phones d) Email e) Skype f) Social media platforms g) Digital broadcasting platform
COM2 1.3P	Practice
COM2 1.3P0	Specific Objectives
	By the end of the topic, the trainee should be able to:
	<ol style="list-style-type: none"> 1. Use social media platforms in communicating. 2. Use available technology in communicating.
COM2 1.4P0	Content
COM21.4P1	Social Media platforms used in communication
	<ol style="list-style-type: none"> a) WhatsApp b) Facebook

COM2 1.4P2	<ul style="list-style-type: none"> c) Instagram <p>Technology used in communication</p> <ul style="list-style-type: none"> a) Skype b) E-mail c) Teleconferencing
COM2 1.5	<p>Suggested Training Resources</p> <ol style="list-style-type: none"> 1. Laptop 2. Projector 3. Internet 4. Mobile phones.
COM2 1.6	<p>Suggested Training and Learning approaches</p> <ol style="list-style-type: none"> 1. Lecture method 2. Demonstration. 3. Role playing 4. Presentation
COM2 1.8	<p>Suggested assessment methods</p> <ol style="list-style-type: none"> 1. Oral (Question and answer) 2. Assignment. 3. Continuous assessment
COM2 2.0	<p>Types of Communication</p>
COM2 2.1	<p>Competence</p> <p>The trainee should be able to communicate effectively using the various forms of communication.</p>
COM2 2.2T	<p>Theory</p>
COM2 2.2T0	<p>Specific objectives</p> <p>By the end of the topic, the trainee should be able to:</p> <ol style="list-style-type: none"> 1. Identify the forms of oral communication 2. Explain the forms of written communication 3. Identify forms of audio-visual communication 4. Outline advantages and disadvantages of various types of communication 5. Explain factors to consider when choosing a means of communication. 6. Outline services that facilitate types of communication
COM2 2.3T0	<p>Content</p>
COM2 2.3T1	<p>Oral communication</p> <ul style="list-style-type: none"> a) Face to face communication b) Telephone c) Radio calls

- COM2 2.3T2** Written communication
- a) Letters
 - b) Memorandum
 - c) Notice
 - d) Reports
 - e) Circulars
 - f) E-mail
 - g) Minutes
- COM2 2.3T3** Audio-visual communication
- a) Video-Clips
 - b) Television
 - c) Photographs
 - d) Sirens
- COM2 2.3T4** Advantages and disadvantages of various types of communication
- a) Oral
 - b) Written
 - c) Audio visual
- COM2 2.3T5** Factors to consider when choosing means of communication
- a) Speed
 - b) Cost
 - c) Confidentiality
 - d) Distance
 - e) Evidence
 - f) Reliability
 - g) Accuracy
 - h) Desired impression.
- COM2 2.3T6** Services that facilitate types of communication
- a) Mailing services
 - b) Telephone
 - c) Audio visual services
 - d) Print media
- COM2 2.4P** **Practice**
- CS2 2.4P0** **Specific Objectives**
1. Demonstrate types of oral communication
 2. Produce written communication
 3. Interpret audio-visual communication
- COM2 2.5P0** **Content**
- COM2 2.5P1** Oral communication
- a) Face to face communication
 - b) Telephone
- COM2 2.5P2** Written communication
- a) Letters

	<ul style="list-style-type: none"> b) Memorandum c) Notice d) Reports e) Circulars f) E-mail g) Minutes
COM2 2.5P3	<p>Audio-visual communication</p> <ul style="list-style-type: none"> a) Video-Clips b) Television c) Photographs
COM2 2.6	<p>Suggested Training Resources</p> <ul style="list-style-type: none"> 1. Laptop 2. Projector 3. Internet 4. Mobile phones 5. Print Media
COM2 2.7	<p>Suggested Training and Learning approaches</p> <ul style="list-style-type: none"> 1. Lecture method 2. Demonstration. 3. Role playing 4. Presentation
COM2 2.8	<p>Suggested assessment methods</p> <ul style="list-style-type: none"> 1. Oral (Question and answer) 2. Assignment. 3. Continuous assessment
COM2 3.0	Lines of Communication
COM2 3.1	<p>Competence</p> <p>The trainee should have the ability to use the different types of communication.</p>
COM2 3.2T	Theory
COM2 3.2T0	<p>Specific objectives</p> <p>By the end of the topic, the trainee should be able to:</p> <ul style="list-style-type: none"> 1. Identify forms of Vertical communication 2. Identify forms of horizontal communication 3. Identify forms of Diagonal communication
COM2 3.3T0	Content
COM2 3.3T1	<p>Vertical communication</p> <ul style="list-style-type: none"> a) Downward communication b) Upward communication
COM2 3.3T2	Horizontal communication

