The Republic of Uganda

Child
PROTECTION
NATIONAL TRAINING CURRICULUM

Ministry of Gender, Labour and Social Development

TPO Uganda

OAK FOUNDATION

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The Republic of Uganda

Child
PROTECTION
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Harmonisation, Standardisation and Institutionalisation of Child Protection
Training Materials in Uganda by TPO Uganda

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Foreword

Over the past two decades of humanitarian work in northern Uganda, national and international child-focused organisations as well as government departments responsible for children have built a rich body of knowledge that has informed child protection work throughout the country. The development of this Child Protection Curriculum and related training materials is therefore a first step by the Ministry of Gender, the Ministry of Labour and Social Development, the United Nations Children's Fund (UNICEF), the Child Protection Working Group in Uganda, and selected academic institutions to professionalise the child protection sector within the broader realm of social work in Uganda. The foundation for this Child Protection Curriculum is largely built around the work of humanitarian agencies and key government departments through years of innovative programming and lessons learned, most of which would otherwise have been lost with the end of the conflict in northern Uganda.

Specialised child protection related training programmes were largely missing among several public universities. These institutions participated in a TPO Uganda study and were later approached to participate in the Child Protection Curriculum initiative. What existed prior to the development of this curriculum were a series of fragmented materials developed by various agencies mostly for internal use. Where these existed, such as the interagency core modules, they were not comprehensive enough, nor were they sufficiently practice oriented. These materials had not been developed with a view of integrating them into academic training programmes and thus they remained largely a nongovernmental organisation (NGO) concept that could not be easily assimilated into tertiary level training programmes in Uganda.

As the ministry responsible for children, it is our duty of care to ensure that social workers, community development workers, child care workers and all those carers whose day-to-day activities entail providing services to children are delivering quality services and abiding by professional ethics and standards.

We are, therefore, pleased that the following curricula have been designed to cater for all categories of carers at different levels in their careers. For example, beginners will benefit from the course unit that has been integrated into existing undergraduate social work degree programmes at Makerere and Kyambogo Universities, while Nsamizi Training Institute will run the curriculum targeting 'O' level dropouts and auxiliary carers working with children. Professionals and in-service trainees will benefit from both the Child Protection Theory and Practice Course Unit that has been integrated into the Master's Programme in Social Sector Planning and Management at Makerere University as well as the three month Practice Oriented Professional Certificate in Child Protection Course.

It is worth noting that while these three public institutions of higher learning have been targeted in the initial phase of this initiative, our medium-term goal is to reach out to other universities in the coming years across the country with a view to integrating these child protection curricula into their academic programmes.

The development of this curriculum is therefore an important milestone in streamlining child protection work in the country. As a ministry, we are wholeheartedly committed to engaging with like-minded non-state actors in a sustained process of professionalising and retooling the social work force in Uganda to acquire sufficient expertise they can use to address specific child protection concerns. The consistent participation of technocrats from the ministry's Department of Youth and Children in all the Technical Working Group meetings is testimony to this commitment.

We are grateful to our partner organisation, Transcultural Psychosocial Organsiation (TPO) Uganda, for providing the leadership and technical oversight in the development of this curriculum. We are also grateful to members of the Technical Working Group, who included practitioners, academics and colleagues from the Department of Children and Youth who worked tirelessly to put these materials together. My final appreciation goes to the Oak Foundation and UNICEF for providing the financial support for this project.

We hope you find the following curriculum valuable and informative for the development of child protection capacity within your organisation and among those with whom you interact for the betterment of the lives of children.

Ronald Kibuule (MP)

Minister of State for Youth and Children Affairs.

Acknowledgements

The success of producing this National Child Protection Curriculum is attributed to the work of a few individuals who shared a deep belief in this initiative and worked tirelessly to bring this project to fruition. Whereas we have tried to mention everyone by name, this list might not be exhaustive as there are many individuals who indirectly supported us in one way or another.

To begin with, we would like to thank the following people who served on the Technical Working Group responsible for developing these materials:

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Nathan Wabwire	Ministry of Gender
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Francis Alumai	TPO Uganda
Richard Kinyera	TPO Uganda
Patrick Onyango Mangen	TPO Uganda
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Wilbroad Ngambi	UNICEF
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The following academics played a crucial role in aligning the material to their respective university academic programmes:

Akum A. Martin	Kyambogo University
Robert Tweheyo	Kyambogo University
Bhangi B. Venesis	Kyambogo University
Eric Awich	Makerere University
Agatha Kafuko	Makerere University
Sarah Kamya	Makerere University
Esther Nanfuka	Makerere University
Ian Kalema	Nsamizi Training Institute
Grace Nakimbugwe	Nsamizi Training Institute

How This Child Protection Curriculum Was Developed

The process of developing this Child Protection Curriculum took well over 20 months and required patience and perseverance in equal measure. We would like to share some key lessons that we learned along the way that anyone wanting to replicate this process elsewhere might find useful. To begin with, the process in Uganda commenced with nationwide consultations with key actors in the sector to collect their ideas and experiences in child protection work. These included government ministries, UN agencies, particularly UNICEF, international and local child-focused NGOs, district technocrats, and both formal and informal community-based actors.

TPO Uganda developed and administered a tool for these consultations for categories of respondents in all regions in the country. This data was coded, analysed and used to produce a child protection issues paper, which was then discussed in detail at a national validation workshop in Kampala. The validation workshop resulted in a consensus on child protection concerns, competencies and skills gaps within the social work force that the proposed curriculum should address. Securing leadership in the line ministry was crucial, as was commitment at the senior departmental level in the Ministry of Gender, Labour and Social Development to give this project the much needed impetus and legitimacy it required. Technocrats from the Department of Youth and Children Affairs fully participated in all the Technical Working Group meetings. TPO Uganda facilitated all of the meetings and provided technical oversight for this initiative.

Involvement of academics in the Technical Working Group added academic rigour to the material development process and ensured all materials developed were deeply grounded in sound pedagogy. The academics also ensured the materials were developed in a format compatible with that required by the University Academic Programmes Board, hence making the process of integrating the curricula into university academic programmes less cumbersome. The engagement of an international child protection materials expert gave us the opportunity to tap widely into global literature and discourse. It also enabled us to study similar initiatives undertaken elsewhere, thus avoiding duplication whilst consolidating the views of both northern and southern academics and practitioners in a concise and logical manner.

Lastly, the final draft curriculum was subjected to a Global Academic Review Panel consisting of academics from South Africa and the Columbia University Group of Children in Adversity. This ensured that the final curriculum was universally relevant, easily replicable and in line with the global discourse on child protection.

In developing the final curriculum, one comprehensive curriculum was developed from which three subgroups were formed and tasked to develop three curricula tailored to the specific needs and competencies of the targeted participants. The three curricula are:

- A nine month Child Protection Certificate for secondary school ('O' level) graduates who would like to build careers in child protection, including as community volunteers and child carers

- A three month staggered Post Graduate Certificate in Child Protection Theory and Practice for in-service trainees and related professionals already working in the field of child protection

- A course unit on Child Protection to be integrated into an existing social work (or related) university degree programme for beginners.

Patrick Onyango Mangen

Country Director

TPO Uganda

List of Acronyms

AVSI	Association of Volunteers in International Service
CP	Child Protection
CU	Credit Units
ESARO	Eastern and Southern Africa Regional Office
GPA	Grade Point Average
IFPRI	International Food Policy Research Institute
MGLSD	Ministry of Gender, Labour and Social Development
NGO	Nongovernmental Organisation
TPO	Transcultural Psychosocial Organisation
UN	United Nations
UNICEF	United Nations Children's Fund

Certificate in

CHILD
PROTECTION

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9 MONTHS

This certificate programme provides knowledge and skills on a range of issues regarding the prevention and response to child rights violations. The underlying rationale for this certificate programme is that different organisations and institutions have developed parallel CP training programmes and materials that are not standardised in content and methodology. The goal of this certificate programme is therefore to help institutionalise and standardise knowledge of child protection issues in Uganda, targeting both potential practitioners and those already in practice.

Programme Objectives

General Objectives

The general objectives of the programme are to:

1. Build understanding of the value and impact of child protection strategies on the individual and society

2. Enhance awareness of child care and protection issues

3. Inculcate in the participants a desire to pursue further studies for professional advancement

4. Develop child protection service delivery mechanisms.

Specific Objectives

By the end of the programme, learners should be able to:

1. Demonstrate knowledge of ethics in child protection work

2. Demonstrate an understanding of the concepts and application of child protection principles in their work, including knowledge of child protection systems and a community-based CP approach

3. Apply knowledge and skills learnt to enhance child protection work in families and communities and be advocates for CP issues in society

4. Demonstrate professional growth and competencies in child protection work

5. Demonstrate the ability to research on child protection issues and set up interventions.

Programme Duration

The Certificate in Child Protection shall be a full-time undertaking conducted during days and evenings. It will last nine months, and shall be broken down into:

- Semester I with 1 week of introduction, 12 weeks of study, and 1 week of exams

- Semester II with 1 week of introduction, 12 weeks of study, 1 week of exams, and 8 weeks of fieldwork.

Target Group

The main categories of people targeted by this programme are:

- Recent O-level graduates interested in pursuing studies in child protection work,

- Social welfare professionals with lower qualifications working with central government, local governments, nongovernmental organisations, and community-based organisations who are interested in advancing their studies

- Recent high school graduates who are interested in pursuing careers in the field of child protection

- Other people from the community with an interest in the psychosocial and child protection sectors.

Methods of Delivery

Course content will be delivered through flexible modes in full-time coursework for intending practitioners not yet practicing; via distance tools with face-to-face sessions for practitioners who are already practicing; and on weekends and/or evenings for other practitioners.

The content will be delivered in the form of lectures, small group discussions and presentations, document reviews and library research, simulation, and tutorials.

Mode of Assessment

Participants in the CP curriculum will be assessed through coursework; tests and exams; fieldwork from weekly and monthly reports; a seminar paper presentation; narrative and verbatim process reports; meeting minutes and procedures; and professional conduct.

General Regulations

The Certificate in Child Protection shall be governed by the overall Regulations of Nsamizi Training Institute of Social Development. Below are detailed admission requirements, administration of the courses and completion requirements.

Admissions Requirements

Direct Entry

For admission under the Direct Entry Scheme, a candidate must have an 'O' Level Certificate of Education (or its equivalent) with a credit in English.

Academic Board

There shall be an Academic Board of Examiners comprising internal and external examiners, chaired by the principal of the institute, which shall receive and consider examination results and make recommendations to the Institute Governing Council. All decisions of the Academic Board of Examiners shall be subject to ratification by the Institute Governing Council.

