

RAPID ASSESSMENT OF THE CATHOLIC CARE FOR CHILDREN IN UGANDA

COMPONENT 2

**EMERGING LEGAL FRAMEWORK FOR THE CARE OF VULNERABLE
CHILDREN AND ITS IMPLICATIONS FOR CARE PROVIDERS**

&

COMPONENT 3

**IN-COUNTRY TRAINING OPPORTUNITIES IN SOCIAL WORK, CHILD
PROTECTION AND ALTERNATIVE CARE**

DRAFT REPORT

Submitted to:

GHR FOUNDATION

ASSOCIATION OF RELIGIOUS IN UGANDA (ARU)

Janestic Mwende Twikirize, PhD

Makerere University

Department of Social Work and Social Administration

Kampala- Uganda

Email: jtwikirize@chuss.com/janestic@gmail.com

December, 2015

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Acronyms

A' level	Advanced Level
ACU	Alternative Care Unit
ARU	Association of Religious
BSW	Bachelor of Social Work
CBO	Community Based Organisation
CCIs	Child Care Institutions
DI	De-institutionalisation (Plan)
HEI	Higher Education Institution
MGLSD	Ministry of Gender, Labour and Social Development
MSW	Masters of Social Work
NACF	National Alternative Care Framework
NASWU	National Association of Social Workers in Uganda
NCHE	National Council for Higher Education
NGO	Nongovernmental Organisation
NSPPI	National Strategic Programme Plan of Interventions
O' level	Ordinary Level
OVC	Orphans and other vulnerable children
UN CRC	United Nations Convention on the Rights of the Child

Acknowledgements

This study was commissioned and conducted under the auspices of the GHR Foundation in partnership with the Association of Religious (ARU) Uganda. The consultant greatly appreciates the support and guidance received from the GHR Foundation team, particularly Ms Kathleen Mahoney and Mr Daniel Lauer during our initial meeting and subsequent electronic conversations. I am also greatly indebted to Sr. Margaret Kubanze, the ARU Secretary General for preparing the contract and providing letters of introduction. Mr Mark Riley of the Alternative Care Initiatives and Ms Lucy Buck from Child's I Foundation provided an opportunity for me to attend their scheduled meeting with the leadership of the Catholic Church and shared very useful information regarding the emerging legal framework. This Fr. Patrick Neary, Fr. Tarcis Baguma -Chair of ARU, Fr. Richard Nnyombi, and Mr. Alfred Avuni from John Paul II Justice and Peace Centre are very much appreciated for allowing me to attend and participate in their meeting that turned out to be so insightful. I also wish to acknowledge the staff of the Alternative care unit at the Ministry of Gender, Labour and Social Development, particularly Mr. Kato Freeman as well as other Ministry officials for granting the consulting team interviews and other relevant materials. Mr. Francis Alumai provided useful information on the child protection training initiatives by TPO Uganda. Finally, I extend my appreciation to the heads of departments of the different social work programmes and the TPO for willingly sharing critical information regarding the education and training programmes.

May the Good Lord richly bless you.

Executive Summary

This report presents findings of two components of a Rapid Assessment of Catholic Care for Children in Uganda. The objective of the assessment was to examine the emerging legal framework pertaining to child protection and its implications for Catholic sisters and brothers who work with vulnerable children and their families. The two components presented in this report refer to the emerging legal framework and the training and education opportunities for social work, child protection and alternative care. Information for the assessment was collected between October and November 2015 through a review of secondary documents, telephone and face to face interviews as well as electronically completed questionnaires.

1. Emerging legal framework and its implications for the care of vulnerable children

The Children Act (1997, Cap 59), which is the overarching legal framework for the welfare and protection of children in Uganda is being amended with the objective of strengthening child protection mechanisms in the country. An amendment bill has been debated in parliament as of September 2015 and is likely to be passed in a couple of months. The proposed bill spells some significant changes in the legal environment for the care of orphans and other vulnerable children. Besides the broadening of the definition of children's rights and violence against children, some significant changes in the Children Act relate to stronger emphasis on community based, family oriented care and the development of an alternative care framework that specifies a continuum of care in which institutionalisation is proposed as a last resort for children in need of care. In anticipation of this and based on the principal law's highlight on family based care, two policy strategies have already been drafted that could have far reaching implications for the current work of Catholic sisters and brothers caring for orphans and other vulnerable children:

a) *The Uganda national framework for alternative care*: Developed in line with the provisions of the Children Act and International law, the alternative care framework (2012) provides a set of official standards and processes to be used when responding to the plight of orphans and other vulnerable children. The framework defines six core care options on a continuum: (1) family reunification, (2) kinship and community care, (3) domestic adoption; (4) foster care; (5) inter-country adoption and; (6) specialised institutional care. This continuum of care discourages placing of children in institutions. The implementation of the framework will result in the halting of approval of homes in the short and medium terms while a systematic assessment of existing ones is conducted, subsequently resulting in closure and more strict inspection of child care institutions by government.

b) *The De-institutionalisation plan (DI)*. The DI is informed by empirical evidence on the negative impacts of institutional care on the overall development of children, the increasing abuse and exploitation of children in child care institutions including child trafficking, and the definitely higher costs associated with institutional care (Carter, 2005, Walakira et al, 2014). If implemented, the DI will result in resettlement of approximately 64% of children currently in institutional care. The rules and regulations for approved homes (2013) have

been revised and made more stringent as far as approval and minimum standards for child care institutions are concerned; with legal liability placed on individuals and organisations that run unapproved homes.

Other significant changes in the law relate to guardianship and adoption as well as criminalisation of corporal punishment. The amendment bill provides for legal guardianship and institutes adoption panels at the national level to streamline the process of adoption and promote domestic adoption as a preferred alternative to inter country adoption. This will tremendously reduce the direct role of child care institutions in the adoption process.

Implications for Catholic sisters and brothers caring for children

In view of the emerging legal framework, Catholic child care providers would do well to adequately inform and educate themselves regarding the provisions of the law, and the relevant policies and procedures. In addition, it will be necessary to undergo self evaluation, reorient their child care models towards community based family oriented interventions, formalise and professionalise their operations, develop child protection policies and human resource recruitment and development plans, strengthen partnerships with local governments, and make deliberate plans to learn from best practices elsewhere. Development of key social work and child protection skills and competencies will be indispensable in this transition.

2. In country training opportunities for social work, child protection and alternative care

Uganda has a long history of training social workers at tertiary level, with the first degree programme launched at Makerere University in 1969. As of October 2015, a total of 22 Universities and five (5) other tertiary institutions were offering social work programmes at bachelors, Masters, diploma and certificate levels. Most programmes have generic social work curricula – that equip students to work in diverse practice settings including child protection. All the programmes have been duly accredited by the National Council for Higher Education and are therefore legally recognised. The enrolment ranges from just below 50 to 300 with most enrolment realised at Bachelor's level. The programmes have comparable admission requirements as specified by the NCHE i.e. at least two principle passes at A' level for a bachelors degree enrolment. A few have some flexible requirements including mature age entry scheme and access (bridge) programmes for those who may not have the minimum A' level certification but have relevant training and work experience. Private higher education institutions (HEI) generally charge higher tuition and auxiliary costs than public ones but all range from US\$500 to US\$ 2000 per annum. A few HEI align their programmes to Christian theology and biblical perspectives. Two of these are non-Catholic (i.e. Uganda Christian University and Africa Renewal University) while one is Catholic founded i.e. University of Kisubi. Whilst it can be stated that Makerere University undoubtedly offers the best programme in terms of overall quality and faculty capacity, it would require more bureaucratic procedures to introduce a Catholic oriented social work curriculum due to its public – secular outlook (it would have to be tailor made).

Between 2011 and 2015, two universities have launched academic programmes in child development at certificate, diploma, Bachelors and Masters levels. A third institution,

Nsamizi, runs a certificate programme in child development. A national child protection curriculum was developed in 2012 by the Ministry of Gender, Labour and Social Development and is being implemented at different levels by at least two academic institutions namely Makerere University and Kumi University as either a professional certificate course, or a module in the existing social work programme. An Alternative Care training curriculum has been developed by the ministry in 2015 but no actual programmes have taken off.