	<ul style="list-style-type: none"> a) Inter- personal b) Intra- personal
COM2 3.3T3	<p>Diagonal communication</p> <ul style="list-style-type: none"> a) Informal communication. b) Formal communication
COM2 3.4P	Practice
COM2 3.4P0	<p>Specific Objectives</p> <p>At the end of the topic, the trainee should be able to demonstrate Vertical, Horizontal and diagonal communication.</p>
COM2 3.5P0	Content
COM2 3.5P1	<p>Vertical Communication</p> <ul style="list-style-type: none"> a) communication from a manager to the subordinate staff b) Communication from the trainees to the class rep.
COM2 3.5P2	<p>Horizontal communication</p> <ul style="list-style-type: none"> a) Communication among trainees.
COM2 3.5P3	<p>Diagonal Communication</p> <ul style="list-style-type: none"> a) Communication between an accountant and a trainer.
COM2 3.6	<p>Suggested Training Resources</p> <ol style="list-style-type: none"> 1. Laptop 2. Projector 3. Internet 4. Mobile phones
COM2 3.7	<p>Suggested Training and Learning approaches</p> <ol style="list-style-type: none"> 1. Lecture method 2. Demonstration. 3. Role playing 4. Presentation
COM2 3.8	<p>Suggested assessment methods</p> <ol style="list-style-type: none"> 1. Oral (Question and answer) 2. Assignment. 3. Continuous assessment
COM2 4.0	Process of Communication
COM2 4.1	<p>Competence</p> <p>The trainees should have the ability to identify and overcome the various barriers to effective communication.</p>
COM2 4.2T0	Theory
COM2 4.2T0	<p>Specific objectives</p> <p>By the end of the topic the trainee should be able to:</p> <ol style="list-style-type: none"> 1. Explain the process of communication.

	<ol style="list-style-type: none"> 2. Describe the essentials to effective communication. 3. Explain the barriers to effective communication. 4. Outline ways of overcoming barriers to communication. 5. Ethical issues in communication
COM2 4.3T0	Content
COM2 4.3T1	Process of communication <ol style="list-style-type: none"> a) Sender b) Message c) Encoding by sender d) Channel /media e) Receiver f) Decoding by receiver g) Feedback h) Decoding by sender
COM2 4.3T2	Essentials to effective communication <ol style="list-style-type: none"> a) Clarity b) Correctness c) Completeness d) Conciseness e) Courtesy f) Consistency g) Consideration.
COM2 4.3T3	Barriers to effective communication <ol style="list-style-type: none"> a) Language barrier b) Poor listening c) Negative attitude d) Poor timing e) Wrong medium f) Prejudgment g) Emotional responses h) Noise i) Unfamiliar non-verbal signals j) Unclear systems within the organization k) Ways of overcoming barriers to communication.
COM2 4.3T4	Ways of overcoming barriers to communication <ol style="list-style-type: none"> a) Use familiar language. b) Listen attentively c) Be conscious about prejudices and deal with them. d) Choose the right medium. e) Avoid pre-judgement.
COM2 4.3T5	Ethical issues of communication <ol style="list-style-type: none"> a) Privacy b) Content

COM2 4.4P0	Practice
COM2 4.4P1	Specific Objectives
	By the end of the topic, the trainee should be able to
	<ol style="list-style-type: none"> 1. Demonstrate the process of communication 2. Identifying and overcoming barriers of communication.
COM2 4.5P0	Content
COM2 4.5P1	Identifying and overcoming barriers of communication
	<ol style="list-style-type: none"> a) Identification of barriers b) overcoming barriers
COM2 4.6	Suggested Training Resources
	<ol style="list-style-type: none"> a) Laptop b) Projector c) Internet d) Mobile phones
COM2 4.7	Suggested Training and Learning approaches
	<ol style="list-style-type: none"> 1. Lecture method 2. Demonstration. 3. Role playing 4. Presentation
COM2 4.8	Suggested assessment methods
	<ol style="list-style-type: none"> 1. Oral (Question and answer) 2. Assignment. 3. Continuous assessment
LIV2 1.0	Introduction to Life Skills
LIV2 1.1	Competence
	The trainee should be able to demonstrate knowledge, skills and values that enhance self-management.
LIV2 1.2T0	Theory
LIV2 1.2T1	Specific objectives
	By the end of the topic, the trainees should be able to:
	<ol style="list-style-type: none"> 1. Define terms used in life skills 2. Explain the benefits of life skills 3. List and explain values they need in their lives.
LIV2 1.3T0	Content
LIV2 1.3T1	Definition of terms
	<ol style="list-style-type: none"> a) Life b) Skills c) Values
LIV2 1.3T2	Benefits of life skills in

	<ul style="list-style-type: none"> a) Education sector b) Health sector c) Social sector.
LIV2 1.3T3	<p>Values learnt in life skills.</p> <ul style="list-style-type: none"> a) Decision making b) Problem solving c) Conflict resolution d) Self esteem e) Time management
LIV2 1.4P0	Practice
LIV2 1.4P1	<p>Specific objectives</p> <p>By the end of the topic, the trainees should be able to demonstrate various life skills</p>
LIV2 1.5P0	<p>Content</p> <ul style="list-style-type: none"> a) Decision making b) Problem solving c) Conflict resolution d) Self esteem e) Time management
LIV2 1.6	<p>Suggested Training Resources</p> <ol style="list-style-type: none"> 1. Laptop 2. Projector 3. Internet 4. Mobile phones 5. Electronic and Print media
LIV2 1.7	<p>Suggested Training and Learning approaches</p> <ol style="list-style-type: none"> 1. Lecture method 2. Demonstration. 3. Role playing 4. Presentation 5. Question and answer
LIV2 1.8	<p>Suggested assessment methods</p> <ol style="list-style-type: none"> 1. Oral (Question and answer) 2. Assignment. 3. Continuous assessment
LIV2 2 .0	Self-Esteem
LIV2 2.1	<p>Competence</p> <p>The trainee should have the ability to demonstrate self- awareness.</p>
LIV2 2.2T0	Theory