Examination Regulations for the Certificate in Child Protection

Examinations will be written and administered at the end of each semester. Examinations for the Certificate in Child Protection will be governed by the general examinations regulations of the institute. In addition to these, however, special regulations regarding candidate fieldwork assessment will apply as follows:

- The course has both theoretical and fieldwork frameworks. Every candidate is expected to actively participate both in class and in the field for at least 75% of the total course duration.

- The course awards are presented to successful candidates who fulfil all the requirements as determined by the examining body of the Nsamizi Training Institute of Social Development Academic Board, which has a set of academic regulations for managing the awards.

Progressive Assessment of Coursework

Progressive assessment shall consist of not less than two assignments, term papers or tests and shall contribute 40% of the marks in any course examination. A candidate who fails an examination for a particular course is required to retake that examination; the progressive assessment contribution shall be included in the same manner as on the first occasion.

Final Examination

The examinations at the end of the semester shall constitute 60% of the final marks of any course examination.

The Composite Mark

The end of semester examination marks will be added to the coursework marks to get the total mark of each course as shown here:

End of Semester		
Examination	-	60 %
Course work	-	40 %
Total	-	100%

The pass mark in each course shall be 50%. A candidate who fails one course in any semester must retake the failed course when it is next offered.

Cumulative Grade Point Average (GPA)

The cumulative GPA is obtained by multiplying the grade point obtained in each course by the units of credit assigned to that course to arrive at the weighted score for the course, then adding together the weighted scores for all courses taken up that time, and dividing the total weighted score by the total number of credit units taken up to that time.

Written Examinations

A candidate shall qualify for the examinations after satisfying the following conditions:

- The candidate has attended at least three quarters (75%) of lectures

- The candidate has done all the prescribed coursework including fieldwork and projects where applicable

- The candidate has been awarded a certificate of due performance after fulfilling the two conditions above.

The course examination shall be no more than three hours in duration and shall consist of one written paper. The code number and title of examination paper shall correspond to the number and title of the course.

Progression

Candidates' progression shall be classified as normal or probationary. Normal progression shall occur when a candidate passes all the specified courses for that semester with a minimum GPA of 2.0. Probationary Progression shall occur when a candidate's cumulative GPA at the end of any semester is less than two (2.0) and/or the candidate has failed a course. If the GPA of a candidate improves the following semester after the candidate has re-taken and passed the failed course(s), the probation shall be removed.

Re-Taking Course Examinations

A candidate who fails a course shall be required to re-take it when it is offered again. It shall be indicated on the candidate's academic transcript that the specified course was re-taken. A candidate can re-take a course once to better his/her grade. The transcript shall indicate so. A candidate shall get full marks out of a re-taken paper. A candidate who fails an elective course shall be allowed to change to another elective course when it is next offered.

Repeating

A candidate shall not be allowed to accumulate more than five retaken courses at a time. If the candidate's cumulative GPA is less than 2.0 for two consecutively semesters, he/she shall repeat that academic year.

Discontinuation

A candidate shall be discontinued if he/she:

- Accumulates two consecutive probations based on a cumulative GPA of less than 2.0

- Has failed to obtain at least the pass mark (50%) during the third assessment in the same course or courses he/she has retaken

- Has overstayed in an academic programme by more than three years

- Is found guilty of examination malpractice and/or irregularities.

Award and Classification of the Certificate

Assessment of Performance

The Certificate in Child Protection will be awarded after taking into account the candidate's performance in all the prescribed examinations for courses offered in the programme.

Fieldwork Assessment

There will be continuous assessment of candidate fieldwork consisting of reports from the field supervisors, which will be considered in the final overall assessment. At the end of each field placement there will be an overall performance assessment based on the report of the relevant supervisor, the candidate's prescribed field report, and the assessment of the institute's staff supervisor. The exercise will be guided by standard assessment forms. These will contain standard guidelines and checklists for the field placement supervisor, for the candidate, and for the institute's staff supervisor.

Candidates will be required to pass fieldwork practice on a pass/fail basis. A candidate pursuing a Certificate in Child Protection will be awarded the certificate only if he/she satisfies all the fieldwork requirements.

Classification of the Certificate Programme

Subject to the above, the Certificate in Child Protection shall be classified as a) Certificate in Child Protection, Distinction; b) Certificate in Child Protection, Upper Credit; c) Certificate in Child Protection, Lower Credit; or Certificate in Child Protection, Pass.

The range of final average grades used to classify the Certificate in Child Protection shall be from 2.0 – 5.0 (see Table 1).

Class of the Certificate Final GPA	
Distinction	4.40 – 5.0
Upper Credit	3.60 – 4.39
Lower Credit	2.80 – 3.59
Pass	2.00 – 2.79

Semester I

Introduction to
Child Protection 1

COURSE CODE: CCP 1 | **COURSE CREDIT:** 4 Credit Units (CU)U

The Introduction to Child Protection and Related Concepts pays special attention to care and support of the most marginalised children. This course is based on a child rights approach, emphasising how children's rights are introduced, nurtured and protected within communities, as well as how community-based mechanisms and systems for protecting children are strengthened. Other concepts include child participation, resilience and vulnerability. This course will give participants a basic understanding of the terminology and frameworks that relate to child protection, whereas the second part of the course focuses on specific skill development related to communication, research and advocacy.

Course Objectives

By the end of the course, learners should be:

1. Familiar with the international guidelines and local understandings of who is a "child" and how children are protected within communities from the local perspective, as well as the rights of children under international law

2. Able to identify risky situations that make children vulnerable as well as protective factors that can be strengthened

3. Able to appreciate the importance of care and support of children and understand the elements of creating a protective environment

4. Demonstrate the ability to use various approaches to, and concepts related to, child protection, including important frameworks such as systems, social ecological and community-based mechanisms

5. Competent in understanding particular situations such as children in emergencies.

Detailed Course Content

Conceptual issues in child protection | 8 hours

- Meaning of "child" and child protection
  - Social-cultural constructions of childhood
  - Legal and policy constructions of childhood
  - Children's lived realities

- Children as agents
  - Children as dependents
  - Children as 'beings' and active decision-making social agents

- Forms of child care and support

- The continuum of care
  - Prevention
  - Early intervention
  - Statutory intervention
  - Interim care
  - Alternative care
  - Reintegration and after-care services

- Approaches to child protection (traditional, modern and child-centred)

Child development | 8 hours

- Definitions of child development
  - Psychological understandings of child development from Jean Piaget's stages of development
  - Sociological understandings of child development from Parson's notion of socialisation
  - Anthropological understandings of child development and the effect of sociocultural activities and practice on child development
  - The 'new paradigm' on child development, which recognises the interplay between the child, interpersonal factors and the multiple environments in which the child grows and acts (Bronfenbrenner's ecological framework)

- Types of development
  - Emotional development
  - Social and moral development
  - Intellectual development
  - Physical development

- Critical stages of child development, particularly infants and toddlers, early childhood, middle childhood, adolescents, risk and protective factors and the needs of the child at each stage;

- The effect of social constructions of childhood and adolescence on children's development

- Gender differences in child development and the effect of norms that support the use of violence and discrimination on the girl child's development

- Problems encountered in child development and the role of children's own organisation and resilience in mitigating problems

- Psychosocial issues in child development and consequences of rights violations, specifically the potential effects of adversity and trauma on child development.

Children in difficult circumstances | 8 hours

- Emergency contexts

- Conflict situations

- Natural disasters

- Child poverty

- Children affected by HIV and AIDS

- Children living with disabilities

- Children affected by trafficking

- Child victims of sexual exploitation

- Children on the move, including separated and unaccompanied minors, undocumented migrants, refugees and asylum seekers

- Children affected by negative cultural practices, including FGM and early marriage

- Child labour, such as housemaids and "herds boys"

- Children living and/or working on the street

- Children in conflict with the law

- Children living in institutions

- Children adopted through irregular channels.

How do the following factors affect children's responses to these situations?

- Macro factors at the level of the community and country, such as access to resources, institutions, laws and policies, socio-economic status, norms and values

- Interpersonal factors such as children's relationships with their parents/caregivers, siblings, peers and other significant people in the community

- Individual factors such as children's age, gender, educational attainment, personality, self-esteem and physical characteristics.

How do children build their own resilience and cope with these situations to protect themselves from harm and danger?

An introduction to the concepts of 'child agents' and 'child survivors' through:

- Self-esteem
- Self-efficacy
- Decision-making
- Action
- Communication and problem-solving skills
- Social supports
- Institutional support structures.

Analysis of risk and resilience in the context of child protection and the continuum of care, including:

- Prevention, or the removal, of risks at the community level
- Early intervention, or the identification of families and children who are at risk; 'diversion' of the risk; and enhancement of their resiliency by strengthening their coping skills
- Statutory intervention, particularly when risks in the family cannot be mitigated, and finding alternative solutions to children's placement so they can be placed in a protective environment that fosters positive growth, development and resilience.

Children's rights, responsibilities and violations | 8 hours

- Children's rights in the context of broader human rights
- Categories of children's rights (right to survival, protection, development and participation)
- Principles underpinning the child rights framework (non-discrimination; best interests of the child; the right to life, survival and development; respect for the views of the child; accountability)
- Responsibilities of the African/Ugandan child to himself/herself, to his/her family and to his/her community
- Involving children in the realisation of their rights (child participation)
- Children's vulnerability and resilience

Violations of adult and children's rights: key terms | 4 hours

- Marginalisation and discrimination (adults and children are sometimes denied access to the same rights and services as others in the group, community or country)
- Vulnerability (a person who is at risk is more likely to have his/her rights violated
- Abuse or violation of human rights (an action that disregards a person's human rights).

Children's rights violations | 4 hours

- Violence against children (physical abuse/corporal punishment; child sexual abuse and exploitation; child labour; child trafficking; violence against children in conflict with the law)

- Child neglect

- Emotional abuse

- Child sacrifice

- Inequitable access to services and protection

- Complex issues of child abuse within a cultural context (e.g. female circumcision and early marriage)

- The effects of child abuse on children (physical, emotional and psychological)

- Signs and symptoms of abuse and neglect.

Responses to child rights violations: elements of a systems-based approach | 8 hours

Introduction to Child Protection Systems

- Child protection laws and policies, compliant with the Convention on the Rights of the Child (CRC) and other international standards and good practices

- Meaningful coordination across government and between sectors at different levels

- Knowledge and data on child protection issues and good practices

- Effective regulation, minimum standards and oversight

- Preventive and responsive services including health and education

- A skilled child protection workforce

- Adequate funding

- Children's voices and participation

- An aware and supportive public.