3. Conclusion

The emerging legal framework generally has a positive outlook as far as child protection is concerned and if well implemented has the potential to reduce cases of abuse and violations against children. However, just like any law, it poses significant implications for those in the child protection sector including the Catholic sisters and brothers caring for children. In order to realise a smooth and effective transition, it is crucial for the Catholic child care institutions to plan and implement a paradigm shift particularly in as far as institutional care is concerned. The philosophy and practice of child care has to be deliberately community oriented. Relevant and adequate training in social work and child protection will have to be undertaken. There are adequate opportunities for the education and training in social work and child protection with a possibility to incorporate a catholic theological perspective in order to meet the needs of women and men religious involved in the care of orphans and other vulnerable children.

This report presents findings of a rapid assessment of the Catholic Care for Children in Uganda. The assessment was undertaken under the auspices of the GHR Foundation in partnership with the Association of Religious in Uganda (ARU) to examine the emerging legal framework pertaining to child protection and its implications for Catholic sisters and brothers who work with vulnerable children and their families.

1.1 Background and Objectives of the Assessment

Catholic congregations have historically played a significant role in child care and particularly in running child care institutions for orphans and other vulnerable children. With the current changes in government laws and policies towards de-institutionalisation and family based care, the results of the rapid assessment are expected to lead to a better understanding of the potential to improve child care services through training and resourcing women and men religious in social work, child protection and alternative care models. Specifically, the results will provide a basis from which plans could be developed for the education and training of religious men and women in light of new standards and requirements. The assessment covered three interlinked components namely;

- i. A landscape of the current work of Catholic sisters and brothers with orphans and other vulnerable children
- ii. The emerging legal framework regarding the care of vulnerable children and its implications for care providers
- iii. In-country education /training opportunities in social work, child protection and alternative care.

Component I is contained in a separate report. This report presents findings with regard to component 2 and 3.

1.2 Brief Methodology

The assessment was conducted essentially through a desk review of key legal and policy documents as well as other relevant materials pertaining to child care and social work education in Uganda. A simple data collection tool was developed to collect information on the available education and training opportunities in social work and child protection. A preliminary list of social work training institutions was obtained from the National Council for Higher Education while the contact

information was obtained from the National Association of Social Workers in Uganda (NASWU) as well as informal networks by the consultant. The required information related to description of the available programmes in terms of ownership of the institution, enrolment, admission requirements, cost and staffing levels. Data were collected by telephone, email and face to face interviews. For the legal environment component, besides the desk review, the consultant held key informant interviews with the Ministry of Gender, Labour and Social Development officers; specifically the staff of the alternative care unit at the Ministry who also serve as the Senior probation officer; the Assistant commissioner in charge of children and youth and the National Coordinator, Child protection working group. In addition interviews were held with the Executive Director of Alternative Care Initiatives- Uganda, Chief Executive Officer of Child's I Foundation (an organisation that is at the forefront of promoting professional social work practice in child protection) and the TPO programme officer in charge of training. The consultant also had an opportunity to meet with some members of the leadership team in the Catholic Church where alternative care and the rationale for de-institutionalisation were discussed with staff from the Alternative Care Initiatives.

Thematic and content analysis were undertaken in line with the main research questions. The findings are presented in a simple, descriptive format and matrix form.

2 The Emerging Legal Framework Regarding the Care of Vulnerable Children and Its Implications for Care Providers

The Children Act (1997, Cap 59) is the overarching legal framework for the welfare and protection of children in Uganda. The country is in advanced stages of amending the Act with proposals that could significantly change the legal environment for the care of vulnerable children. Two Amendment bills were concurrently prepared and presented to parliament in 2015 (one by the Ministry of Gender, Labour and Social development; and another by a Consortium of civil society organisations spear headed by the Child Rights NGO network). Ultimately, the one by civil society has been pushed forward because it is considered to be more elaborate. The bill has been tabled in parliament as of September 2015 but is yet to be passed into law. This section analyses the current and future legal framework for the care of orphans and vulnerable children in Uganda and the implications of these changes on the Catholic care for children.

2.1 Significant Changes in the Children Act (Amendment) Bill

The object of the amendment bill is to enhance the protection of the child, provide for the guardianship of children, intercountry adoption, and prohibition of corporal punishment and further strengthen different provisions of the Children Act, 1997.

Perhaps the most significant change in the amendment bill is the explicit reference to *the continuum of care and the alternative care framework* for the care and protection of children, with an emphasis on community based, family oriented interventions for the care of children. Whilst the principal law prioritized the family as the best place to raise children, it did not clearly define the continuum of care or explicitly refer to the alternative care framework. The Amendment bill tasks the Minister responsible for children with developing strategies for prevention, early intervention and protective services for children. It is within the prevention and early intervention provisions that preservation of the family as the first continuum of care is underscored. The alternative care framework and the draft de-institutionalisation plan though backed by existing law further strengthen the provisions of the amendment bill and are already significantly changing the legal environment for child care in Uganda.

Another significant change in the law relates to legal guardianship. The principal law had had no provision for legal guardianship and yet it was being used by magistrates as a shortcut to the more bureaucratic adoption process and in the process subject to abuse. The Amendment bill provides for application of legal

guardianship by foreign nationals and Ugandan nationals residing abroad. The guardianship order ceases to be effective when the child attains the age of 18, thus placing a caveat to use of legal guardianship as a gateway to adoption. With regard to intercountry adoptions, the amendment bill proposes a reduction in the required duration of fostering a child before adoption from thirty six (36) months to 24 months for foreign nationals and to 12 months for nationals. The amendment bill provides for an adoption order to be rescinded on application by the child, the parent or guardian, the adoptive parent or minister as long as it is in the best interest of the child. The changes relating to guardianship and adoption aim to streamline the process and reduce cases of child trafficking, thus augmenting the child protection frameworks.

Another significant amendment relates to approved homes, whereby the bill requires approval of homes to be made by the Minister in consultation with the Probation and Social Welfare Officer; and the criminalisation of failure to obtain approval before running a home. This change will strengthen due diligence in the approval process since the probation and social welfare officer is more in touch with the conditions of the institution and the organisation seeking approval than the minister per se who according to the old law had powers to approve a home without the active involvement of the probation and social welfare officer. Secondly, the liability placed on directors of corporate organisations for failure to get approval of a home strengthens the legal basis for execution of culprits for running illegal homes. This if implemented would mean stronger mechanisms for protecting children placed in alternative care.

Whilst the principal law (Children's Act Cap 59) prohibits corporal punishment, it was only limited to children under detention. The Amendment bill *prohibits corporal punishment in schools* as well. The amendment bill further restricts the minimum age of employment to 16 and defines harmful employment in some greater detail for avoidance of doubt.

Violence against children is also more broadly and specifically defined in the amendment bill to include: sexual abuse and exploitation, child sacrifice, trafficking, institutional abuse, and female genital mutilation. Thus the new law takes into account the forms of violence and abuse that have become perverse in the country and yet which had not been provided for in the Principal Law; thus strengthening grounds for prosecuting offenders.

Other amendments relate to children in conflict with the law, custody orders and remand and detention orders, with the best interest of the child, children's rights and the welfare principles more strongly aligned to international law and the Uganda constitution.

The Amendment bill was tabled in parliament in September 2015 but is yet to be passed. It will most possibly take effect in 2016. Because it is an amendment of the principal law (i.e. the Children Act, cap 59), the implementation structures and mechanisms remain largely unchanged, with the Ministry of Gender, Labour and Social Development providing oversight, coordination and strategic direction. The local governments are also central to the implementation of the provisions of the Act and its amendments. There are other institutions that already exist such as the National Children's Council that should facilitate the implementation of the law.

Table 1 summarises the significant changes in the amendment bill.