LIV2 2.2T1	<p>Specific objectives</p> <p>By the end of the topic, the trainees should be able to:</p> <ol style="list-style-type: none"> 1. Define terms associated with self esteem 2. Explain the characteristics of self-esteem 3. Highlight the benefits of high self-esteem. 4. Explain the effects of low self-esteem. 5. Outline ways of boosting self-esteem.
LIV2 2.3T0	Content
LIV2 2.3T1	<p>Definition of terms</p> <ol style="list-style-type: none"> a) Self b) Image c) Self esteem d) Self-image e) Strengths f) Weaknesses g) Likes h) Dislikes
LIV2 2.3T2	<p>Characteristics of self-esteem and image</p> <ol style="list-style-type: none"> a) High esteem b) Low esteem
LIV2 2.3T3	<p>Signs/benefits of high esteem</p> <ol style="list-style-type: none"> a) Confidence b) Self-discipline c) Self-care d) Good interpersonal relationships
LIV2 2.3T4	<p>Signs/effects of Low esteem</p> <ol style="list-style-type: none"> a) Self-doubt b) Isolation c) Self-neglect d) Low performance levels.
LIV2 2.3T5	<p>Factors that enhance high esteem</p> <ol style="list-style-type: none"> a) Good health b) Goal setting c) Good grooming
LIV2 2.3T6	<p>Ways to boost self-esteem</p> <ol style="list-style-type: none"> a) Knowing and accepting one's abilities/skills b) Engaging in activities one is good in c) Acknowledging/praising effort/participation of trainees. d) Not comparing one with others e) Associating with people who add value to you. f) Focusing on your strengths.

- LIV2 2.4** **Suggested Training Resources**
- a) Laptop
 - b) Projector
 - c) Internet
 - d) Mobile phones
 - e) Electronic and Print media
- LIV2 2.5** **Suggested Training and Learning approaches**
1. Lecture method
 2. Demonstration.
 3. Role playing
 4. Presentation
 5. Question and answer
- LIV2 2.6** **Suggested assessment methods**
1. Oral (Question and answer)
 2. Assignment.
 3. Continuous assessment

BUS2 1.0 **Introduction to Business Studies**

BUS2 1.1 **Competence**

The trainee should have the ability to demonstrate understanding of the business environment in Kenya.

BUS2 1.2T0 **Theory**

BUS2 1.2T1 **Specific objectives**

By the end of the topic, the trainee should be able to:

1. Define common terms used in business
2. Outline factors affecting doing business in Kenya
3. Outline the importance of business to society

BUS2 1.3T0 **Content**

BUS2 1.3T1 Definition of terms

- a) Business
- b) Production
- c) Goods
- d) Services
- e) Distribution
- f) Trade
- g) Needs
- h) Wants

BUS2 1.3T2 Doing business in Kenya

- a) History of business in Kenya

	<ul style="list-style-type: none"> b) Political factors affecting businesses in Kenya c) Social factors affecting businesses in Kenya d) Economic factors affecting business in Kenya
BUS2 1.3T3	<p>Importance of business to society</p> <ul style="list-style-type: none"> a) Needs and Wants b) Employment opportunities c) Satisfaction d) Economic empowerment e) National growth/development f) Social responsibility
BUS2 1.4	<p>Suggested Training Resources</p> <ul style="list-style-type: none"> 1. Laptop 2. Projector 3. Internet 4. Mobile phones 5. Print media
BUS2 1.5	<p>Suggested training and learning approaches.</p> <ul style="list-style-type: none"> 1. Lecture method 2. Demonstration. 3. Role playing 4. Presentation
BUS2 1.6	<p>Suggested assessment methods</p> <ul style="list-style-type: none"> 1. Question and answer 2. Assignment. 3. Continuous assessment
BUS2 2.0	Business Activities
BUS2 2.1	Competence
	The trainee should have the ability to identify viable business activities.
BUS2 2.2T	Theory
BUS2 2.2T0	Specific Objectives
	By the end of this topic, the trainee should be able to:
	<ul style="list-style-type: none"> 1. Define the term business activity 2. Outline various business activities
BUS2 2.3T0	Content
BUS2 2.3T1	Definition of business activities
BUS2 2.3T2	Outline business activities
	<ul style="list-style-type: none"> a) Provision of services b) Distribution of goods