Areas of emphasis

- Holistic approaches that address the root causes of violence, exploitation and abuse

- The promotion of protective environments

- Ecological approaches that target the child, family and broader community

- The recognition that child protection is part of broader protection systems seeking to care for and protect the vulnerable (including the elderly and people living with disabilities or chronic illnesses)

- Non-discrimination

- Integrated and coordinated approaches across sectors, including social welfare, health, education and criminal justice services

- Intersectoral legal reform and policy change in order to ensure compliance of national legislation, policies, budgets and services with international child rights commitments

- As the main duty bearer in the fulfilment of children's rights and needs, the state should be held accountable and provide support to national and community-based child protection systems

- Child protection rests on partnerships between multilateral, national, civil society and private sectors, as well as communities, carers and families

- Age-appropriate and meaningful child participation is based on the recognition that children are important stakeholders whose voices and perspectives need to be heard and included in all interventions, policies and procedures that affect them

- Community ownership is necessary to ensure that interventions are relevant, accessible, effective and sustainable

- Social change: child protection interventions are only effective if they try to change the norms, attitudes and behaviours of families and communities

- Appreciative approaches to capacity strengthening: interventions should seek to build upon the strengths and capacities of a wide range of formal and informal actors (including children) to develop systems and mechanisms that ensure meaningful protection for children

- Evidence-based programming: policies and programmes should be based on the identified needs of children, families and communities. This requires rigorous and timely research, information management and monitoring and evaluation.

Legal and policy framework for child protection | 10 hours

- UN Convention on the Rights of the Child
- African Charter on the Rights and Welfare of the Child
- Children's Act 2000, Chapter 59
- Constitution of the Republic of Uganda (1995)
- Local provisions (e.g. bylaws and ordinances)
- National and district level policies

Effective prevention and management services for child protection

- Advocacy for changes to legal policy, budgetary allocation and disbursement
- Case management
- Referral of cases
  - Standard operating procedures and referral protocols
  - Intersectoral coordination
  - Collaboration between government and nongovernment child protection agencies
  - Accountability mechanisms

- Creation of awareness on rights violations and access to services

- Psychosocial and mental health support, including basic services and security; community and family supports; focused, non-specialised support; and specialised services (e.g. including counselling and guidance) when appropriate (See IASC Mental Health and Psychosocial Guidelines, 2007)

- Effective community-based response and prevention mechanisms (and linking of formal and informal processes)

    – Appreciative and strength-based approaches

    – Community buy-in and ownership

    – Promotion of social change

    – Sustainability of programmes

- Meaningful child participation

- Programming that responds to child protection issues

    – Structured programmes on parenting and family preservation, including measures to combat interpersonal violence/domestic violence in the home

    – Needs-based approaches based on evidence and targeted programming (defining, identifying and designing programmes to respond to risk)

    – Designing programmes that address livelihoods issues in resource-constrained environments

    – Approaches and models of response (household level, community-based approaches and institutional care)

    – Diversion programmes in the context of juvenile justice

    – Multidisciplinary and intersectoral approaches to provide a 'basket of services'

    – Research and information management

    – Monitoring, evaluation and accountability requirements.

Guiding principles and ethical standards needed for child protection work | 8 hours

- Guiding Principles in child protection (non-discrimination, confidentiality, 'the best interests of the child', 'do no harm' and child participation)

- Principles of social work intervention (self-determination, non-judgment, controlled emotional involvement, empathy, individualisation, acceptance and confidentiality)

Reading List

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Introduction to
Child Protection II

COURSE CODE: CCP II | **COURSE CREDIT:** 4 Credit Units (CU)U

This course builds on the frameworks and learning about child development processes from Introduction to Child Protection I and introduces learners to the roles of duty bearers and skills for child care and protection work. The course further builds the skills of learners in research, resource mobilisation and networking for child protection interventions.

Course Objectives

By the end of the course, it is expected that the learners will be able to:

1. Identify and describe the roles of duty bearers, including both state and non-state actors, in child protection at both national and subnational levels

2. Use effective and critical skills in child protection including basic communication and life skills

3. Identify community-based child protection mechanisms and work with laws and child protection rights in ways that local people and communities see as respectful

4. Understand basic research-related skills including observation and documentation and be able to offer research assistance in child protection and related interventions, including baseline programme assessment, monitoring and evaluation

5. Demonstrate basic record-keeping skills and the ability to document programming, including referrals and best practices

6. Initiate community-level resource-mobilisation for child protection

7. Demonstrate knowledge of basic parenting skills and be able to impart that knowledge to others within the community.

Detailed Course Content

Duty bearers and their roles in child protection | 12 hours

- National and subnational government structures (executive, judiciary, legislature, district council and lower-level local government councils)
- The family
- The community
- Probation and social welfare officer
- Health officers
- Teachers and relevant education officials
- The court
- Police
- Local leaders/ religious leaders
- The media
- Civil society organisations
- Faith-based organisations
- The child (what role do children play in their own protection?)

Moral and legal roles and responsibilities of duty bearers

- Identifying signs and symptoms of neglect, abuse or exploitation
- 'Reasonable grounds' for suspicion or cause for concern
- Moral obligations to report and respond: voluntary reporting
- Legal obligations under Ugandan law: mandatory reporting
- Child protection codes of conduct for certain professionals

Reporting procedures in Uganda

- Required information
- Child protection focal points
- Communication across departments, institutions and organisations
- Desired action and outcomes of reporting (social work risk assessments, emergency removal if necessary, law enforcement investigations, medical examinations, judicial and children's court proceedings)

Skills required in child care and protection work | 16 hours

- Communication and negotiation skills (active listening, empathy, asking questions, paraphrasing, non-judgmental attitude, constructive dialogue and negotiating) and conditions for effective communication

- Managing social change and social processes in a way that involves respect, dialogue and 'do no harm' principles

- Life skills, including:

  – Skills of knowing and living with oneself (personal skills)

  – Skills of knowing and living with others (social skills)

  – Skills for effective decision making.

Research, resource mobilisation and networking skills | 16 hours

- Evidence-based programming (needs analysis, situational analysis)

- Programme monitoring and evaluation for child protection (processes, outcomes and impacts)

- Networking and power-mapping skills (identifying targets, partners and agents for change)

- Basic record-keeping/documentation skills

- Resource mobilisation skills

- Negotiation, lobbying and advocacy skills

- Basic skills for networking with the media

Creating a protective environment for child protection work | 16 hours

- Characteristics of a protective environment for child protection work at the family and community levels

- Promoting a protective environment in the family (e.g. good parenting and family preservation activities)

- Approaches to community-based protection (basic research on what protective mechanisms exist and how to build on those in terms of programming)

- Identifying services for protecting children in the community

- Identifying service providers in the community

- Building a supportive referral network and safety networks (developing referral protocols and standard operating procedures; operationalising these protocols)

- Mobilising community participation and partnerships (community mapping, collective empowerment, community planning, ownership and action, activation of sub-groups and marginalised sectors)

- Advocacy and awareness campaigns (identifying the issue, researching and problem solving, identifying target groups, developing messages, developing an action plan, implementing and evaluating the campaign)

- Building 'child champions': practitioners, supervisors and managers (recognising workplace strengths, identifying areas for growth, creating organisational and individual development plans)

Reading List

Dolan, C. & Hovil, L. (2006). Humanitarian Protection in Uganda: A Trojan Horse? Retrieved on the 20th of August 2010 from http://www.odi.org.uk/resources/details. asp?id=288&title=humanitarian-protection-uganda-trojan-horse

Gulu Support the Children Organization (2010). Project Completion Report. Strengthening Child Protection Systems in Gulu and Amuru Districts, Retrieved on the 6th October 2010 from www.gusco.org.

Human Rights Watch. (2006). Abducted and Abused: Renewed Conflict in Northern Uganda; New York: Human Rights Watch.

Kalibala, S.& Elson, L. (2010). Protecting Hope: Situation Analysis of Orphans and Vulnerable Children in Uganda 2009; New York: Population Council.

Introduction to
Counselling
& Psychosocial Support

COURSE CODE: CCP III | **COURSE CREDIT:** 4 Credit Units (CU)U

This course introduces learners to the theoretical and practical principles applicable in the provision of counselling and psychosocial support to children most in need. The course puts emphasis on the key concepts, theories and techniques used to provide counselling and psychosocial support in the context of children experiencing adversity.

Course Objectives

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

1. Understand key concepts of counselling, guidance and psychosocial support

2. Differentiate between counselling and psychosocial support

3. Identify children most in need of counselling and psychosocial support

4. Explore and apply values and ethics in counselling and psychosocial work

5. Creatively demonstrate the ability to apply basic counselling (e.g. peer counselling/problem solving) and psychosocial support skills at individual, family and group levels

6. Understand the United Nations Inter-Agency Standing Committee's (IASC) pyramid of psychosocial support and when to refer children to certain resources

7. Develop expressive skills in basic communication with distressed children

8. Understand ethical issues in talking with distressed children

9. Demonstrate confidence in expression and ability to put theory into practice.

Detailed Course Content

Counselling | 20 hours

- The concept of counselling
- Guidance as a concept
- Qualities of a good counsellor
- The importance of counselling and guidance
- Types and levels of counselling and guidance
- Principles of counselling and guidance

Psychosocial support | 20 hours

- Introduction to psychosocial support (PSS)
- The concept of PSS
- Distinction between PSS and counselling
- Psychosocial issues
- Children most in need of PSS
- Principles of PSS
- Determining psychosocial needs at different points on the continuum of care (e.g. prevention and reintegration)

PSS models | 10 hours

- Models of PSS
- Types and levels of psychosocial interventions

Counselling children | 10 hours

- Theoretical approaches to counselling children (e.g. client-centred approach)
- Peer-counselling practicum

Reading list

Baron, N. et al. (2004). Training Manual for Volunteer Community Psychosocial Assistants. (Unpublished)

Inter-Agency Standing Committee (IASC), (2007). IASC Guidelines on Mental Health & Psychosocial Support in Emergency Settings.(Unpublished).

International Federation of Red Cross and Red Crescent Society. (2009). Community-based Psychosocial Support. Participant's book. A training kit. International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support.

International Federation of Red Cross and Red Crescent Society. (2009). Community-based Psychosocial Support. Trainer's book. A training kit. International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support.

International Federation of Red Cross and Red Crescent Society. (2009). Psychosocial Interventions. A Handbook. International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support.