Table 1 Major changes in the Children Act (Amendment) bill, 2015

Component	Children's Act 1997, Cap 59	Children (Amendment) No.2 bill, 2015	Comments
Child protection/rights: general	Limited rights defined i.e. -leisure that's not morally harmful -Participation in sports, culture and arts	More rights specifically elaborated namely: Right to registration at birth; right of access to basic needs; privacy; legal representation; access to information; freedom of expression; right to a name and nationality...	New bill is more elaborate in terms of children's rights and more strongly aligned to the international legal instruments; thus providing a better framework for child rights protection.
	Prohibits social and customary practices harmful to child's health per se No penalty defined for the offender	- Not just harmful to health but wellbeing, education and social economic development. -Harmful customary or social practices defined – as any activity that is mentally, socially or morally harmful to a child and interferes with a child's education and social development - Introduces a penalty for the offender	
Child labour	Prohibits harmful employment of a child – (Harmful not defined)	Defines harmful employment and restricts minimum age of employment to 16	Specifying the age and defining what is harmful makes it easier to prosecute offenders
Violence against children	Not provided for	Provides for protection from violence – sexual abuse & exploitation, child sacrifice, child labour, child marriage, child trafficking, institutional abuse, FGM Mandatory for social workers, medical practitioners and teachers to report violence against children.	Perverse forms of violence that have been on the increase in the country are now specified in the law. Thus more concrete preventive and protective services can be better designed.
Corporal punishment	Prohibits corporal punishment within judicial system- during detention	<ul style="list-style-type: none"> Prohibits corporal punishment in schools and provides penalty Specifies a penalty for a person subjecting a child to corporal punishment – 3 year imprisonment/100 currency points or both 	Corporal punishment had become rampant in schools constituting a serious form of violence against children. Its criminalisation will go a long way in reducing the incidence of physical abuse in school settings where majority of children spent their time.
Legal Guardianship	Not provided for	<ul style="list-style-type: none"> Introduces provisions for application of guardianship, customary guardianship and joint guardianship and specifies conditions for guardianship orders. 	Legal guardianship orders will no longer be used as short cuts for inter-country adoption as these had earlier been abused by the judicial system
Foster care & Adoption	<ul style="list-style-type: none"> Intercountry adoptions based on at least 3 year 	<ul style="list-style-type: none"> Intercountry adoption as the LAST option along a continuum of care 	The amendment bill promotes domestic adoption but also gives reasonable time

Component	Children's Act 1997, Cap 59	Children (Amendment) No.2 bill, 2015	Comments
	stay of applicant in Uganda and 36 months of supervised foster care <ul style="list-style-type: none"> • Submission of a report by a probation officer to enable court make a decision 	<ul style="list-style-type: none"> • Adoption can be granted after 24 months of supervised foster care for foreign nationals and 12 months by nationals • Representation of the child's interests by the state attorney in all adoption cases • Adoption may be rescinded on application by significant parties including the adopted child, parent or guardian, adoptive parent, or the minister as long as it is in the best interest of the child • Provides for regular reporting and follow up after adoption 	for foreign nationals to adopt. <ul style="list-style-type: none"> • Adoption can no longer be taken for granted since it can be rescinded • Clearer procedures for adoption, reporting and follow up, if implemented, should enhance protection for adopted children
Family based care	Family recognised as the best place for children to be brought up	<ul style="list-style-type: none"> • Community based, family centred alternative care as the first and preferred options on the continuum of care for children. 	A clear definition of a continuum of care for children will reduce unnecessary institutionalisation and intercountry adoptions and also guide NGOs and CBOs in better care of children –when they understand and appreciate the alternatives available
Approved homes	Homes approved by the Minister	<ul style="list-style-type: none"> • Homes approved by Minister in consultation with the probation and social welfare officer • Running a home that's not approved is an offence with up to five years imprisonment or 120 currency points upon conviction 	<ul style="list-style-type: none"> • Criminalization of illegal establishment or operation of a children's home should reduce rate of institutionalisation and possible exploitation of children • Probation and social welfare officer is being empowered to take decisions in relation to children's homes
Custody of children	Court uses its discretion to grant custody to an applicant	<ul style="list-style-type: none"> • Custody can be granted to a sole or joint applicants on court's discretion • Provides for INTERIM custody pending determination of custody by court • Custody by written agreement between the parents is recognised by court 	<ul style="list-style-type: none"> • Proposed law removes unwarranted legal procedures and recognises the strength of indigenous means of conflict resolution when it's in the best interest of the child
Criminal responsibility,	Age of criminal responsibility set at 12 years	<ul style="list-style-type: none"> • Age must be considered at the time the crime was committed and must be based on full assessment of all records/ official documentation 	Only significant change relates to emphasis on due diligence in order not to treat children unfairly

Component	Children's Act 1997, Cap 59	Children (Amendment) No.2 bill, 2015	Comments
Detention and probation orders	Remand for crime deserving a death penalty must not exceed 6 months Remand for all other offences not exceed 3 months	<ul style="list-style-type: none"> • Remand for crime deserving a death penalty must not exceed 3 months • Remand for all other offences not exceed 45 days Provides instead for sentencing of a person who has attained the age of 18 at the time of sentencing 	Upholds right to life and is better aligned to the Constitution that considers age of adult responsibility to 18
Children in the high court	A child jointly charged with an adult may be tried in a magistrate's court	<ul style="list-style-type: none"> • Prohibits death sentence for a child under 18 	Reduced remand time provides better protection for children in conflict with the law

2.2 Uganda National Framework for Alternative Care

The Children Act (cap 59) and the Amendment bill highlight the fact that a child can best be brought up in a family setting. In spite of this, there has been a proliferation of child care institutions over the last decade, most of which operate outside government approval and may not necessarily benefit the most vulnerable children. Thus in line with the provisions of the Act and International law, the government has through the Ministry of Gender, Labour and Social Development developed and adopted the National Framework for Alternative Care (2012). The alternative care framework is a set of official standards and processes to be used when responding to the plight of orphans and other vulnerable children. The purpose is to assist institutions to implement alternative care solutions where institutionalisation of a child is limited and instead family and community based care is prioritized. The framework will be implemented alongside the National Strategic Programme Plan of Interventions for OVCs (NSPPI).

Alternative care is described as:

the care options available to children who are temporarily or permanently separated from their parent(s), or deprived of their family environment, or in whose best interests cannot be allowed to remain in that environment. Article 20(3) of the CRC provides that 'alternative care' may be, inter alia, foster placement, Kafala, adoption, or, if necessary, placement in suitable institutions for the care of children. Alternative care can be informal or formal (Ministry of Gender, Labour and Social Development, 2012, p.6)

2.2.1 Legal basis of the Alternative Care framework

The development and adoption of the National Alternative Care Framework (NACF) is based on international as well as national laws and policies. Uganda is signatory to and ratified the Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of the Child. In 2010, the *United Nations Guidelines for Alternative Care* was adopted by states parties to guide the implementation of the CRC. These international and regional laws and guidelines prioritize doing everything possible to keep children in families but suggest that where this is not in the best interest of the child, suitable alternative care including adoption be sought. The family as the best place to raise children is also reflected in Uganda's Constitution, the Children Act (1997), the Domestic Violence Act (2010), the Prevention of Trafficking in Persons Act (2009), the Penal Code Act (as amended 1997), and the Local Governments Act (1997).

The Children's Act (Cap 59) entitles a child to live with his or her parents or close relatives and tasks the local governments to make every possible effort to trace parents and guardians of abandoned or lost children. The Amendment bill, which

seeks to strengthen the provisions of the principal Act goes a step further to explicitly refer to a continuum of care that should guide placement of children in alternative care arrangements. The amendment bill further provides for establishment of alternative care panels at the district and national levels to promote a system of alternative care throughout the country and prevent unnecessary separation of children from their parents or families.

The National Orphans and Vulnerable Children (OVC) policy and its attendant NSPPI underscore the family and community as the first line of care and discourage institutionalisation. Objective one of the NSPPI-2 speaks to strengthening the capacity of families, caregivers and other service providers to protect and care for orphans and other vulnerable children. This directly feeds into the continuum of care outlined in the alternative care framework.

While laying priority on family based care, the legal frameworks recognise that sometimes this is not possible and thus define other options of care including foster care, adoption and institutional care as a last resort. Thus, it is clear that the alternative care framework is fully supported by and operationalises the provisions of existing laws and international guidelines for the care and protection of children. Historically the major gap has always been inadequate implementation of existing laws, policies and guidelines.

2.2.2 Continuum of Care

The alternative care framework defines six core care options on a continuum: (1) family reunification, (2) kinship and community care, (3) domestic adoption; (4) foster care; (5) inter-country adoption and; (6) specialised institutional care (see appendix). The framework proposes that the greatest investment by government and partners should be towards prevention of separation at family level, thus calling for an emphasis on preventive child protection programmes that also target family strengthening. Where separation is inevitable and is in the best interest of the child, a number of other priority options are suggested, with institutional care at the tail end of the continuum of care. Proper gate-keeping to prevent unnecessary entry of children in institutions; as well as resettlement and reunification are key aspects in the framework. Both of these aspects require due diligence, proper assessment, planning, management and streamlined procedures for tracing of parents and families and consequent reunification.