	<ul style="list-style-type: none"> c) Processing of raw materials d) Manufacturing e) Construction
BUS2 2.4P0	Practice
BUS2 2.4P1	Specific Objectives
	By the end of the topic, the trainee should be able to identify business activities they can engage in.
BUS2 2.5P0	Content
BUS2 2.5P1	Business activities
	<ul style="list-style-type: none"> a) Provision of services b) Distribution of goods c) Processing of raw materials d) Manufacturing e) Construction
BUS2 2.6	Suggested Training Resources
	<ul style="list-style-type: none"> 1. Laptop 2. Projector 3. Internet 4. Mobile phones 5. Electronic and Print media
BUS2 2.7	Suggested Training and learning approaches
	<ul style="list-style-type: none"> 1. Lecture method 2. Demonstration. 3. Role playing 4. Presentation
BUS2 2.8	Suggested assessment methods
	<ul style="list-style-type: none"> 1. Question and answer 2. Assignment. 3. Continuous assessment
BUS2 3.0	Business Opportunity
BUS2 3.1	Competence
	The trainee should have the ability to identify business opportunities.
BUS2 3.2T0	Theory
BUS2 3.2T1	Specific Objectives
	By the end of this topic, the trainee should be able to:
	<ul style="list-style-type: none"> 1. Identify business ideas 2. Outline sources of business ideas 3. State the importance of business location 4. Identify a conducive business environment

BUS2 3.3T0	Content
BUS2 3.3T1	Identifying business ideas <ul style="list-style-type: none"> a) Finding opportunities in your own community b) Drawing upon your own personal experiences c) Look for ideas that get other people involved d) Go out of your way to ask others how you can help
BUS2 3.3T2	Outlining sources of business ideas <ul style="list-style-type: none"> a) Interests and hobbies b) Customer survey c) Brainstorming and dreams d) Mass media e) Personal experience and talents f) Trade fairs and exhibitions.
BUS2 3.3T4	Importance of business location <ul style="list-style-type: none"> a) Population demographics b) Visibility c) Amenities d) Communication e) Location costs f) Personal factors
BUS2 3.4P0	Practice
BUS2 3.4P1	Specific Objectives <ol style="list-style-type: none"> 1. The trainee should demonstrate the ability to generate business ideas. 2. The trainee should be able to identify an appropriate business environment.
BUS2 3.5P0	Content
BUS2 3.5P1	Generation of business idea <ul style="list-style-type: none"> a) The feasibility studies b) Idea generation technique c) Need for screening ideas d) Screening techniques e) Varying for viability f) Business idea analysis
BUS2 3.5P2	Identifying suitable business environment <ul style="list-style-type: none"> a) Population demographics b) Visibility c) Amenities d) Communication e) Location costs

	f) Personal factors
BUS2 3.6	Suggested Training Resources
	1. Laptop
	2. Projector
	3. Internet
	4. Mobile phones
	5. Electronic and Print media
BUS2 3.7	Suggested Training and learning approaches
	1. Lecture method
	2. Demonstration.
	3. Role playing
	4. Presentation
BUS2 3.8	Suggested assessment methods
	1. Question and answer
	2. Assignment.
	3. Continuous assessment
BUS2 4.0	Starting A Business
BUS2 4.1	Competence
	The trainee should the ability to go through the process of starting a business.
BUS2 4.2T0	Theory
BUS2 4.2T1	Specific objectives
	By the end of this topic, the trainee should be able to:
	1. Define self-employment
	2. Outline factors to consider when starting a business
	3. Outline the process of starting a business
	4. Identify potential challenges
BUS2 4.3T	Content
BUS2 4.3T1	Definition of self-employment
BUS2 4.3T2	Factors to consider when starting a business
	a) Market
	b) Capital
	c) SWOT
	d) Availability of resources (Financial, man-power, technological, etc)
	e) Availability of support services and appropriate infrastructure
	f) Availability of raw materials

	g) Location
	h) Environment
BUS2 4.3T3	Process of starting a business
	a) Brainstorming
	b) Idea generation
	c) Market research
	d) Idea prioritization
	e) Feasibility study
	f) Business planning
	g) Plan execution
BUS2 4.3T4	Potential challenges
	a) Competition
	b) Unfair business practices
	c) Corruption
	d) Legal barriers (local and National)
BUS2 4.4P	Practice
BUS2 4.4P0	Specific Objectives
	1. Go through the process of starting a business
	2. Identify potential challenges
BUS2 4.5P	Content
BUS2 4.5P1	The process of starting a business
	a) Brainstorming
	b) Idea generation
	c) Market research
	d) Idea prioritization
	e) Feasibility study
	f) Business planning
	g) Plan execution
BUS2 4.5P2	Potential challenges
	a) Competition
	b) Unfair business practices
	c) Corruption
	d) Legal barriers (local and national)
BUS2 3.6	Suggested Training Resources
	1. Laptop
	2. Projector
	3. Internet
	4. Mobile phones
	5. Electronic and Print media
BUS2 3.7	Suggested Training and learning approaches
	1. Lecture method
	2. Demonstration.
	3. Role playing