Mark J.D. (2010). Supporting Children in War: Development of a Psychosocial Care System. University Medical Centre, Amsterdam, The Netherlands.

MGLSD, (2005). A Holistic Approach to Psychosocial Support: A National Training Manual for Caregivers of Orphans and other Vulnerable Children in Uganda. Kampala, Uganda.

Regional Psychosocial Support Iinitiative & Transcultural Psychosocial Organization, (2010). Mainstreaming Psychosocial Care and Support: Facilitating Community Support Structures. (Unpublished).

Participatory
Learning & Action

COURSE CODE: CCP III | **COURSE CREDIT:** 4 Credit Units (CU)U

The content of Participatory Learning and Action (PLA) requires minds prepared to accept new ways of learning and doing things. Furthermore, the course builds on the assumption that we have limited knowledge of something. The main aim of the course is to enhance the capabilities of learners in conducting (PLA) for effective involvement of children in child-related programming. It is a method of interacting with community members, understanding them and learning from them. It involves a set of principles, a process of communication and a set of methods for seeking community participation in putting forward their points of view and enabling them to do their own analysis with a view to make use of such learning. There will be a focus on the skills of elicitation, dialogue and negotiation. The subject introduces learners to community approaches of involving people in all processes of community development in order to come up with community-led interventions to improve the wellbeing of the participants. The focus is on reaching out to people, particularly those marginalised within communities. The 'reflection-planning-action-reflection' cycle will be emphasised as it helps in analysing how to utilise available resources to improve community wellbeing, with development workers serving as facilitators.

Course Objectives

By the end of the course, learners should be able to

1. Appreciate that people are agents capable of changing their own lives even with limited outside support

2. Promote appreciative and strengths-based principles enabling learners to respect community members' knowledge and skills

3. Utilise simple analytical tools to analyse community situations

4. Plan more effectively with the community in a participatory way.

Detailed Course Content

Introduction to participatory learning and action (PLA) | 6 hours

- Understanding PLA

- The difference between PLA and participatory rural appraisal (PRA)

- Principles and characteristics of a PLA facilitator

- Understanding why PLA is used for child community development

PLA foundation | 7 hours

PLA behaviour, attitudes and sharing

Methodology | 12 hours

- The logic of participation

- Methodology of PLA and participatory methods

PLA tools | 20 hours

- Using selected PLA methods and tools in the community to ensure that children participate in the entire programming process, including:

  – Social mapping

  – Primary resource mapping

  – Transect walks

  – Seasonal diagrams

  – Ranking (e.g. pair wise, matrix, preference, wealth and scoring)

  – Diagrams

  – Semi-structured interviews

Types of PLA | 6 hours

Types of PLA (e.g. exploratory PLA, topical PLA and deductive PLA

PLA for research | 6 hours

- Participatory approaches of basic data collection

PLA for planning | 12 hours

- PLA for planning, including guidelines and procedures in PLA planning
- PLA for monitoring

Writing | 4 hours

- Report writing and presentation using PLA approach

Challenges | 2 hours

- Challenges of using PLA methods

Reading list

Adnan, S., Barren, A., Nurul Alam, S. M., & Brustinow, A. (1992). People's participation: NGOs and the flood action plan. Dhaka, Bangladesh: Research and Advisory Services.

Bagadion, B. U., & Korten, F. F. (1991). Developing irrigators' organizations: A learning process approach. In M. M. Cernea (Ed.), Putting people first 2nd ed. Oxford: Oxford University Press.

Bhatnagar, B., & Williams, A. (1992). Participatory development and the World Bank: Potential directions for change. Washington, DC: World Bank.

Bunch, R. (1991). People-centred agricultural improvement. In B. Haverkort, van der Kamp, & A. Waters-Bayer (Eds.). Joining farmers' experiments: Experiences in participatory development. London: IT Publications.

Cernea, M. M. (1991). Putting people first (2nd ed.). Oxford: Oxford University Press.

Chambers, R. (1983). Rural development: Putting the last first. London: Longmans.

Chambers, R. (1991, June). Farmers' practices, professionals and participation: Challenges for soil and water management. Paper presented at the 1991 workshop on Farmers' Practices and Soil and Water Conservation Programmes.

Chambers, R. (1992a). The self-deceiving state: Psychosis and therapy. IDS Bulletin, 23 (4), 31-42.

Chambers, R. (1992b, September). Methods for analysis by farmers: The professional challenge. Paper presented at the 12th Annual Symposium of the Association for FSR/E, Michigan State University, East Lansing, MI.

Chambers, R. (1992c). Rural appraisal: Rapid, relaxed and participatory. IDS Discussion Paper 311. Brighton: IDS.

Finsterbusch, K., & van Wicklen, W. A. (1989). Beneficiary participation in development projects: Empirical tests of popular theories. Economic Development and Cultural Change, 37 (3), 573-593.

Fowler, F. J., & Mangione, T. W. (1990). Standardized survey interviewing: Minimizing interviewer-related error. Applied Social Research Methods Series Volume 18. Newbury Park, CA: Sage Publications.
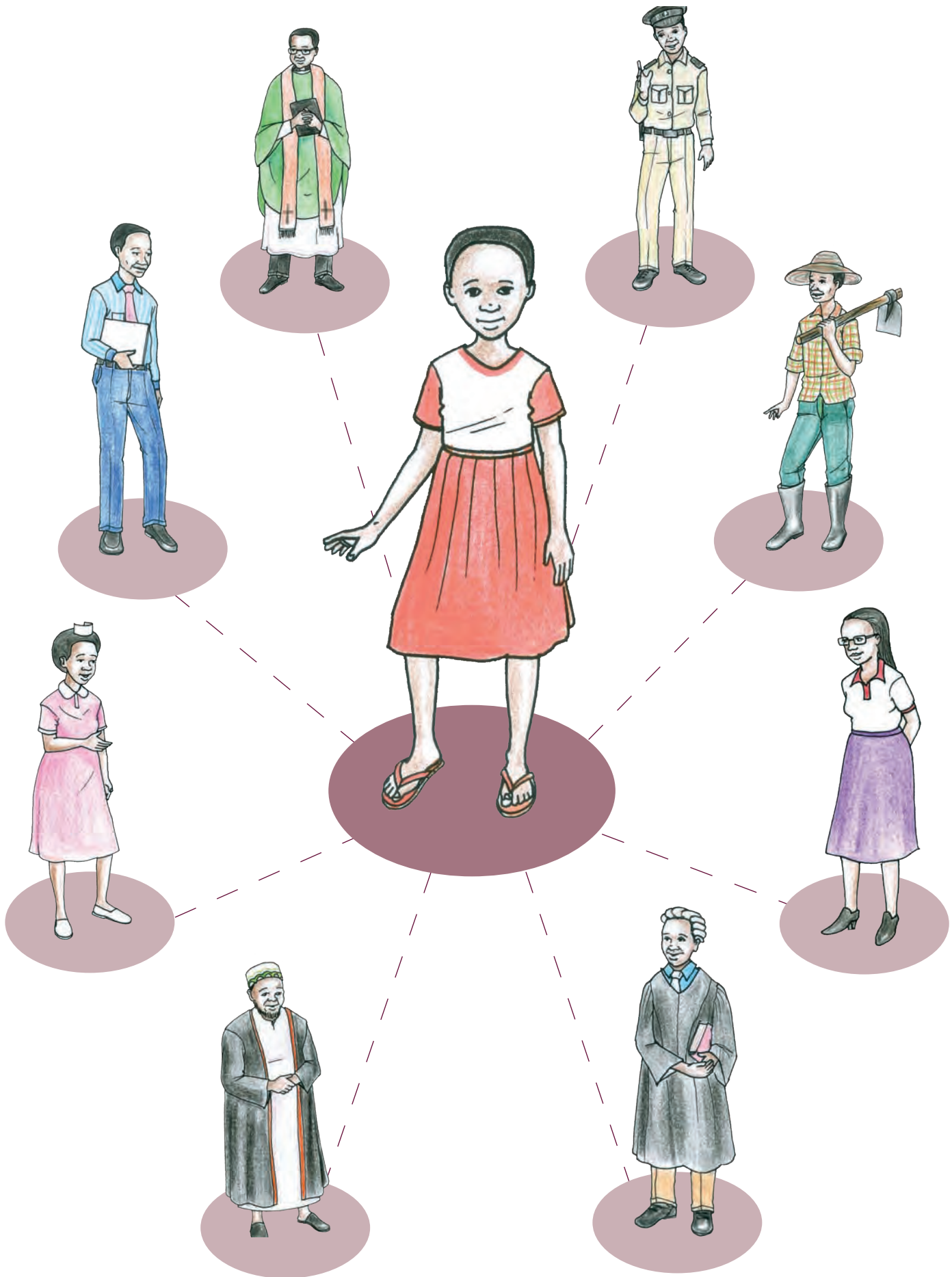
Semester II

Community
Development & Child Protection

COURSE CODE: CCP V | **COURSE CREDIT:** 4 Credit Units (CU)U

The course on Community Development and Child Protection is based on a solid structural foundation of the systems approach in child protection work with the core content carefully designed to prepare the professionals of child care of the 21st century. The course further introduces learners to basic concepts in community development, analysis of community structures/institutions, planning for community development, the role of community development organisations in child protection and community mobilisation for child protection.

Course Objectives

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

1. Identify and explain the concept of community development and community structures linking to child protection issues by emphasising functional networks of response, both formal and non-formal, within communities

2. Explain the main approaches in community development

3. Demonstrate skills in community planning

4. Explain how to promote community organisation, mobilisation and participation

5. Understand the role of communities as dynamic and evolving systems within a larger social change process

6. Leverage skills (e.g. dialogue, negotiation, outreach) to facilitate the social change process in a way that is participatory and gives voice to the most marginalised members.

Detailed Course Content

Introduction to Community Development | 8 hours

- Meaning of community development
- Concept of community
- Concept of development
- Characteristics of a community

The analysis of community structures/institutions | 10 hours

- Meaning of community structures
- Types of community structures
- Techniques for carrying out an analysis of community structures
- Rationale for carrying out an analysis of community institutions

Planning for community development | 10 hours

- Definition of planning
- Planning with the community (inclusion; participation of the most marginalised)
- Planning methodology
- Planning cycle

The role of community development organisations in child protection | 10 hours

- Community-based organisation
- Faith-based organisations
- Nongovernmental organisations
- Humanitarian agencies
- Other community development organisations (e.g. parastatals and schools)

Community mobilisation for child protection | 16 hours

- Definition of community mobilisation

- Definition of community mobiliser

- Reasons for mobilisation

- Qualities of a good community mobiliser

- Approaches to community mobilisation

- Challenges of community mobilisation

Reading List

Chikati, J. (2010). CBOs Management Hand Book, A Guide to the daily management tasks of Community Based Organizations. Regional Partnership for Resource Development, Nairobi.