2.2.3 Major Proposals within the Alternative Care Framework

The framework proposes a number of actions in relation to child care institutions, foster care and adoption. Key among these include:

- i. Halt approval and registration of new child care institutions (CCIs).

- ii. Assess all CCIs along the rules and regulations that govern babies and children's homes in order to facilitate, a) closure and b) approval.
- iii. Continuous inspection of CCIs by government (at least bi-annually) to ensure compliance with rules and regulations.
- iv. Instead of NGOs and CBOs playing a central role in foster care and adoption, which has been the case, the process will be managed by the *alternative care unit* through the proposed *foster and adoption panel* within the Ministry of Gender, Labour and Social Development.

The above proposals have significant implications for the current CCIs without exception. Firstly, there is a high possibility that a number of CCIs that are either not legally registered or do not meet the minimum standards according to the revised rules and regulations will face closure. Secondly, it will be difficult for new entrants into this industry; and thirdly, CCIs should expect more regular inspection and supervision from government. The Probation and Social Welfare officer in the local government where the CCIs are located has been empowered through the new law to close CCIs that do not meet these standards.

The proposals in the alternative care framework potentially will lead to significant reduction in unnecessary placement of children in institutions, more effective and efficient management of approved homes (CCIs), and generally a better legal, policy and institutional environment for protection of children in alternative care arrangements. This will however require significant restructuring and reorganisation of the homes that will remain operational and a strict paradigm shift regarding the care of children right from the directors and managers of CCIs, to the donors, caregivers and social workers as well as the respective communities where the children come from. New skills and competences will be necessary for all those working with children in need of care particularly with regard to proper assessment and gate keeping, case management, proper record keeping, tracing and reintegration, understanding and application of the child protection policies among others.

2.3 De-institutionalisation Plan

In response to the growing number of children placed in institutions, many of which are unapproved and considered to be operating below acceptable minimum standards, and in line with the provisions of the laws that promote family oriented community based care, the government is in the final stages of developing a *National Deinstitutionalization Strategic Plan for Children Living in Children's Homes* (2015-2020). The DI is informed by empirical evidence on the negative impacts of institutional care on the overall development of children, the increasing abuse and exploitation of children in CCIs including child trafficking, and the definitely higher costs

associated with institutional care (Walakira et al, 2014). Recent research conducted on babies and children's homes in Uganda (Riley, 2014) revealed that a significant majority of CCIs are illegal and working below acceptable minimum standards; with for example 97.5% lacking both social work capacity and a child protection policy. Thus de-institutionalisation is being considered as a priority action integral to the promotion of alternative care in the country.

The entry point for de-institutionalisation will be the Babies and Children's Home Rules and Regulations (revised, 2013) on the basis of which some institutions will be closed while others will be facilitated to resettle children to more priority care options. The proposed goal is to *reduce by 60% the number of children entering/living in Children's Homes in Uganda by 2020*". The DI will start with facilitating reintegration of children that are known to have parents and families and yet they are in institutions. These constitute about 64% of children in CCIs (Walakira et al 2014).

According to the draft plan, De-institution is broadly used to refer to:

Ensuring protection of children by transforming an institutionalized system of care for children to a family and community based care model, preventing of unnecessary admissions of children into state or other care through prevention services and finding alternative care for those already residing in orphanages or children's homes (MGLSD, Draft Deinstitutionalisation strategic plan , p.15).

It is important to note that De-institutionalisation does not mean closure of CCIs. However, this closure may be inevitable for some CCIs based on a strict assessment of the institutions in line with the approved homes rules and regulations.

As of November 2015, a final draft for review and approval by the Ministry was in place.

2.3.1 Summary of progress made towards De-institutionalisation

- ✚ The passing of the Approved Home Rules and Regulations (2013)
- ✚ Establishment of the Alternative Care Task Force and the Alternative Care Unit (ACU) at the MGLSD
- ✚ Development of the National Alternative Care Framework (2012)
- ✚ Instituting an alternative care panel at national level – to handle issues of adoption. The alternative care panel is composed of child care and legal experts from the government and civil society and has since 2011 been involved in a campaign dubbed, ***Ugandans adopt*** to promote domestic adoptions instead of intercounty adoptions that had become perverse.
- ✚ Development of Children (Approved Home) Regulations Assessment Tool kit
- ✚ Ongoing assessment of all children's homes. Assessment has been completed for children's homes in Kampala, Wakiso, Mukono, Jinja and Gulu districts with results indicating that less than 10% of the homes are approved and only a couple of them meet the minimum standards.

- ✚ Establishment of a directory of child care institutions to keep track of institutions and their services. The directory feeds into the OVC management information system within the MGLSD. This will make it easy to monitor and report on CCIs.
- ✚ Piloting of a project to support CCIs through the process of De-institutionalisation. The project called '**Strong Beginnings**' focuses on supporting capacity development of 20 CCIs to gate-keep, resettle and support family placements. The results should help to benchmark best practices and draw lessons for smooth implementation of De-institutionalisation.

2.4 Implementation Structure and Roll out of the Alternative Care Framework

The government through the MGLSD is in charge of developing, rolling out and overseeing the implementation of the alternative care framework. An alternative care unit, which has since been established at the Ministry, is directly responsible for coordinating all issues regarding the framework. The framework proposes establishment of an alternative care panel at the national and district levels. The committee, made up of representatives from the Judiciary (Magistrate/lawyer, police); Ministry officials (Commissioner for children and youth, Staff of the Alternative Care Unit), Probation officer and a representative of the foster parent) will among other roles vet applications and decisions regarding different care options including foster care and adoption. These roles have been previously handled by the probation and social welfare officer and the magistrates. The panel if adequately supported and utilized, has the potential to strengthen due diligence and prevent abuse and exploitation of children during placement in alternative care.

2.5 Licensing Requirements and Minimum Standards for Child Care Institutions

2.5.1 Licensing Requirements

The Children Approved Homes Regulations (2010) and its 2013 supplement (N.30, S.1.no. 52) provide the licensure requirements and the minimum standards and regulations for institutional care. The instruments are statutory and therefore legally binding, deriving from the provisions of the Children Act, Cap 59 (section 66 and 110). The regulations specify conditions and procedures for approval of homes, management of approved homes, recovery and court orders, circumstances under which approved homes can be closed and the penalties for contravention of the rules and regulations. All homes must be approved in writing by the Minister.

Key conditions for approval include the following (Rule No 5, 2013):

- a) The applicant is a body corporate with perpetual succession and a common seal or a nongovernmental organisation
- b) The public health inspector has inspected the premises of the home and found that the home is in conformity with the requirements of rule 16 (i.e. the buildings and sanitation of an approved home shall comply with the requirements of the public Health school buildings rules in respect of boarding establishments, as if the home were a school and the children in the home were boarding pupils).
- c) The district probation and social welfare officer's report confirms a critical number of children in the area that require institutional care and protection, rather than alternative community care
- d) A recommendation from the district Probation and Social Welfare Officer justifying the need to establish the approved home in the district is given to the applicant

From the above requirements it is clear that it will be difficult for individually run institutions to be approved and instead corporate bodies are prioritized. Secondly institutions cannot afford to work in isolation but have to work closely with the probation officers and the district health inspectors before seeking approval.

The rules specify strict conditions for admission of children which requires proper gate keeping practices. A major regulation is that a child can only enter an institution in emergency situations and they must be produced in court within 48 hours for application of a care order. No child should spend more than three years in institutional care under any circumstances and no person should be in institutional care after attaining the age of 18 years. This requires effective resettlement and exit plans for each child admitted in institutional care. This responsibility lies with the specific institution.

The rules and regulations give existing *unapproved* homes a grace period of three months from the commencement of these rules to seek approval. Since the rules took effect in 2013, it implies that there is no more excuse for any home to exist without approval by the Minister.