4. Presentation

BUS2 3.8

Suggested assessment methods

1. Oral (Question and answer)
2. Assignment.
3. Continuous assessment

ICT2 1.0	Introduction to ICT
ICT2 1.1	Competence The Trainee should have the ability to identify and connect various computer components
ICT2 1.1T	Theory
ICT2 1.1T0	Specific Objectives By the end of this topic, the trainee should be able to: <ol style="list-style-type: none"> 1. Define basic ICT terminologies. 2. Explain the Importance and Limitations of Computers 3. List the computer components and their functions 4. State the various classification of computers 5. Outline the application of ICT systems in everyday life situations
ICT2 1.2T0	Content
ICT2 1.2T1	Meaning of ICT terms <ol style="list-style-type: none"> a) Computer b) Hardware c) Software d) Computer System e) Live ware
ICT2 1.2T2	Importance and limitations of computers <ol style="list-style-type: none"> a) Importance <ol style="list-style-type: none"> i. Accuracy ii. Speed iii. Information security b) Limitations <ol style="list-style-type: none"> i. Installation costs ii. Maintenance costs iii. Security breaches iv. Requires expertise
ICT2 1.2T3	Computer Components <ol style="list-style-type: none"> a) Input devices <ol style="list-style-type: none"> i. Keying in data ii. Issuing commands b) Output devices c) Storage devices d) Central Processing Unit
ICT2 1.2T4	Classification of Computers <ol style="list-style-type: none"> a) Microcomputers <ol style="list-style-type: none"> i. Desktop ii. Laptops iii. Notebooks iv. Palmtops

- b) Supercomputers
 - c) Mainframe
 - d) Minicomputers
- ICT2 1.2T5** Applications of Computer Systems
- a) Business
 - b) Transport
 - c) Banking
 - d) Healthcare
 - e) Education
- ICT2 1.3P** **Practice**
- ICT2 1.3P0** **Specific Objectives**
- By the end of this topic, the trainee should be able to:
1. Identify the various elements of a computer
 2. Identify the various types of computers
 3. Connect basic components of a computer
- ICT2 1.4P0** **Content**
- a) Computer Elements
 - i. Input Devices
 - ii. Output
 - iii. Storage
 - iv. Central Processing Unit
 - b) Types of Computers
 - i. Microcomputers
 - ii. Mainframe computers
 - iii. Supercomputers
 - iv. Minicomputers
 - c) Basic computer connections
 - i. Power cables
 - ii. Data cables
 - iii. Monitor
 - iv. Keyboard
 - v. Mouse
 - vi. Basic connection ports
- ICT2 1.5** **Suggested Training Resources**
1. Desktop Computers
 2. Laptop computers
 3. Overhead projector
 4. Text references
 5. Print and Electronic media
- ICT2 1.6** **Suggested Training and Learning Approaches**
1. Demonstration
 2. Examples
 3. Discussion

ICT2 1.7	<p>Suggested Assessment Methods</p> <ol style="list-style-type: none"> 1. Question and Answer 2. Observation 3. Practical 4. Assessment
ICT2 2.0 ICT2 2.2	<p>Operating Systems</p> <p>Competence</p> <p>The Trainee should have the ability to create files, folders and navigate through the operating system</p>
ICT2 2.1T ICT2 2.1T0	<p>Theory</p> <p>Specific Objectives</p> <p>By the end of this topic, the trainee should be able to:</p> <ol style="list-style-type: none"> 1. Explain meaning of an operating system 2. Define basic terms used in operating systems 3. Outline file and folder management using operating systems 4. Explain types of storage media
ICT2 2.2T0 ICT2 2.2T1	<p>Content</p> <p>Meaning of operating systems</p> <ol style="list-style-type: none"> a) Definition b) Types c) Organization of information
ICT2 2.2T2	<p>Define of terms</p> <ol style="list-style-type: none"> a) Files b) Folders c) Subfolders
ICT2 2.2T3	<p>File and folder management</p> <ol style="list-style-type: none"> a) Copying b) Cutting c) Pasting d) Saving e) Moving
ICT2 2.2T4	<p>Storage media</p> <ol style="list-style-type: none"> a) Classification <ol style="list-style-type: none"> i. Primary ii. Secondary b) Memory capacities
ICT2 2.3P ICT2 2.3P0	<p>Practice</p> <p>Specific objectives</p> <p>By the end of this topic, the trainee should be able to:</p> <ol style="list-style-type: none"> 1. Start- up a computer system 2. Create files, folders and subfolders 3. Explore files, folders and subfolders

4. Navigate secondary storage devices location(s) in an operating system.
5. Exit and shutdown from the system

ICT2 2.4P0

ICT2 2.4P1

Content

Starting an operating system

- a) Connect computer components
- b) Powering up the system
- c) Features of operating system desktop
- d) Icons taskbar shortcut menu

ICT2 2.4P2

ICT2 2.4P3

ICT2 2.4P4

Creating files, folders and subfolders

Exploring files, folders and subfolders

Navigating secondary storage devices location(s) in an operating system

ICT2 2.4P5

ICT2 2.5

Exiting and system shut down procedure.