Chikati, J & J. Barasa. (2009). Resource Mobilization for Sustainability, Proceedings of the International Conference on Resource Mobilisation. Regional Partnership for Resource Development, Nairobi.

Chikati, J. (2009). The Community Based Project Hand Book. Regional Partnership for Resource Development, Nairobi.

Chikati, J. (2009). Strategic Planning for Non Profit Organizations. Regional Partnership for Resource Development, Nairobi.

Ford, K., D. N. Wirawan, & P. Fajans. (1993). AIDS knowledge, condom beliefs and sexual behaviour among male sex workers and male tourist clients in Bali, Indonesia. Health Transition Review. 3(2): 191-2004.

Bachelors of Arts in

SOCIAL WORK *and*

SOCIAL ADMINISTRATION

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES, MAKERERE UNIVERSITY KAMPALA

Department of Social Work and Social Administration

Lecturers: Dr. Eddy Walakira, Ms Agatha Kafuko, Bukuluki and Ms Sarah Kamya

BA COURSE

Social Work Students

Child Protection

COURSE CODE: SWA 3118 | **COURSE CREDIT:** 4 Credit Units (42 hours)

The major purpose of this course is to familiarise undergraduate students with child protection issues. This will ensure formal training in child protection, which has so far been largely missing from the Ugandan education system. Many practitioners working in child welfare agencies typically have general skills but lack specialised child protection skills. Consequently, child rights' violations have not been sufficiently prevented and child protection cases have not been handled in an adequately professional manner. This course will therefore equip participants with relevant knowledge and skills in child protection, resulting in increased competency in handling child protection issues.

The course will enable participants to demonstrate in-depth understanding of children's rights and the violation of these rights, laws and protocols (both national and international). Participants will also develop competency in preventing and responding to children's rights violations as well as helping families and communities to build protective environments.

Course Objectives

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

1. Describe key concepts and principles in child protection

2. Describe various categories of child rights and identify child rights' violations and consequences of these violations

3. Identify relevant international and national systems for child protection

4. Describe the roles and responsibilities of different duty bearers in relation to child protection

5. Explain the different approaches for managing child protection issues

6. Demonstrate knowledge of the case management process and its requisite skills (e.g. communication and counselling)

Detailed Course Content

Introduction to children's rights and the rights-based approach | 2 hours

Categories of children's rights, including the right to survival, protection, development, and participation (see the United Nations Convention on the Rights of the Child)

Child rights violations, causes and consequences | 4 hours

- Types of child rights violations, such as violence, abuse, exploitation and neglect

- Causes of child rights violations, such as poverty, culture, gender, religion, race, and war

- Signs and symptoms, such as depression and trauma

- Consequences of rights violations

    – Health-related issues of non-survival, stunted growth, disabilities and other physical consequences

    – Psychological consequences, such as stigmatisation

    – Education-related issues like access and cost

    – Other consequences

Guiding principles of child protection | 1 hour

- Best interest of the child

- Non-discrimination, including gender equality, diversity, inclusion and leaving no child behind

- 'Do no harm' principles

- Participation and humanitarian principles, particularly sustainability

Preventing and responding to child rights violations: Understanding the child protection system | 3 hours

- Key issues: elements of the system, addressing vulnerability

- Building a protective environment

- Key terminologies and concepts (definitions of charter, treaty, convention, covenant, declaration, ratification, and domestication)

Preventing and responding to child rights violations: Legal, policy and institutional provisions for prevention and elimination of violence against children | 10 hours

- Selected international legal and policy provisions
  - The United Nations Convention on the Rights of the Child and Optional Protocols to the CRC
  - The African Charter on the Rights and Welfare of the Child

- Selected national legal and policy provisions
  - The Uganda Constitution
  - The Children's Act
  - Articles of Penal Code
  - Trafficking in Human Persons Act
  - Disability Act
  - The National Orphans and Vulnerable Children's Policy
  - Child Labour Policy
  - Action Plans (NSPPI I & II)

- Analysis of strengths and weaknesses, opportunities and challenges of legal and policy provisions

- Selected international institutional provisions
  - United Nations (United Nations Committee on the Rights of the Child)
  - African Union (Committee of Experts on the Rights and Welfare of the Child)
  - UNICEF, international NGOs (modes of work of the institutions and linkages to the national systems)

- Selected national institutional provisions
  - Key line ministries
  - The judiciary
  - Police
  - Probation and Welfare Office
  - Community Development Office

- Analysis of strengths and weaknesses, opportunities and challenges of institutional provisions

- Informal systems (cultures, values, beliefs and practices; the family, informal groups and support networks; and community based systems)

- Analysis of strengths and weaknesses, opportunities and challenges of informal systems

Preventing and responding to child rights violations: Duty bearers and right holders | 3 hours

- Rights and obligations
- Rings of responsibility, such as the child, family or adult caregivers; community members, LCs, opinion leaders, religious leaders, CBOs and clans; and national and international institutions

Protecting children in the most difficult circumstances | 8 hours

- Children in the most difficult circumstances
  - Children affected by sexual violence
  - War children and children in other emergency circumstances
  - Children with disabilities
  - Children affected by the worst forms of child labour
  - Others
- Children's identities
- Problems experienced and consequences
- Key interventions and best practices
- Challenges.

Core programme areas for enhancing child protection | 5 hours

- Awareness raising, research and advocacy
- Direct service provision (mitigation of the consequences)
- Policy, legal and institutional strengthening
- Withdrawal rehabilitation and reintegration

Skills and ethical standards for child protection work | 6 hours

- Social work principles (code of conduct): confidentiality, non-discrimination;
- Practice skills: empathy, communication, non-violent conflict resolution (arbitration, negotiation and mediation)
- Basic counselling

Modes of Delivery

The course will be taught mainly through lectures, assignments, workshops and individual and group presentations. Where resources permit, case study, role plays and simulations, videos, field visits/trips will be arranged. The method of delivery will ultimately depend on the size of the class and resources available at any given time.

Requirements	Contributions
Coursework	40%
Final course examinations	60%
Total	100%

Assessment

Candidates will be expected to show competence in child protection issues through simulations, role plays, classroom demonstration and a final practical examination.

Reading List

Annan J., Blattman, C. & Horton, R. (2006). The State of Youth and Youth Protection in Northern Uganda: Findings from the Survey for War Affected Youth; A report for UNICEF Uganda and AVSI. Retrieved on the 1st December 2008 from http://www.sway-uganda.org/SWAY.Phase1.Final report.PDF. (Unpublished).

Annan J., Blattman, C., Carlson, K., & and Mazurana, D. (2007). Making Reintegration Work for Youth in Northern Uganda: Findings from two Phases of the Survey of War Affected Youth. Retrieved on the 1st December 2008 from http://www.sway-uganda.org/SWAY.Reintegration.pdf.(Unpublished).

Bukuluki, P, Mugumya, F. Nema, S and Ochen, E.A. (2008). Gender Dimensions, Food Insecurity and HIV/AIDS in Internally Displaced persons camps in Uganda: Implications for HIV responsive policy and Programming. A research Report submitted to the International Food Policy Research Institute (IFPRI), New York.

Bukuluki, Paul & Eddy J. Walakira. (2008). 'Questioning the link between poverty and vulnerability to HIV infection: Views of young people in Jinja Dsitrict', in Awortwi, Nicolas. & Charles Kanyesigye (eds) Aspects of social development in Uganda, pp. 53-75. Maastricht: Shaker Publishing BV.

Carpenter C. R, (2007) Born of War; Protecting Children of Sexual Violence Survivors in Conflict Zones. Kumarian Press Inc.

Department of Social Work and Social Administration (2010). Orphans and Vulnerable Children Status Report, NSPPI-1 Review and NSPPI-2 formulation, Report submitted to the Ministry of Gender Labour and Social Development, Republic of Uganda. Kampala, Uganda.

Dolan, C. & Hovil, L. (2006). Humanitarian Protection in Uganda: A Trojan Horse? Retrieved on the 20th of August 2010 from
http://www.odi.org.uk/resources/details.asp?id=288&title=humanitarian-protection-uganda-trojan-horse

Greenbaum,CW,Veerman,P, Bacon-Shnoor (2006) Protection of Children During Armed Conflict: A Multidisciplinary Perspective. Intersentia Antwerpen-Oxford.

Gulu Support the Children Organization (2010). Project Completion Report. Strengthening Child Protection Systems in Gulu and Amuru Districts, Retrieved on the 6th October 2010 from www.gusco.org.

Human Rights Watch. (2006). Abducted and Abused: Renewed Conflict in Northern Uganda; New York: Human Rights Watch.

Ife, J. (2008). Human Rights and Social Work; Towards Rights-Based Practice.(Revised Edition) Cambridge University Press, New York.

Johnson L., and Yanca S. J. (2007). Social Work Practice; A Generalist Approach, Ninth Edition. Pearson Education Inc.

Kalibala, S.& Elson, L. (2010). Protecting Hope: situation Analysis of Orphans and Vulnerable Children in Uganda 2009; New York: Population Council.

Kamya J. (2008) Children's Rights; A Compilation of International, Regional and Uganda's Legal and Human Rights Instruments. Fountain Publishers. Kampala, Uganda.

Lachman, P., Poblete, X., Ebigbo, P.O., Bundy, S.N., Bundy, R.P., Killian, B. & Depek, J. (2002). Challenges Facing Child Protection. Child Abuse and Neglect 26, 587-617.

Malcom H., (1999) Effective Ways of Working with Children and Their families. Robert Gordon University, Research Highlights Advisory Group, School of Applied Social Studies

McKay, S., Veale, A, Worthen, M, & Wessels, M. (2010). Community based Reintegration of War Affected Young Mothers: Participatory Action Research in Liberia, Sierra Leone and Northern Uganda. Child Rights Information Network. Retrieved from on the 2nd of October 2020 from: http://www.crin.org/docs/Par_report.pdf

Ochen-Awich, E. (2009). Evaluation of Save the Children in Uganda's Child Protection Strategy in Northern Uganda ; A consultancy Report: Kampala Uganda. (Unpublished).

Omona, J.& Ocaya, R.K. (2010). Strengthening Community Level Peace building and Social Support Practices in Acholi Sub Region Project: A Baseline Survey Reported submitted to CARITAS Gulu Arch-Diocese. (Unpublished).