2.5.2 Professional Staffing Requirements

The rules require homes to have a recruitment policy for all staff, volunteers and trainees. A minimum qualification of a diploma in social sciences is specified for the Warden of a home; with the rest of the staff having relevant training. Core competences specifically mentioned are case management, assessment, supervision and record keeping. The Alternative Care framework and the draft de-

institutionalisation plan are more specific regarding the need for professional social work skills for individuals caring for children. Both documents indicate that the greatest gap in the child care institutions has been the lack of social work capacity (MGLSD, 2015). It is thus stated that:

the strategy will ensure relevant actors especially PSWO's, CDO's, Police, Judiciary and child protected civil society actors have the requisite technical social work expertise to conduct safe DI (Draft De-institutionalisation plan, 2015, p.16)

Both the alternative care and de-institutionalisation plan further specify that case management within approved homes should be handled by qualified social workers. A number of training initiatives to build social work capacity are proposed including: conducting training needs assessment to establish skills and knowledge and attitude gaps for management and child workers in children's homes; placement of social workers with model CCIs; conducting phased training for social workers in different areas; and mainstreaming psychosocial care and support.

The rules specify minimum ratios of staff to children (1:8 for children over 3 years; and 1:5 for children under 3); as well as strict adherence to gender ensuring that for female and male children over six years both male and female staff is on duty. The regulations make a distinction between direct caregivers and other support staff of the home who may not necessarily be in direct contact with the children; with emphasis on professional competence for direct caregivers. At the community level, it is recommended that CCIs work with para-social workers as part of a community based child care system that effectively provides alternative care.

For Catholic sisters and brothers caring for children, there is need to streamline the recruitment, training, deployment and supervision of staff in order to ensure that only individuals that possess the requisite training and have specific skills are in direct care of children. This goes beyond compassion and charity to the development of professional competence in the care of children. It is clear from the emerging legal frameworks that social work training for those involved in the care of children will be indispensable. The Catholic approved homes also need to do an internal audit of their current staffing to certify that they are in compliance with the law in terms of numbers of staff (adequate social worker: child ratios).

2.6 General Implications of the Emerging Legal Framework for Catholic Child Care Institutions

The changing legal framework places high standards for the care of children particularly the children's homes. The requirements for approval of the homes

appear to be more stringent. Besides discouraging institutionalization and thus having direct implications on both the existing and planned homes by child care institutions in general, the Catholic based child care institutions need to pay close attention to the following aspects in view of the emerging law.

- *Inform and educate themselves* adequately regarding the law, the policies, rules and regulations, and reporting mechanisms. A better understanding of the legal environment and the policy guidelines, rules and regulations will form a strong foundation for better planning and compliance with the law but also better child protection practices within and outside of institutional care.
- *Self evaluate.* Whilst there is an ongoing exercise by the government to assess the existing children's homes, it is recommended that all Catholic congregations caring for children undertake a self evaluation exercise in regard to their child care policies and practices to make sure the CCI is meeting approved homes rules and regulations set by government. The assessment tools developed by the MGLSD are accessible and could be adapted so that there is objectivity in evaluating the current practices by Catholic child care institutions and/or providers.
- *Formalise-* Catholic child care institutions need to ensure that every home gets approval from government and is fully certified and registered. This will require working closely and transparently with the probation and social welfare offices in the districts. According to the amendment bill, it is not enough that the organisation or institution running the children's home is registered. The CCI had to be independently approved.
- *Professionalise* – Proper child care requires rigorous assessment, planning and review, proper record management, established structures and mechanisms, case management, building linkages, managing referral and resettlement and other processes and procedures that ensure the best interest of the child. All these demand that suitably qualified personnel are employed and proper systems are developed within each Catholic institution.
- *Strengthen partnerships and linkages with the local government.* The new law vests a lot of power, influence and responsibility to the district and lower local governments. Thus, it would be in the best interest of Catholic CCIs not to work independent of but closely with the Probation and Social welfare office in all their child care undertakings. This will ensure that there is firm adherence to acceptable government standards, rules and regulations as well as mutual trust.
- *Reorient child care to community based, family oriented intervention models and strategies.* The most significant change in the legal framework is the emphasis on de-institutionalisation and an alternative care framework that places family care as topmost priority in the care of vulnerable children. In view of

this, the Catholic child care organisations have to re-align their models to adopt community based, family oriented child protection. This will require a firm understanding of community based intervention strategies for child care, engaging more in preventive and protective strategies that strengthen the family and reduce the need for institutionalisation of children and working closely with community level structures to take care of vulnerable children from within their communities and kinship systems. The process of reorientation will require adequate training, exposure, awareness and sensitization campaigns among child care providers, congregations and community members so that there is adequate appreciation of the need for community based care to guarantee a successful and smooth implementation of the strategy.

- *Learn from best practices* within and out of the country among other congregations. Rwanda provides a good example of how homes mostly run by the Catholic congregations have managed to de-institutionalise and adopt family oriented community based interventions.
- *Adopt good and effective social work practice* in the care and protection of children. The emerging legal framework requires that Catholic child care providers move beyond charity to professional practice regarding child protection. The Alternative care framework and the draft De-institutionalisation plan emphasise the centrality of professional social work skills and competences in proper care of children. Proposed initiatives to build this social work capacity include interalia: conducting training needs assessment to establish skills and knowledge and attitude gaps for management and child workers in selected children's homes; placement of social workers with model CCIs; conducting phased training for social workers in different areas; and mainstreaming psychosocial care and support.

3 In-Country Training Opportunities in Social Work, Child Protection and Alternative Care

Uganda has been running social work education programmes at tertiary level for more than 50 years and since the year 2000 the number of Higher Education Institutions (HEIs) offering social work programmes has grown exponentially. Conversely, child protection is an emerging discipline and has just recently been considered as a distinct area for training as a short professional certificate course or as a course unit in a social work programme. A few Universities have in the last three years developed degree, diploma and certificate courses in what is commonly termed Child Development. This section elaborates on the availability and nature of training and education programmes in social work and child protection.

3.1 Social Work Education and Training Opportunities

The establishment of probation and social welfare services, children's homes and adoption services during the British colonial rule in the early 1900s marked the beginning of formal social services in general and social work in particular. Prior to the introduction of the social work profession, social work functions in Uganda were carried out through the family and kinship system. The care of orphans and vulnerable children formed part of the original mandate and curriculum of social work (Ministry of Planning and Community Development, 1965). A study conducted in 2013 on the role of social work in Uganda found that the highest number of social workers are involved in interventions that target children within the NGO sector (Twikirize et al, 2013); thus affirming the historical role of social work in child protection.

Initially, those who wished to study social work had to go to Britain and other European or American based Universities to acquire such training. In-country training of social workers began with the establishment of Nsamizi Training Institute for Social Development in 1952. The Institute offered diploma and certificate courses in social work. The first degree programme started in 1969 at Makerere University and until the 1990s; it remained the only university in the country. The number of Universities has since grown to 32 (5 public and 27 private) and of these, at least 22 offer a bachelor's degree in social work. Only three universities (all of them private) are currently offering social work training at postgraduate level namely; Kampala International University, Bishop Barham University College, and Cavendish University.

Besides Nsamizi training institute (public), a few private tertiary institutions offer diploma and certificate courses in social work.

A social work degree in particular is considered valuable although it may not be deemed the most economically viable. Whilst social work graduates suffer the same challenge of high rates of unemployment, they have been in a relatively better position to secure jobs in the NGO sector and government departments through their initial contacts during internship. From a social-cultural perspective, it can be stated that majority of the community members may not necessarily recognise the (social work)professional qualification but will seek these 'helping' services through the agency (such as the probation and welfare office, a community development office or a certain NGO or Community based organisation - CBO). The liberalisation of higher education has also resulted in introduction of numerous interrelated courses that have tended to blur the distinctness of the social work profession. Programmes such as community psychology, Counselling, Community based rehabilitation, and Development studies have blurred the line between a professional social work degree and other disciplines within the public arena particularly when it comes to recruitment and deployment. A few organisations are however able to recognise and are intent on employing professional social workers. The National Association of Social Workers (NASWU) has recently embarked on a task of advocating the legal recognition and regulation of social work through an Act of Parliament.

Across all Universities and other tertiary institutions, a predominantly generic social work curriculum that trains students to work in diverse settings is offered. Child growth and development and recently child protection and other problems and interventions for children are covered in the general curriculum and not necessarily as separate areas of specialisation. Table 2 shows the Universities and other tertiary level institutions that offer social work at different levels.