Suggested Training Resources

1. Desktop Computers
2. Laptop computers
3. Overhead projector
4. Text references
5. Print and Electronic media

ICT2 2.6

Suggested Training and Learning Approaches

1. Demonstration
2. Examples
3. Discussion
4. Assignments

ICT2 2.7

Suggested Assessment Methods

1. Question and Answer
2. Observation
3. Written tests
4. Practical Assessment

ICT2 3.0	Word Processing
ICT2 3.1	Competence The Trainee should have the ability to create, edit and format a word document.
ICT2 3.1T	Theory
ICT2 3.1T0	Specific objectives By the end of this topic, the trainee should be able to: 1. Explain meaning of terms used in word processing 2. List the various types of word processors 3. State the applications of word processing
ICT2 3.2T0	Content
ICT2 3.2T1	Meaning of terms used in word processing a) Word processing b) Formatting c) Editing d) Menus
ICT2 3.2T2	Types of word processors
ICT2 3.2T3	Application of word processors a) Letter Preparation b) Report writing c) Newsletter
ICT2 3.3P	Practice
ICT2 3.3P0	Specific objectives By the end of this topic the trainee should be able to: 1. Start a word processing application 2. Create a document using a word processing application 3. Use editing tools 4. Use formatting tools 5. Inserting and Drawing tables 6. Editing tables 7. Insert columns and graphics 8. Mail merge 9. Print
ICT2 3.4P0	Content
ICT2 3.4P1	Introduction to word processing a) Getting started b) using help
ICT2 3.4P2	Document creation a) Keyboard layout and typing b) Save a document c) Rename a document d) Close a document

- e) Open a document
- f) Exit word
- ICT2 3.4P3** Editing Text
 - a) Block operations
 - b) Copying
 - c) Cutting
 - d) Pasting
 - e) Moving
 - f) Find/ Replace
 - g) Proof reading
 - h) undo/Redo
- ICT2 3.4P4** Formatting a document
 - a) Text formatting
 - i. Bold
 - ii. italics,
 - iii. underline
 - iv. Font
 - b) Paragraph formatting
 - i. First line
 - ii. Hanging
 - iii. Alignment
 - c) Page formatting
 - i. Page numbers
 - ii. Margins
 - iii. Orientation
 - iv. Size
- ICT2 3.4P5** Tables
 - a) Insert a table
 - b) Draw a table
 - c) Edit tables
- ICT2 3.4P6** Columns
 - a) creating columns
 - b) manipulating columns
- ICT2 3.4P7** Graphics
 - a) Insert a graphic object
 - b) Edit a graphical object
- ICT2 3.4P8** Mail merging
- ICT2 3.4P9** Printing
 - a) Print set up
 - b) print preview
 - c) print options
- ICT2 3.5** **Suggested Training Resources**
 - 1. Desktop Computers

2. Laptop computers
3. Overhead projector
4. Text references
5. Print and Electronic media
6. Printers

ICT2 3.6 Suggested Training and Learning Approaches

1. Demonstration
2. Examples
3. Discussion
4. Assignments
5. Question and Answer

ICT2 3.7 Suggested Assessment Methods

1. Question and Answer
2. Observation
3. Written tests
4. Practical
5. Assessment

**ICT2 4.0 Introduction to Internet and Email
ICT2 4.1 Competence**

The Trainee should have the ability to use internet services

ICT2 4.1T Theory

ICT2 4.1T0 Specific Objectives

By the end of this topic, the trainee should be able to:

1. Explain meaning of terms used in internet and email
2. Outline the history of the internet
3. List the requirements to connect to the internet
4. Explain computer networking and its importance
5. Use internet to access information

ICT2 4.2T0 Content

ICT2 4.2T1 Meaning of terms to include but not limited to:

- a) Computer networking
- b) Internet
- c) Email
- d) Worldwide web (www)
- e) E-commerce
- f) E-learning

ICT2 4.2T2 History of the internet

ICT2 4.2T3 Requirements to connect to the internet

- a) Internet service provider

	<ul style="list-style-type: none"> b) Internet software c) Telecommunication infrastructure
ICT2 4.2T4	Computer networking and its importance
ICT2 4.2T5	Accessing information using the internet
ICT2 4.3P	Practice
ICT2 4.3P0	Specific Objectives
	By the end of this topic, the trainee should be able to:
	<ol style="list-style-type: none"> 1. Launch a web browser 2. Create an email account 3. Use email facilities 4. Receive and reply to an email 5. Create and use social media account
ICT2 4.3P0	Content
ICT2 4.3P1	Launching a web browser <ul style="list-style-type: none"> a) Chrome b) Internet explorer c) Mozilla Firefox
ICT2 4.3P2	Create email account
ICT2 4.3P3	Use email facilities <ul style="list-style-type: none"> a) Compose b) Forwarding c) Sending d) Attaching
ICT2 4.3P4	Receive and reply to an email
ICT2 4.3P5	Social media platform <ul style="list-style-type: none"> a) Twitter b) Facebook c) Instagram
ICT2 4.4	Suggested Training Resources
	<ol style="list-style-type: none"> 1. Desktop Computers 2. Laptop computers 3. Overhead projector 4. Text references 5. Print and Electronic media 6. Printers
ICT2 4.5	Suggested Training and Learning Approaches
	<ol style="list-style-type: none"> 1. Demonstration 2. Examples 3. Discussion 4. Assignments 5. Question and Answer
ICT2 4.6	Suggested Assessment Methods
	<ol style="list-style-type: none"> 1. Question and Answer