SOS Uganda (2008) Uganda Country Report; Child Rights Situation Analysis of Children Without Parental Care and at risk of loosing Parental Care. (Unpublsihed).

Team Initiatives Limited. (2010). Evaluation of the Vulnerable Children and Youth (VCY) Reintegration Project in Gulu and Amuru Districts, Northern Uganda; a Consultancy report submitted to World Vision international.

Government of Uganda (2000). The Children's Act Chapter 59.

The Constitution of the Republic of Uganda, 1995.

Uganda Child Rights NGO Network. (2007). Worst place to be a Child: The Impact of Armed Conflicton Children in Northern and North Eastern Uganda. (Unpublished).

Uganda Ministry of Gender, Labor and Social Development and United Nations Children's Fund. (2008). Child Protection Training modules 1-6 (Unpublished).

UNICEF. (2007). Implementation Handbook for the Convention on the Rights of the Child, 3rd Edition.

UNICEF (2006). Approach to Child Protection: Key Concepts and Considerations. New York: United Nations Children's Fund (UNICEF).

Walakira, Bukuluki, Kafuko and Omona. (2010). Sexual and Gender Based Violence (SGBV) Project Evaluation Report. Report submitted to ANPPCAN International, Uganda.

Walakira, E.J. (2009). A Mapping and Analysis of Children's Rights Organisations and Situation Analysis of Children's Rights in Uganda. Washington D.C.: Wellspring Advisors.

Walakira, E.J. (2010). Justice on trial: Children and the law in Uganda, In Awortwi Nicholas and Auma Okwany (eds) Issues in Social Development and Local Governance in Uganda. Pp.231-258. Maastricht: Shaker Publishing BV.

World Bank. (2008). Africa's Future, Africa's Challenge; Early Childhood Care and Development in Sub-Saharan Africa. The International Bank for Reconstruction and Development/The World Bank.

Master of Arts in

SOCIAL SECTOR
PLANNING AND MANAGEMENT

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES MAKERERE UNIVERSITY KAMPALA

Department of Social Work and Social Administration

Lecturers: Dr. Eddy J. Walakira, Dr. Paul Bukuluki, Sarah Kamya

Guest lecturers: Patrick Onyango Mangen, Wilbroad Ngambi, James Kaboggoza, Dipak Naker and others

MA COURSE

Master of Arts in Social Sector
Planning and Management Students

Child Protection
Theory and Practice

COURSE CODE: SSP 619 | **COURSE CREDIT:** 4 Credit Units (42 hours)

This course for Masters of Arts in Social Sector Planning and Management students introduces relevant theories and practical approaches underpinning child protection. The course is designed to be relevant to participants who intend to work with child-focused agencies as well as those who are already practitioners in the field. This course seeks to fill a gap in social protection training by ensuring that prospective practitioners and those already in practice acquire relevant knowledge and specialised child protection skills so as to manage child protection cases in an adequate and professional manner.

Participants will be expected to demonstrate in-depth understanding of relevant theories, practice models and key concepts related to child protection such as children's rights, child rights programming, participation and building a protective environment. They should also demonstrate competence in prevention and response to children's rights violations to help families and communities build protective environments.

Course Objectives

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

1   Describe relevant theories, approaches and principles in child protection

2   Explain the various categories of child rights, and identify child rights violations and the consequences of those violations

3   Identify and describe the child protection systems (formal and informal; international, national and local) and be generally acquainted with the response mechanisms for child protection

4   Describe the institutions, roles, and responsibilities of different duty bearers in relation to child protection

5   Explain the different approaches for managing child protection issues

6   Demonstrate knowledge of case management process and skills (e.g communication and counselling).

Detailed Course Content

Introduction to Child Protection: Definitions | 2 hours

- The meaning of protection in general
- The meaning of child protection specifically
- Clarification on terminology used throughout the course

Introduction to Child Protection: Key theories | 6 hours

Key theories and concepts in child protection: rights based approaches, child participation paradigm, systems theory, ecological model, child protection, human rights, children's rights, categories of children's rights, and vulnerability and resilience.

Introduction to Child Protection: Guiding principles | 3 hours

- Guiding principles of child protection
  - The best interest of the child
  - Non-discrimination, including gender equality, diversity, inclusion, and leaving no child behind
  - 'Do no harm' principles
  - Participation and humanitarian principles, particularly focusing on humanitarian law protecting children in conflict situations
  - Evidence-based interventions

Understanding child protection systems: International systems | 6 hours

- Key terminologies and concepts (definitions of charter, treaty, convention, covenant, declaration, ratification, domestication)
  - International laws regarding child protection
  - International Covenant on Economic, Social and Cultural Rights (ICESCR)
  - International Covenant on Civil and Political Rights (ICCPR)
  - Convention on the Rights of the Child (CRC) and optional protocols
  - African Charter
  - Geneva Conventions and their additional protocols
- International institutions
  - UN (UN Security Council, Committee on the Rights of the Child, UNICEF)
  - AU (Committee on the Rights of the Child), modes of work of the institutions and linkages to the national systems)

Understanding child protection systems: National systems | 6 hours

- Key concepts: bills, acts, ordinances, bylaws, policies and strategies
- Specific national laws for CP (Constitution of the Republic of Uganda, Children Act, Articles of Penal Code, Trafficking in Human Persons Act, Disability Act, etc.)
- Policy and institutional frameworks (Child Labour Policy, OVC Policy, by-laws, ordinances)
- Formal systems (local councils, police and justice systems, probation and social welfare)
- Community-based and non-formal systems for child protection: child rights advocates, child protection committees, community groups, etc.), linkages between the formal and informal systems

Understanding child protection systems: Duty bearers and right holders | 3 hours

- Rights and obligations
- Rings of responsibility: child, family/adult caregiver, community, (LCs, opinion leaders, religious leaders, CBOs, clans etc.), national and international institutions

Protection risks in the context of child growth and development | 6 hours, non-core

- Critical stages of child growth/development: Pre-natal, infants/under-5s, childhood, adolescents
- Protection risks, protection needs and opportunities for child resilience for each stage

Child rights violations | 4 hours

- Types of violations (violence, abuse, exploitation and neglect)
- Causes (poverty, culture, gender, religion, race, war, etc.)
- Signs and symptoms (depression, trauma, etc.)
- Consequences of rights violations
  - Health-related: non-survival, stunted growth, disabilities and other physical consequences
  - Psychological: stigmatisation
  - Education-related: denied access, economic, etc.

Creating a protective/preventive environment: Response to child protection revisited | 6 hours

- Building a knowledge base (children knowing their rights and having the enhanced capacity to protect themselves through life skills, including self-esteem, communication and negotiation skills and research)

- Knowledge and understanding of all duty bearers regarding their responsibilities toward prevention

- Strengthening the policy, legal and institutional environments

- Shortfalls revisited, best practices, learning lessons (practical work)

- Children in special circumstances: war children, children affected by HIV/AIDS, children with disabilities

- Mitigation measures (remedies) for child protection: services for survivors; legal aid; care and support; psychosocial support; law enforcement; change in attitudes, practices (cultural and traditional) and behaviours by duty bearers (enhancing capacities); with a special focus on the role of media

Practice approaches: Case management | 6 hours

Case identification, assessment, reporting, termination, referral, monitoring, follow-up, record keeping, documentation, advocacy, community mobilisation, managing referral, withdrawal, rehabilitation and reintegration

Practice approaches: Parenting styles and child protection | 6 hours

- Authoritarian, authoritative, neglectful, permissive parenting

Practice approaches: Approaches and models of response | 4 hours, non-core

- Systems-based approach vs. issues/themes-based approach, social welfare and social protection, empowerment, livelihoods and entitlements (Amartya Sen)

- Community-based child protection systems vs. issues/themes-based external responses

- Response to children in emergencies

Practice approaches: Skills and ethical standards for child protection work | 6 hours

- Social work principles (code of conduct): confidentiality, non-discrimination

- Practice skills: empathy, communication, non-violent conflict resolution (arbitration, negotiation and mediation)

- Basic counselling

Practice approaches: An orientation session | 6 hours

- Practical tools practitioners can use to assess child wellbeing (e.g. the Child Status Index)

- How to conduct a vulnerability assessment

- Incident-based tracking database

Methods of Delivery

The course will be taught through lectures, tutorials, assignments, workshops and individual and group presentations, case study; role plays and simulations, videos, storytelling/narratives, field visits/trips.

Mode of Assessment

Candidates will be expected to show competence in child protection issues through simulations, role plays, classroom presentations and a final practical examination.

Requirements	Contributions
Coursework	40%
Final course examinations	60%
Total	100%

Reading List

Bukuluki, P, Mugumya, F. Nema, S and Ochen, E.A. (2008). Gender Dimensions, Food Insecurity and HIV/AIDS in Internally Displaced persons camps in Uganda: Implications for HIV responsive policy and Programming. A research Report submitted to the International Food Policy Research Institute (IFPRI) New York.

Bukuluki, P. & E. J. Walakira. (2008). 'Questioning the link between poverty and vulnerability to HIV infection: Views of young people in Jinja Dsitrict', in Awortwi, Nicolas. & Charles Kanyesigye (eds) Aspects of social development in Uganda, pp. 53-75. Maastricht: Shaker Publishing BV.

Carpenter C. R,. (2007). Born of War; Protecting Children of Sexual Violence Survivors in Conflict Zones.Kumarian Press Inc.

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Department of Social Work and Social Administration. (2010). Orphans and Vulnerable Children Status Report, NSPPI-1 Review and NSPPI-2 formulation, Report submitted to the Ministry of Gender Labour and Social Development, Republic of Uganda. Kampala, Uganda.

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Holmes, R. & N. Jones. (undated). After 2015: Developing Social Protection Systems to Promote Child Wellbeing.

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Ife, J. (2008). Human Rights and Social Work; Towards Rights-Based Practice.(Revised Edition) Cambridge University Press, New York.

Johnson L., & Yanca S.J. (2007). Social Work Practice; A Generalist Approach,Ninth Edition. Pearson Education Inc.

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Kalibala, S. & Elson, L. (2010). Protecting Hope: Situation Analysis of Orphans and Vulnerable Children in Uganda 2009; New York: Population Council.

Kamya J. (2008). Children's Rights; A Compilation of International, Regional and Uganda's Legal and Human Rights Instruments. Kampala, Uganda: Fountain Publishers.