Table 2 Universities and other tertiary institutions that offer social work training programmes

	University Institution	Type/ownership	Year Un. started	SW programs offered	Staff establishment for social work department			Staff qualifications						Location	Other branches with SW prog
					Full time	Part time	Total	PhD (social work or related field)	Masters in social work	MA in related social science field	Bachelor of Social Work	BA in related social science	Other qualification		
UNIVERSITIES															
1	Africa renewal University	Private-Pentecostal community churches	2007	BSW	3	3	6	1	1	3	1	0	0	Buloba	
2	All Saints Un. Lango	Private -CoU	2009	BSW+ Ord.Dip + Certif	3	4	9	0	1	3	2	1	0	Lira	
3	Bishop Bharam Un. College (UCU)	Private (CoU)	2000	BSW+Ord.Dip + MSW	4	3	7	0	2	4	0	0	1	Kabale	Const. College of UCU
4	Bishop Stuart Univ.	Private (CoU)	2004	BSW+ord.Dip	8	8	16	0	6	8	2	0	0	Mbarara	
5	Bugema University	private- SDA	1994	BSW+ Ord.Dip + Certif	9	13	22	1	1	13	10	2	0	Luwero	Kampala, Arua, Kaseese, Mbale
6	Busoga University	Private- CoU	1994	BSW + Ord.Dip										Iganga	
7	Cavendish University	Private	2008	MSW+BSW+Ord.Dip + Certificate	9	0	9	0	2	7	0	0	0	Kampala	
8	Islamic University in Uganda	Private- Org of Islamic Cooperation	1988	BSW	7	10	17	0	4	1	2	10	0	Mbale	Kampala
9	Kabale University	Private	2001	BSW+ Ord.Dip+ certif	Data not availed								Kabale		
10	Kampala International Uni	Private	2001	BSW + MSW	Data not availed								Kampala		
11	Kampala University	Private	1999	BSW + MSW	Data not availed								Kampala		
12	Kumi University	private	1999	BSW+ Ord.Dip + Certif	7	1	8	0	1	5	1	0		Kumi	
13	Kyambogo University	Public	2003	BSW	3	12	15	1	5	9	0	0	0	Kampala	
14	Makerere University	Public	1922	BSW	19	2	21	17	2	2	0	0	0	Kampala	
15	Ndejje University	Private-CoU		BSW										Luwero	Kampala
16	Nkumba University	Private	1994	BSW	5	6	11	1	3	4	2	3	0	Entebbe	
17	St. Lawrence Univ	private	2007	BSW+ Ord. Dip	6	0	6	0	1	6	0	0	0	Kampala	

	University Institution	Type/ownership	Year Un. started	SW programs offered	Staff establishment for social work department			Staff qualifications						Location	Other branches with SW prog
					Full time	Part time	Total	PhD (social work or related field)	Masters in social work	MA in related social science field	Bachelor of Social Work	BA in related social science	Other qualification		
18	Team University	Private	2014	BSW	2	3	5	0	0	3	2	0	0	Kampala	
19	UCU Mbale	Private (CoU)	2003	BSW+ Ord. Dip	4	10	14	1	3	7	3	0	0	Mbale	
20	Uganda Christian Un.(UCU)	Private (CoU)	1997	BSW+ Ord. Dip	10	6	16	0	6	9	1	0	0	Mukono	Kabale; Mbale, Arua, Kampala
21	University of Kisubi	Private- Christian Brothers of Instruction	2004	BSW+ Ord.Dip + Certif	7	4	11	2	6	3	0	0	0	Wakiso	Const. College of Uganda Martyrs Un. Until 2015
22	Victoria University	Private	2011	BSW	3	4	7	2	1	4	0	0	0	Kampala	

OTHER TERTIARY INSTITUTIONS

1	African Ark college of management sciences	Private	2012	BSW+ Ord.Dip + Certif	4	4	8	0	0	4	4	0	0	Kaseese	Affiliate of Mountains of the Moon University
2	Institute of Advanced Leadership	Private	2000	Ord. Dip + Certificate	4	4	8	0	1	2	2	3	0	Kampala	
3	Makerere Inst. of social devpt	Private	1997	Ord. Dip + Certificate	3	4	7	0	0	4	3	0	0	Kampala	
4	Management inst. of science & technology	Private	1995	Ord. Dip + Certificate	3	2	5	0	0	1	3	1	0	Mbale	
5	Nsamizi Training Institute of Social Development	Public	1952	Ord. Dip + Certificate	18	7	25	2	8	10	5	0	0	Mpigi	Kampala

Key: BSW- Bachelor of Social Work; MSW- Master of Social Work; Ord.Dip – ordinary Diploma in Social Work; Certif – Certificate in social work (ordinary)

A total of 27 universities (22) and other tertiary institutions (5) have a social work programme as of October 2015. Of the 22 Universities, 20 are private and only two are public (government owned). The two public Universities are located in Kampala and only offer a Bachelors degree programme. Eleven (11) of the 20 private Universities are affiliated to a religious institution, mostly Church of Uganda (Anglican Church), with just one Catholic and one Islamic University offering social work. The rest are non-affiliated. There are five "Other tertiary institutions" (according to NCHE categorisation) that offer diploma and certificate programmes; only one of these is public (Nsamizi). All the programmes have been accredited by the NCHE.

The analysis shows that each region in Uganda has at least one HEI offering social work, implying that geographically there is ease of access to the programmes.

In terms of availability of staff, Makerere University has the highest number of full time staff as well as the most qualified. Majority of other HEI depend largely on part time staff since they have to balance the costs and economic benefits and yet largely or solely rely on internally generated resources to fund their programmes. The reliance on part-time staff can have negative impacts on the quality of the programme because of the high turnover and limited control over the staff.

Table 3 shows the social work programmes offered at each HEI, entry requirements, the estimated cost and an indicative ranking. Since there is not much difference in the entry requirements; with each programme adhering to the NCHE minimum of two (2) principle passes at Advanced Level for a Bachelor's degree, one (1) principle pass for a Diploma and an Ordinary level certificate for a Certificate course, it was not practical to rank institutions based on this parameter. Instead, a conservative ranking based on the regional Universities ranking¹ as well as the availability of qualified educators to run the programmes have been considered.

¹ <http://www.webometrics.info/en/africa/uganda>. The rank indicated against this parameter takes into account the non-social work training institutions while the programme rank in the last column refers to the position of the HEI in relation to other social work degree/diploma awarding institutions in the country.

Table 3 Description and indicative ranking of social work training programmes at tertiary level

	Institution	Programme level	Year programme started	Estimated enrolment/per year	Programme duration e.g. 3 years	Admission requirements e.g. 2 principle passes at A' level)	Cost (tuition fees/annum('000 UGX)	Webmetric rank (2015)	Indicative rank of prog
UNIVERSITIES									
1.	Makerere University	BSW	1969	130	3	2 PP / Diploma/Mature age	2,500	1	1
2.	Uganda Christian University	BSW	1997	200	3	2 PP/ Diploma	5,000	2	2
		Ordinary Dip	1997	40	2	O' level diploma	5,000		
3.	Nkumba University	BSW	2008	150	3	2 pp	4,000	4	3
4.	Kampala International University	BSW	2001	200	3	2 PP	4,000	5	4
5.	Kyambogo University	BSW	2006	300	3	2 PP / Diploma	980	6	5
6.	Ndejje University	BSW		200	3	2 pp	5,000	10	7
7.	Islamic University in Uganda	BSW	2004	180	3	2 PP	1,500	8	
8.	Bugema University	BSW	2000	340	3	2 PP/dip in relevant field	2,300	12	8
		Ord. Dip	2000	50	2	1 PP / cert in any prog	2,000		
9.	University of Kisubi	BSW	2014	30	3	5 credits at O' level, 2 pp at A 'level/Dip/Mature age	2,600	NR	9
		Ord. Dip	2014	15	2	O' level /A' level + related work experience	2,000		
		Cert Social work	2014	10	1	5 credits at O' level	1,800		
10.	Busoga University	BSW	1999	120	3	2 PP	2,000	15	10
		Ord. Dip	1999	60	2	1 PP	1,600		
11.	Cavendish University	MSW	2010	20	2	Honors degree	4,000	16	11
		BSW	2008	100	3	2 pp	2,208		
		Ord. Dip	2008	50	2	1 PP	1,400		
		Cert	2008	30	1	O'level certificate	1,000		
12.	Bishop Stuart University	BSW	2004	200	3	2 PP/ Diploma	1,200	22	12