2. Observation
3. Written tests
4. Practical Assessment

SBM2 1.0	Science and Basic Mathematics
SBM2 1.0	Number Systems
SBM2 1.1P	Competence The trainee should have the ability to carry out arithmetic operations on numbers
SBM2 1.2P0	Practice
SBM2 1.2P1	Specific Objectives By the end of this topic, the trainee should be able to: <ol style="list-style-type: none"> 1. Identify various types of numbers 2. Carry out arithmetic operations on integers 3. Determine the GCD/HCF/LCM of a set of numbers
SBM2 1.3P0	Content
SBM2 1.3P1	Types of numbers <ol style="list-style-type: none"> a) Counting numbers b) Whole numbers c) Integers d) Decimal numbers
SBM2 1.3P2	Operations on integers <ol style="list-style-type: none"> a) Addition of integers b) Subtraction of integers c) Multiplication of integers d) Division of integers
SBM2 1.3P3	GCD/HCF/LCM <ol style="list-style-type: none"> a) Greatest Common Divisor (GCD) <ol style="list-style-type: none"> i. GCD of whole numbers b) Highest Common Factor (HCF) <ol style="list-style-type: none"> i. HCF of whole numbers c) Least Common Multiple (LCM) <ol style="list-style-type: none"> i. LCM of whole numbers
SBM2 1.4	Suggested Training Resources <ol style="list-style-type: none"> 1. Text Books 2. Writing materials 3. Calculators
SBM2 1.5	Suggested Training and learning approaches <ol style="list-style-type: none"> 1. Lecture method 2. Discussion 3. Demonstration.

SBM21.6	<p>4. Presentation</p> <p>Suggested assessment methods</p> <p>5. Oral tests</p> <p>6. Assignment.</p> <p>7. Continuous assessment</p>
SBM2 2.0	Mensuration
SBM2 2.1	<p>Competence</p> <p>The trainee should have the ability to calculate perimeter, circumference, surface area and volume.</p>
SBM2 2.2P0	Practice
SBM2 2.2P1	<p>Specific Objectives</p> <p>By the end of the topic, the trainee should be able to:</p> <ol style="list-style-type: none"> 1. calculate perimeter of plane figures 2. calculate circumference of a circle 3. calculate surface area of plane figures 4. calculate volume of solids
SBM2 2.3P0	Content
SBM2 2.3P1	<p>Perimeter</p> <ol style="list-style-type: none"> a) Rectangle b) Square c) Circle d) Triangle
SBM2 2.3P2	<p>Circumference</p> <ol style="list-style-type: none"> a) Rectangle b) Square c) Circle d) Triangle
SBM2 2.3P3	<p>Surface area</p> <ol style="list-style-type: none"> a) Cylinder b) Sphere c) Pyramids d) Cone
SBM2 2.3P4	<p>Volume</p> <ol style="list-style-type: none"> a) Cylinder b) Sphere c) Pyramids d) Cone
SBM2 2.4	Suggested Training Resources

	<ol style="list-style-type: none"> 1. Text Books 2. Writing materials 3. Calculators
SBM2 2.5	Suggested Training and learning approaches. <ol style="list-style-type: none"> 1. Lecture method 2. Discussion 3. Demonstration. 4. Presentation
SBM2 2.6	Suggested assessment methods <ol style="list-style-type: none"> 1. Oral tests 2. Assignment. 3. Continuous assessment
SBM2 3.0	Algebra
SBM2 3.1	Competence
	The trainee should have the ability to carry out Algebraic operations
SBM2 3.2P0	Practice
SBM2 3.2P1	Specific Objectives
	By the end of the topic, the trainee should be able to:
	<ol style="list-style-type: none"> 1. simplify algebraic expressions 2. factorize Algebraic expressions 3. solve algebraic fractions 4. Solve equations of one unknown 5. Simplify algebraic expressions by factorization
SBM2 3.3P0	Content
SBM2 3.3P1	Simplifying expressions
	<ol style="list-style-type: none"> a) Algebraic expressions with one unknown b) Algebraic expressions with two unknowns
SBM2 3.3P2	Algebraic factorization
	<ol style="list-style-type: none"> a) Factorization by grouping
SBM2 3.3P3	Solving Algebraic fractions
	<ol style="list-style-type: none"> a) Substitution and evaluation
SBM2 3.3P4	Solving equations of one unknown
	<ol style="list-style-type: none"> a) Substitution and evaluation
SBM2 3.3T5	Simplification by factorization
	<ol style="list-style-type: none"> a) Simplifying expressions by factorization
SBM2 3.4	Suggested Training Resources
	<ol style="list-style-type: none"> 1. Text Books