Lachman, P., Poblete, X., Ebigbo, P.O., Bundy, S.N., Bundy, R.P., Killian, B & Depek, J. (2002). Challenges Facing Child Protection. Child Abuse and Neglect 26, 587-617.

Malcom, H. (1999). Effective Ways of Working with Children and Their families. Robert Gordon University, Research Highlights Advisory Group, School of Applied Social Studies.

McKay, S., Veale, A, Worthen, M, & Wessels, M. (2010). Community based Reintegration of War Affected Young Mothers: Participatory Action Research in Liberia, Sierra Leone and Northern Uganda. Child Rights Information Network. Retrieved on the 2nd of October 2020 from: http://www.crin.org/docs/Par_report.pdf.

Ochen-Awich, E. (2009). Evaluation of Save the Children in Uganda's Child Protection Strategy in Northern Uganda; A consultancy Report: Kampala Uganda.

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SOS Uganda. (2008). Uganda Country Report; Child Rights Situation Analysis of Children Without Parental Care and at risk of loosing Parental Care.

Team Initiatives Limited. (2010). Evaluation of the Vulnerable Children and Youth (VCY) Reintegration Project in Gulu and Amuru Districts, Northern Uganda; a Consultancy report submitted to World Vision international.

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Uganda Ministry of Gender, Labor and Social Development and United Nations Children's Fund. (2008). Child Protection Training modules 1-6 (Unpublished).

UNICEF (2006)). Approach to Child Protection: Key Concepts and Considerations. New

York: United Nations Children's Fund (UNICEF).

UNICEF. (2007). Implementation Handbook for the Convention on the Rights of the Child, 3rd Edition.

Walakira, Bukuluki, Kafuko and Omona. (2010). Sexual and Gender Based Violence (SGBV) Project Evaluation Report. Report submitted to ANPPCAN International Uganda.

Walakira, E.J. (2009). A Mapping and Analysis of Children's Rights Organisations and Situation Analysis of Children's Rights in Uganda. Washington D.C.: Wellspring Advisors

Walakira, E.J. (2010). Justice on trial: Children and the law in Uganda, In Awortwi

Nicholas and Auma Okwany (eds) Issues in Social Development and Local Governance in Uganda. Pp.231-258. Maastricht: Shaker Publishing BV.

World Bank. (2008). Africa's Future, Africa's Challenge; Early Childhood Care and Development in Sub-Saharan Africa. The International Bank for Reconstruction and Development/The World Bank

Wulczyn F., D. Daro, J. Fluke, S. Feldman, C. Glodek & K. Lifanda (2010). Adapting a Systems Approach to Child Protection.

Yiga, D. (2010). Assessment report on Development of a National Child Protection System and Community Child Protection Responses in Uganda. Oak Foundation. Kampala, Uganda. (Unpublished).

Practice Oriented Professional Certificate in

CHILD
PROTECTION

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES MAKERERE UNIVERSITY KAMPALA

Department of Social Work and Social Administration

In collaboration with

Transcultural Psychosocial Organisation (TPO) Uganda

3 MONTHS

This course is aimed at standardising and harmonising child protection training in Uganda. It is a three-month intensive course targeting professionals in the CP domain such as social workers, community development officers, probation and welfare officers, police officers, teachers, and counsellors.

Child protection consists of reducing risks to children's holistic wellbeing, making children's rights to protection a reality, restoring hope and a dignified life where abuse and violence has occurred and creating an enabling environment that supports children's positive development. These tasks must focus on helping children identify child protection risks and learn to build on their own resilience. Child protection work considers systems and community-based approaches to protection, including change at the institutional, community, family and individual level. Several actors, including government, NGOs, development partners and the private sector have initiated and implemented training programmes in child protection at the community, district and national levels. However, there has not been a harmonised and standardised child protection training guiding framework. In addition, many professionals are practicing child protection work without formal training in the field.

Goal

To equip child protection practitioners with knowledge and skills to effectively deliver quality child protection services in their various capacities.

Course Objectives

By the end of the course participants should be able to understand and apply the learning areas to child protection related issues, including:

1. Concepts, approaches, ethics, and principles of child protection

2. Child protection legal, policy, and planning frameworks

3. Formal and informal child protection systems, as well as roles and responsibilities of actors in child protection

4. Child protection prevention and response strategies

5. Programme design, monitoring and evaluation of child-protection interventions.

Course Duration

Approximately 3 months (90 hours)

Target Group

The course targets professionals working in child protection, including probation and social welfare officers, social workers with NGOs/CBOs, teachers, police officers, community development officers, community health educators, child protection unit officers of the UPDF and state prosecutors.

Methods of Delivery

The course will be delivered through lectures, seminars, individual and group coursework, role-plays, case studies, exercises related to ethical dilemmas, videos and fieldwork

Course Duration

The total number of hours is 90, including 15 hours of fieldwork. Given that the target group comprises individuals who may be in full-time employment, the programme will be conducted during the evening or on weekends. However, candidates will be required to spare some of their working days for field visits.

The course will initially be offered at Makerere University's College of Humanities and Social Sciences at the Department of Social Work and Social Administration in collaboration with TPO. The initial course will be held in Kampala. The modality of delivery (evenings or weekends) will be discussed with the relevant actors. After the initial course at Makerere University the course will be rolled out in regional centres, such as Arua TPO Training Centre, Gulu University, Kyambogo University and Mbarara University.

Mode of Assessment

The assessment will be conducted during and at the end of the course through the end of course examination (30%), coursework (40%), and field orientation and case reports (30%).

Course units

I. Introduction to Child Protection

II. Legal framework and policy guidelines in CP

III. Formal and informal CP systems

IV. CP prevention and response strategies

V. Monitoring & Evaluation of CP interventions

Child Protection Professionals

Introduction to
Child Protection

COURSE CODE: PCPC I | **COURSE CREDIT:** 1 CU (15 Hours)

This course will introduce and discuss key concepts, approaches, ethics, and principles of child protection. It will examine different forms of child protection violations and their consequences on children's development and wellbeing. These concepts and approaches will be understood within the context of two principle frameworks: a) a social-ecological model that examines levels of analysis (micro-, meso-, and macro-) and the relationships between levels (see Bronfenbrenner, 1979); and b) understanding risk, resilience and protective factors in children's and adolescents' development (see Haggerty, Sherrod, Garmezy and Rutter, 1994). Participants will discuss international and national standards and local contexts for ethical behaviour in working with children. Child participation will be emphasised, along with the meaning that children attribute to childhood, including children's lived realities and how they might differ from academic and policy understandings of childhood and child protection. Learners will reflect on how their childhood experiences may affect their attitudes, beliefs and professional practice.

Course Content

Key concepts and issues | 3 hours

Child, childhood, child development, child rights and rights violations, vulnerability and resilience, child protection, psychosocial dimensions of child protection

Key principles and ethical approaches to child protection | 3 hours

Best interest of the child, non-discrimination, 'do no harm', confidentiality, 'best place is with family', etc.

Rights based and systems-based approaches to child protection | 3 hours

International and national standards in child protection | 1 hour

Local understandings of harm to children | 1 hour

- Local understanding of harm to children
- Mechanisms to support well-being and resilience, with emphasis on these issues in the Ugandan context (e.g., closing the gap between laws and action, identifying and supporting informal community actors, linking formal and informal systems)

Cross cutting themes | 2 hours

- Risk factors: gender, disability, chronic disease (e.g. HIV)
- Child protection programmatic issues: children's participation, evidence-based intervention, partnerships, effectiveness, replicability and sustainability

Understanding one's own childhood and experiences | 2 hours

Lifeline, participants' own experiences (positive and negative) and potential impact on one's work in CP

Modes of Delivery

The course will be delivered via lectures, personal reading, group discussions, group and individual exercises and personal testimony from child protection actors and children.

Mode of Assessment

Candidates will be assessed via examination of the unit and coursework.

Reading List

Social Ecological Model

Bronfenbrenner, U. (1994).Ecological Models of Human Development. In International Encyclopedia of Education, Vol. 3, 2nd Ed. Oxford: Elsevier.

Bronfenbrenner, U. (1992). Ecological Systems Theory: Retrieved from http://pt3.nl.edu/paquetteryanwebquest.pdf

 Bronfenbrenner, U. (1979). Toward an Experimental Ecology of Human Development. American Psychologist.

Child Development

Awh, E., S. W. Keele, and U. Mayr. (March 2005). Developing Individuality in the Human Brain: A tribute to Michael I. Posner. (Unpublished).

Barber, B. K. (November 2001). Intrusive Parenting: How psychological Control Affects Children and Adolescents. (Unpublished).

Boyden, J. (Spring 2003). "Children under Fire: Challenging Assumptions about Children's Resilience." Children, Youth and Environments. 13(1).

Ingleby, D. (1986). Development in social context. Children of social worlds: development in a social context. Eds. M. Richards and P. Light. Great Britain, Polity Press: 297-317.

Leversque, R. J. R. (October 2000). Culture and Family Violence: Fostering Change through Human Rights Law. (Unpublished).

Posner, M. I. and M. K. Rothbart. (October 2006). Educating the Human Brian. Schellenback, C. J. and P. K. Trickett. (March 1998). Violence against Children in the Family and the Community.

Constructions of Childhood

Boyden, J. (1997). Childhood and the policy makers: a comparative perspective on the globalisation of childhood. Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood. Eds. A. James and A. Prout. Great Britain, Falmer Press: 190-229.

James, A. and A. Prout (1997). A new paradigm for the sociology of childhood? Provenance, promise and problems. Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood. Eds. A. James and A. Prout. Great Britain, Falmer Press: 7-34.

Violence against Children

Honwana, A. (2005). Innocent and guilty: child soldiers as interstitial and tactical agents. Makers and breakers: children and youth in postcolonial Africa. Eds. A. Honwana and F. De Boeck. Oxford, James Currey: 31-52.

Kitzinger, J. (1997). Who are you kidding? Children, power and the struggle against sexual abuse. Eds. A. James and Prout: 165-189.

Korbin, J. (1987). Child sexual abuse: implications from the cross-cultural record. Child survival: anthropological perspectives on the treatment and maltreatment of children. Eds. N. Scheper-Hughes. Dordrecht, D. Reidel: 247-265.

Naker, D. (2005). Violence against Children: The Voices of Ugandan Children and Adults. (Unpublished).

Pinheiro, P. S. (2006). World Report on Violence against Children.

Scheper- Hughes, N. (1987). The cultural politics of child survival. Child survival: anthropological perspectives on the treatment and maltreatment of children. Eds. N. Scheper-Hughes. Dordrecht, D.Reidel: 1-29.