	Institution	Programme level	Year programme started	Estimated enrolment/per year	Programme duration e.g. 3 years	Admission requirements e.g. 2 principle passes at A' level)	Cost (tuition fees/annum('000 UGX)	Webmetric rank (2015)	Indicative rank of prog
		Ordinary Dip SW	2004	60	2	1 PP	900		
13.	Kampala University	BSW	1999	150	3	2 PP	4,000	23	13
		MSW	2010	15	2	BA degree	5,000		
14.	Victoria University	BSW	2011	40	3	2 pp	6,000	25	14
		Ordinary Dip	2003	50	2	1 PP at A' level	2,071		
15.	St Lawrence University.	BSW	2007	50	3	2 PP/ (O' level Diploma +1 yr Access prog)	1,900	26	15
		Ordinary Dip SW	2015	13	2	O' level diploma	630		
16.	Kabale University	BSW	2001	80	3	2 PP	1,500	27	16
		Ord. Dip	2001	60	2	1 PP	800		
		Cert Social work	2001	30	1	O'level certificate	700		
17.	Kumi University	BSW	1999	15	3	2 PP	800	28	17
		Ordinary Dip SW	1999	25	2	1 PP	600		
		Cert. Social work	1999	15	1	5 credits at O' level	500		
18	Uganda Christian University- Mbale	BSW	2003	120	3	2 PP/ Diploma	2,432	NR	18
19	All Saints University Lango	BSW	2009	30	3	2 PP	2,500	29	19
		Ord. Dip	2009	40	2	1 PP	1,000		
		Cert Social work	2009	30	1	O'level certificate	900		
20	Bishop Baram University college	BSW	2000	120	3	2 PP / Diploma	1,500	NR	20
		MSW	2008	30	2	BA degree	2,500		
21	Africa Renewal University	BSW	2013	30	3	2 pp	700	NR	21
22	Team institute of Business mgt	BSW	2014	30	3	2 PP	2,400	NR	22
OTHER TERTIARY INSTITUTIONS									

	Institution	Programme level	Year programme started	Estimated enrolment/per year	Programme duration e.g. 3 years	Admission requirements e.g. 2 principle passes at A' level)	Cost (tuition fees/annum('000 UGX)	Webmetric rank (2015)	Indicative rank of prog
1	Nsamizi Training Inst. of social Devt	Ordinary Dip SW	1980	100	2	1PP	800	NR	1
		Cert. SW	1952	50	1	8 passes at O' level	600		
2	Makerere Institute of social development	Ord. Dip	1997	40	2	1 PP at A' level	1,300	NR	2
		Cert Social work	1997	30	1	O' level certificate	1,060		
3	African Ark college of management sciences	BSW	2015	30	3	2 PP	1,600	NR	3
		Ord. Dip	2012	40	2	1 PP	800		
		Cert Social work	2012	30	1	O' level certificate	300		
4	Institute of Advanced Leadership	Ord. Dip	2013	20	2	2 pp	680	NR	4
		Cert Social work	2013	15	1	O' level certificate	500		
5	Management inst. of science & technology	Ord. Dip	2013	40	2	1 PP	945	NR	5
		Cert Social work	2013	30	1	O' level certificate	945		

Key:

PP – Principle Pass; O'level – Ordinary level which refers to 4 years of secondary schooling; A'level – Advanced level- granted after 6 years of secondary schooling; NR – Not ranked.

Access programme – Some prototype of a bridge programme that enables candidates without the requisite qualifications to enrol in a bachelor level programme after i year of study in a related pre-university discipline.

Exchange rate: IUSD:3000 Ushs

All social work degree programmes have similar minimum admission requirements, although a few such as Makerere, University of Kisubi and St Lawrence University have additional considerations through which those without an A'level certificate can be enrolled. For example the mature age scheme at Makerere and Kisubi allows a person with relevant experience and who has attained a minimum age (25 in the case of Makerere University) to apply for the University degree; and are admitted once they have passed the pre-entry examination administered by the University. St Lawrence University offers a one-year 'access programme' for students without the required 2 principle passes or who did not attain advanced level of education. This enables students from neighbouring countries, with different structures of education to enrol. Sixteen (16) ordinary diploma and 10 certificate level programmes are available almost exclusively in private HEI (save for Nsamizi Training institute which is a public institution). The course durations are also standard and aligned to the NCHE requirements, ranging from 1 year for a certificate course, 2 year diploma and 3 year Bachelor degree programme. Only three HEI – all of them private - are currently offering a Master's degree in social work. None of the HEI offer post graduate diplomas in social work.

The average costs for a degree programme range from 1,500,000 (USD 500) to 6,000,000/= (USD 2000), with private HEIs charging significantly higher than public HEIs. It should be noted here that the cost of the programme is not necessarily reflective of its quality.

3.2 Child Protection and Alternative Care Training Opportunities

3.2.1 Child Protection Programmes

The curriculum documents made available from a few Universities indicate very limited incorporation of courses specifically related to child protection or alternative care as the emerging legal environment would demand. This may be explained by the fact that the policy changes are relatively new and have not yet been fully disseminated. However, there are initial steps towards strengthening the focus of social work programmes on child protection. Between 2011 and 2015, two universities have launched academic programmes in child development at certificate, diploma, Bachelors and Masters Levels. Both of these Universities are Christian affiliated and their programmes are informed by and incorporate a Christian theology and Biblical perspectives. A third institution, Nsamizi, runs a certificate programme in child development. Table 4 presents a summary of these programmes.

Table 4 Child protection (child development) programmes at tertiary level

		Year programme started	Estimated enrolment/ year	Programme duration (years)	Admission requirements	Cost (tuition fees/annum('000 UGX)
1	Uganda Christian University (Mukono + Mbale campuses)					
a	Master of arts in child development	2015	10	2	Bachelor degree	6,000
b	BA Child development & Children's Ministry	2011	50	3	2 PP/diploma	5,000
d	Diploma Child protection/Child development	2011	20	2	1 PP at 'A' level	1,285
e	Certificate in child ministry and child development	2011	15	1	5 credits at 'O' level	1,050
3	Africa Renewal University					
a	BA Child development	2013	35	3	2 PP/diploma	650
b	Diploma Child development	2013	35	2	1 PP at 'A' level	500
2	Nsamizi Training Institute of Social Development					
a	Certificate in child development	2000	50	1	8 passes at O'level	600

3.2.2 National Child Protection Training Curriculum

In 2012, the MGLSD in collaboration with development partners developed and adopted a national child protection curriculum that is being implemented at different levels by a few academic institutions and NGOs. The curriculum provides three different training programmes namely;

- ✚ A nine months certificate course for secondary school leavers who wish to develop a career in child protection. These would serve as community volunteers or child carers within CCIs.
- ✚ A 3-months staggered post graduate professional (practice-oriented) certificate targeting in-service trainees.
- ✚ A course unit in child protection integrated in already existing social work programmes.

Makerere University already incorporated a course on child protection at both the undergraduate social work programme and the associated Master of Arts in social sector planning and management, and has been running the professional certificate course in child protection theory and practice since 2013; while Kumi University has launched a certificate course in child protection and is in advanced stages of getting a diploma course approved. TPO (Trans-cultural Psychosocial Organisation), a local NGO, has been at the forefront of negotiating with and preparing Universities to either mainstream or introduce distinct programmes in child protection.

3.2.3 Alternative Care Training Curriculum

An alternative care training curriculum has been developed by the ministry of gender, labour and social development in 2015 but no actual programmes have taken off. The certificate course aims to provide the knowledge base and theoretical framework for understanding and developing practice in Alternative Care; and to provide practice guidance to enable participants to develop the social work skills required to deliver alternative care solutions needed to support the achievement of best outcomes for children without parental care. The course targets individuals working in the child protection and development sector with a minimum admission requirement of at least an A'level certificate. The priority requirements for admission are a degree or diploma with relevant experience in child care or a social work degree (experience not required).

3.3 Para-social Worker Training

There is no systematic training programme for para-social workers. However, project based short training programmes have been arranged in the recent past. For example in 2013, the USAID-funded SUNRISE OVC project trained more than 1,170 para-social workers in 80 districts using the national child protection curriculum. There are no known ongoing or planned training programmes currently.