	<ul style="list-style-type: none"> 2. Writing materials 3. Calculators
SBM2 3.5	<p>Suggested Training and learning approaches</p> <ul style="list-style-type: none"> 1. Lecture method 2. Discussion 3. Demonstration. 4. Presentation
SBM2 3.6	<p>Suggested assessment methods</p> <ul style="list-style-type: none"> 1. Oral tests 2. Assignment. 3. Continuous assessment
SBM2 4.0	Motion
SBM2 4.1	Competence
	The trainee should have the ability to determine speed, velocity and acceleration of a moving object
SBM2 4.2P0	Practice
SBM2 4.2P1	Specific Objectives
	By the end of this topic, the trainee should be able to solve problems related to motion
SBM2 4.3P0	Content
SBM2 4.3P1	Finding the speed of a moving object
SBM2 4.3P2	Velocity
	<ul style="list-style-type: none"> a) Finding velocity of a moving object b) Differences between speed and velocity
SBM2 4.3P3	Linear Acceleration
SBM2 4.3P4	Rotation
SBM2 4.4	Suggested Training Resources
	<ul style="list-style-type: none"> 1. Text Books 2. Writing materials 3. Calculators
SBM2 3.5	<p>Suggested Training and learning approaches</p> <ul style="list-style-type: none"> 1. Lecture method 2. Discussion 3. Demonstration. 4. Presentation
SBM2 3.6	<p>Suggested assessment methods</p> <ul style="list-style-type: none"> 1. Oral tests 2. Assignment. 3. Continuous assessment

ANNEX 1

MINIMUM BASIC REQUIREMENTS FOR A TRADE TESTING CENTRE TO HAVE FOR ACCREDITATION

TRADE: CHILD CARE GIVER

ITEM	Items Description	Number	Type	Remarks
Tools and Materials Needed	Microwaves	2	Tools	
	Kitchen stove/jiko/gas	4	“	
Equipment Needed	Diapers	Enough	Materials	
	Sheets and blankets	Enough	“	
	Play toys	Enough	Tools	
	Extra clothing	Enough	Materials	
	Feeding Bottles	15	“	
	Cups	25	Tools	
	Wipes	Enough	Materials	
	Basins	10	“	
	Bibs	12	“	
	Towels	5	“	
	Soap	Enough	“	
	Cleaning equipment and materials	Enough	“	
	Lined dustbins	8	“	
	Spoons	Enough	Tools	
	Soft Brush	Enough	“	
	Lockable wardrobe	10	“	
	Combs	5	Materials	
	Napkins	Enough		
	Safety pins	Enough		
	Bed	1	Tool	
	Ear buds	Enough	Materials	
	Cotton swabs	Enough		

ITEM	Items Description	Number	Type	Remarks
	Making tosh	4		
	Face towels	Enough		
	Petroliam jelly	Enough		
	Baby powder	Enough		
	Bowls	2	Equipment	
	Pots and pans	1	“	
	Cribs	1	“	
	Children cots	1	“	
	Child Care Feeding Chairs	1	“	
Workshop Requirements	Ventilation Needed	Adequate	“	
	Security Locks	1	“	
	Office Space	1	“	
	Store room	Adequate	“	
Others	Blackboard/Chalk Board	1	“	
	Chairs	25	“	
	Lockers	25	“	
	Sanitary Appliances for learners	Adequate	“	
	Fire extinguishers	2	“	
	First aid kit	1	“	

ANNEX 2

STANDARDS FOR TRAINING INSTITUTION/ASSESSMENT CENTRE

1. Floor Area requirements

The number of trainees per floor area is controlled to ensure effective supervision and safety.

Skill Area	Floor Space (M ²)				
	18	20	21	25	30
Generic Courses/Maths/Basic sciences	66±1	77±6	80±6	92±7	107±8
Textiles/ICT/Electronics/Control Systems/Graphics	82±5	87±4	91±5	103±4	123±8
Food & Beverage/Hair & Beauty	93±5	97±6	101±6		
Engineering/Technology	104±5	109±6	113±6		

2. Storage requirements

S/No.	Materials	Requirements
1.	Textile, timber, metal, plastic	-Designated storage area; separate and adjacent to the workshop; easily accessible
2.	Food	-Stored separate (dry & shelf stable, fresh fruit & vegetables, frozen & perishable foods)
3.	Hazardous substances	-Separate storage for chemicals, flammable liquids, LPG, oxy-acetylene (NB: minimum possible quantities should be stored at any given time)

3. Lighting

S/No.	Activity	Requirements
1.	Food preparation area	-natural light (500 lx); fluorescent lighting (min colour rendering index (Ra=80 to prevent food colour distortion)

2.	Normal bench and machine work	-at least 500 lx (<i>NB: at least 1000 lx for fine bench and machine work</i>)
3.	Fabric work	-at least 500 lx
4.	Forging, brazing and welding	-subdued lighting
5.	Computer VDUs	-facing away from glare and reflections from lights and windows

4. Floor surfaces

S/No.	Activity	Requirements
1.	Design & technology	-located on one floor
2.	Heat treatment	-fire resistant
3.	Food handling	-washable and cleaned on daily basis
4.	Textile	-not carpeted to prevent injury from pins, needles...
5.	Routine	-spilt water, oil or other liquids should be cleaned immediately; daily cleaning; removal of obstacles and cables lying on the floor