3.4 Concluding Remarks

The analysis of the in country training and education opportunities in social work, child protection and alternative care reveal adequate and diverse opportunities. Majority of social work programmes are well established and all have attained full accreditation by the responsible government organs. From a subjective point of view, there are differences in the quality of the programmes especially in as far as the capacity and ranking of the awarding HEI is concerned. Whilst all social work programmes offer a generic curriculum, there are efforts towards incorporating child protection specific components within the social work programmes.

Makerere University offers the oldest and most well established social work programme. However, in view of the particular interest to integrate Biblical perspectives and the Catholic theology within the programmes, only one HEI would provide an easier platform i.e. University of Kisubi. The University is established on Christian principles and already endeavors to integrate a biblical perspective in their curriculum. Though it is one of the newest social work programmes, it appears to have the minimum requirements and capacity for quality social work training at different levels. Two other Christian oriented HEIs include Uganda Christian University and Africa Renewal University. They strongly incorporate a Christian perspective in their curricula but not from a Catholic theological orientation.

Training and education programmes in child protection and alternative care are in their infancy but HEIs are increasingly becoming aware of the need to close this gap. Makerere University has developed a Master of Social Work programme that will offer a specialization in Child protection. Three other HEI already launched child protection/development training programmes at different levels. Thus, on the whole, there are adequate and viable opportunities within the country to train child care providers in social work, child protection and alternative care.

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Appendices

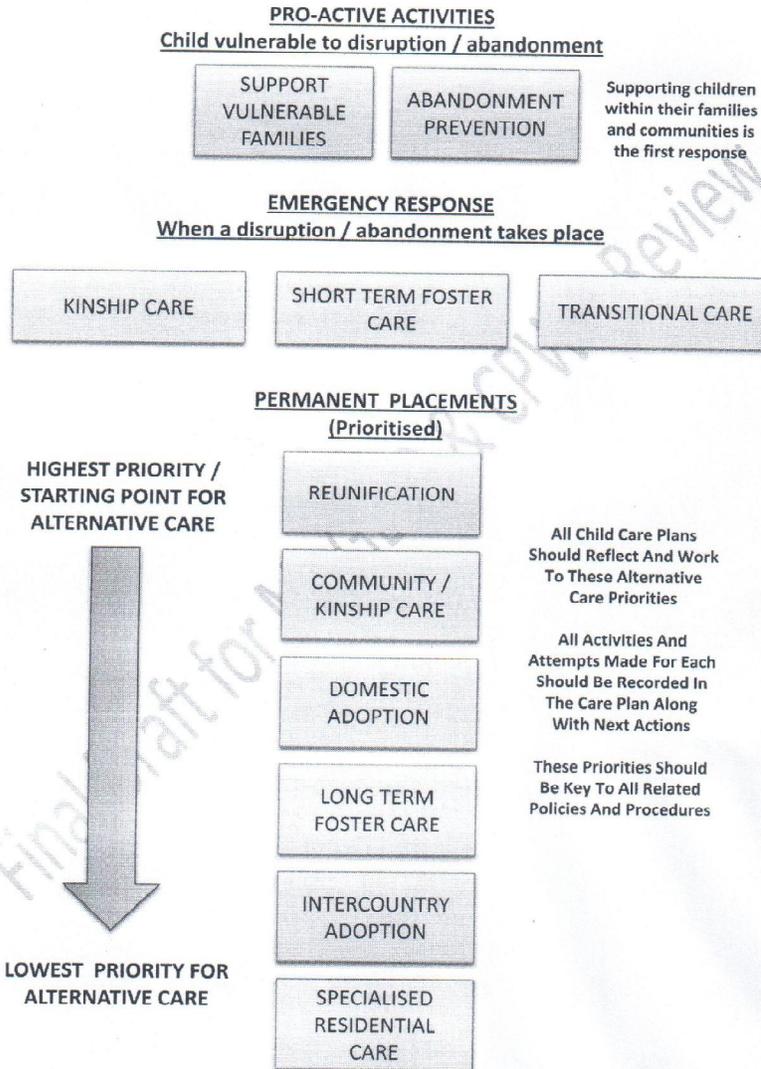
Draft National Deinstitutionalization Strategic Framework for Children Living In Children's Homes (2015/16-2019/20)

Goal : Reduce by 60% the number of children entering/living in Children's Homes in Uganda by 2020

Strategic Objective I	Strategic Objective II	Strategic Objective III	Strategic Objective IV
1.0 Government leads and co-ordinates the implementation of the Alternative Care Framework.	2.0 Districts local governments effectively implement the Alternative Care Framework to safely de-institutionalize children into family based care	3.0 Community based child care systems effectively providing Alternative Care options for children without appropriate care(CWAC)	4.0 A Data and strategic knowledge Management System established to inform child care policy and practice in alternative care
Strategic Objective 5.0: Comprehensive communication, advocacy and behavior change Initiatives for DI Established			
Strategic Interventions	Strategic Interventions	Strategic Interventions	Strategic Interventions
1.1 Effectively co-ordinate a country-wide assessment for existing CCI's using the Alternative Care Home Assessment Toolkit by the close of 2016.	2.1 Build the technical social work expertise of the PSWO's, CDO's & LDG officials to enforce the Approved Homes Rules (2013) and the National Alternative Care Framework	3.1 Strengthen the capacity of community-based groups, CSO's and FBO's in gate keeping mechanisms to support families at risk of abandoning children	4.1 Establish a Case Management and routine monitoring system to inform policy and practice established
1.2 Develop and roll out national standard operating procedures for the implementation of Approved Homes Rules (2013) and the National Alternative Care Frame work (upon approval) by relevant JLOS actors.	2.2. Establish district Alternative Care Panel to facilitate adherence to the continuum of care for children who are temporarily or permanently without parental care	3.2 Develop community family based care interventions (kinship care, foster care, fit persons, domestic adoption) to provide care and support for children without appropriate care	4.3 Provide an evidence based information for DI through research and documentation
1.3 Develop Closure Guidelines and rollout training for relevant stakeholders	2.3Adapt and implement district lead CCI closures where necessary in line with national closure guidelines.	3.3 Support vulnerable families with psychosocial support, good parenting skills and economic strengthening initiatives	
1.4 Strengthen the Alternative Care Unit to track and monitor all children being placed into alternative care.	2.4 Enhance CCI's capacity to adhere to Approved Homes Rules (2013) as well as National Alternative Care Framework continuum of care and best practice.	3.4 Build a community based para social work force to respond to and implement the Alternative Care Framework.	
1.5 Establish a National Social Work Council to regulate Alternative Care and DI practices	2.5Build the Social work Capacity of Staff from selected Approved Children's Homes		

The Continuum of Care

3.4 The Continuum of Care



HEI data collection tool

GHR Foundation Rapid Assessment

Component 3: In-country educational/training opportunities in social work, children protection and alternative care.

Questionnaire (to be completed for each Higher Education Institution)

- 1) Name of HEI/University _____
- 2) Year when Founded _____
- 3) Location _____
- 4) Type of Institution/Affiliation:
 - a) Public (Government owned)
 - b) Private (Religious) (please state the religious group) _____
 - c) Private (Secular)
 - d) Other (specify) -----

5) Available Social Work and Child protection programmes

	Programme offered at Institution	Year when started	Estimated enrolment/pe r year	Programm e duration e.g. 3 years	Admission requirements e.g. 2 principle passes at A'level, O'level certificate, etc)	Cost (tuition fees/annu m
A	Social Work Programme					
	a) Bachelors' degree					
	b) Post graduate Diploma					
	c) Ordinary Diploma					
	d) Certificate					
	e) Master's degree					
	f) PhD in social work					
B	Child					

protection/Child development programme					

6) Constituent Colleges (branches) and their location (Please list all)

	Name of Constituent college/branch	Location	Programme offered at branch/college e.g. BSW
1			
2			
3			

7) Staffing levels and Qualifications

- a) Total staff establishment for Social Work Programme/department -----
 Number of full time staff-----Number of part time staff-----

b) Available staff by level of qualifications

	Qualification category	Number of staff currently employed	Comments
1	PhD (social work or related field)		
2	Masters in Social Work		
3	Masters in related social science field		
4	Bachelor of Social Work		
5	Bachelor's in related social science field		
6	Other qualification		

Thank you very much