World Vision. (2005). Violence against Children affected by HIV/AIDS: A Case Study of Uganda. World Vision Publication.

Resilience

Brooks, R. and S. Goldstein. (2002). Nurturing Resilience in Our Children: Answers to the Most Important Parenting Questions.

Fraser, M. W. And J. M. Jenson. (2005). Social Policy for Children and Families: A Risk and Resilience Perspective.

Garbarino, J. (1999). Lost Boys: Why Our Sons Turn Violent and How We Can Save Them.

Garbarino, J. (2001). An Ecological Perspective on the Effects of Violence on Children. Journal of Community Psychology.

Goldstein, S. (2006). Handbook of Resilience in Children. Haggerty, Sherrod, Gormezy & Rutter, (1994). Stress, Risk and Resilience in

Children and Adolescents: Processes, Mechanisms and Interventions. Luthar, S. S. (2003). Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities.

Masten, A. (2001). Ordinary Magic: Resilience Processes in Development. American Psychologist.

Neenan, M. (2009). Developing Resilience: A Cognitive-Behavioural Approach.

Walsh, F. (2006). Strengthening Family Resilience.

Poverty and Child Protection

Macrus, R. And J. Wilkinson. Whose Poverty Matters? Vulnerability, Social Protection and PRSPs.

Alternative Care for Children

Barth, R. P. (June 2002). Institutions vs. Foster Homes: The Empirical Base for a Century of Action.

Greenberg, A. and J. Williamson. (September 2010). Families, Not Orphanages. Better Care Network Working Paper.

Oswald, E. (2009). Because We Care: Programming Guidance for Children Deprived of Parental Care. World Vision Publication.

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UN Guidelines for Alternative Care of Children. (February 2010).

UNICEF. (2004). Inter-agency Guiding Principles on Unaccompanied and Separated Children.

Child Participation and Research

Christensen, P. and J., Allison. (2000). Introduction: Researching Children and Childhoods, Cultures of Communication. Research with children: perspectives and practices. London, Falmer Press: 1-9.

Ennew, J. and J. Boyden. (1997). Children in focus: a manual for participatory research with children. Stockholm, Radd Barnen.

Reading List

African Network for Prevention and Protection Against Child Abuse and Neglect. (2009). 'Protecting Children and Women from Abuse and Gender-Based Violence in Uganda', Project document. KNH/ANPPCAN GBV project in Apac, Mukono and Kitgum. Kampala: ANPPCAN Uganda Chapter.

Bukuluki, P, Mugumya, F. Nema, S. & E. A. Ochen. (2008). Gender Dimensions, Food Insecurity and HIV/AIDS in Internally Displaced persons camps in Uganda: Implications for HIV responsive policy and Programming. A research Report submitted to the International Food Policy Research Institute (IFPRI) New York.

Cox, A., Granby, B., Horii, T., & B. Morgan. (2006). The Importance of Early Childhood Development: Assessing the Quality of Care in Uganda.

De Berry, J. (2004); The Sexual vulnerability of Adolescents girls during civil war in Teso, Uganda. In: Boyden, J. and De Berry, J. (eds.); Children and youth on the frontline: ethnography, armed conflict and displacement; New York: Berghahn, 2004, PP. 45-62.

Dipak, Naker (2006) Violence against Children: The Voices of Ugandan Children and Adults. Kampala: Raising Voices and Save the Children in Uganda.

Guarcello, L., F. Rosati, G. Breglia & V. F. Ssennono. (2008). Understanding children's work in Uganda (UCW). Rome: University of Rome "Tor Vergata" Faculty of Economics, ILO/UNICEF/World Bank.

Holmes, R. & N. Jones. (undated). After 2015: Developing Social Protection Systems to Promote Child Wellbeing., pg. 3.

Human Rights Watch (2006); Abducted and Abused: Renewed Conflict in Northern Uganda; New York: Human Rights Watch.

Kalibala, S & E. Lynne. (2010). Protecting Hope. Situation Analysis of Vulnerable Children in Uganda. A Report to Ministry of Gender, Labour and Social Development.

Martin, F. and J. Parry-Williams. (undated). The Right not to lose Hope-Children in conflict with the law –a policy analysis and examples of good practices; London: Save the Children Fund.

McKay, S. (2004); Reconstructing Fragile Lives: Girls Social Reintegration in Northern Uganda and Sierra Leone. Gender and Development, Vol 12, No 3, Peace Building and Reconstruction. November 2004, pp.19-30.

Ministry of Gender, Labour & Social Development. (2004). National Orphans and other Vulnerable Children's Policy. Kampala, Uganda.

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United Nations Children's Fund. (2010). Adapting a system's approach to child protection, key concepts and considerations. Kampala, Uganda.

Walakira, E. J., Bukuluki, Kafuko and Omona. (2010) Sexual and Gender Based Violence (SGBV) Project Evaluation Report. Report submitted to ANPPCAN International (Uganda).

Walakira, E. J. & R. Opio. (2006) Child Protection and Empowerment Baseline Study in Apac, Bundibudgyo, Kasese and Lira Districts. Kampala: Save the Children in Uganda, Kampala.

Walakira, E. J., A.Okwany & E. A. Ochen. (2008). Situation Analysis of the Care Environment in Uganda; A report submitted to Bernard Van leer Foundation , the Netherlands.

Walakira E. J. & J. Byamugisha. (2008). Child Labour in the Fishing Sector in Uganda: A Rapid Assessment, Geneva: International Labour Office.

Walakira, E. J., 'Child labour in Uganda', in Hugh D. Hindman (ed) The World of Child Labour: An Historical and Regional. pp. 284-287. New York: Me Sharpe, Inc.

Walakira, E.J. (2009). A Mapping and Analysis of Children's Rights Organisations and Situation Analysis of Children's Rights in Uganda. Washington D.C.: Wellspring Advisors.

 Walakira, E.J. (2010) Interpretation of Child Labour in Uganda: A Case of Children's work in Fishing Communities. Saarbruken: VDM Verlag Dr. Muller Aktiengesellschaft & Co. KG.

Walakira, E.J. (2010 forthcoming) 'Justice on trial: Children and the law in Uganda'

War Child Canada. (2007). Foundation for Human Rights Initiatives; Project Completion Report: Legal Defence Programme for Children Affected by Armed Conflict in Northern Uganda. August 2006- April 2007. Kampala, Uganda.

Wulczyn F., D. Daro, J. Fluke, S. Feldman, C. Glodek & K. Lifanda. (2010). Adapting a Systems Approach to Child Protection: Key Concepts and Considerations. New York: United Nations Children's Fund (UNICEF).

Yiga, D. (2010). Assessment report on development of a national child protection system and community child protection responses in Uganda. Oak Foundation. Kampala, Uganda.

Child Protection Professionals

Legal, Policy & Planning
Frameworks
for Child Protection

COURSE CODE: PCPC II | **COURSE CREDIT:** 1 CU (15 Hours)

The course introduces participants to international, national and subnational legal and policy frameworks for child protection. Participants will learn interpretation and application of legal and policy guidelines in child protection with a focus on the reality of applying such guidelines in the Uganda context, as well as challenges and best practices.

Course Content

Introduction to international and regional laws and conventions | 4 hours

- CRC
- African Charter
- Optional protocol
- ILO Conventions 182 and 138

Introduction to national laws in Uganda | 4 hours

- Children's Act
- Domestic Violence Act
- Female Genital Mutilation Act
- Constitution
- Panel code provision
- Anti-Trafficking Act

Introduction to relevant national policies and planning frameworks on child protection | 4 hours

- Orphans and Other Vulnerable Children Policy
- Child Labour Policy
- Universal Primary Education Policy
- HIV/AIDS Policy
- National Strategic Plan for Vulnerable Children

Case studies | 3 hours

Case studies with child protection situations and the application of national and international laws and conventions, including challenges and good practices or examples where laws and conventions have effectively protected children in Uganda. This discussion may be structured in various ways: around types of CP violations and the different potential responses; around the continuum of care and different challenges when identifying and reporting CP issues (e.g. statutory procedures versus reintegration of child soldiers); around levels of analysis (national, community, family); or around types of challenges (e.g. legal policy, resources/capacity, coordination and partnership, socio-cultural resistance).

Modes of Delivery

The course will be taught through lectures, group presentation/discussion, personal reading and practical work (e.g. case studies and exercises).

Mode of Assessment:

The course will be assessed via examination of the unit and coursework.

Reading List

Government of Uganda (2000). The Children's Act Chapter 59.

Ministry of Gender Labour and Social Development. (2009). Assessment of socio-economic strengthening services for OVCs in Uganda; Kampala: Ministry of Gender Labour and Social Development. Kampala.

Ministry of Gender, Labour and Social Development. (2009). Protecting Hope: The Situation Analysis of Vulnerable Children in Uganda. Kampala.

Ministry of Gender Labour and Social Development. (2008). Public Private Partnership to Deliver Services for Orphans and other Vulnerable Children and HIV Prevention Services among Youth in Uganda; 2005-2007; Lessons learnt and Best practices. Kampala.

Ministry of Gender, Labour and Social Development. (2008). Framework for Care and Protection of Orphans and Other Vulnerable Children. Kampala.

Ministry of Gender, Labour and Social Development. (2007). National Quality Standards for the Protection, Care and Support of Orphans and other Vulnerable Children in Uganda. Kampala.

Ministry of Gender, Labour and Social Development. (2007). A Guide for Interpreting and Applying National Quality Standards for the Protection, Care and Support of Orphans and Other Vulnerable Children in Uganda." Kampala.

Ministry of Gender, Labour and Social Development. (2004). National Strategic Programme Plan of Interventions for Orphans and Other Vulnerable Children, Fiscal Year 2005/6 – 2009/10. Kampala.

National Curriculum Development Centre. (2009). The Caregiver's Guide to the Learning Framework for Early Childhood Development. Ministry of Education and Sports, Kampala.

National Planning Authority. (2009). Baseline Data on Profiles, Current Service Delivery Levels and Gaps for Local Government Plan. Draft Report. Kampala, Uganda.

Parry-Williams, J et. Al. (2005). Some Impacts of the Children Act in Uganda 1996-2005: A comparative study & evaluation of the impact of the children's act in relation to children in conflict with the law in eight districts of Uganda; Kampala: Save the Children in Uganda.

Republic of Uganda. (2003). The Food and Nutrition Policy, Kampala: Uganda.

Republic of Uganda. (2004); The National IDP Policy; Kampala: Office of the Prime Minister. Kampala, Uganda.

Republic of Uganda. (2004). Education Sector Strategic Plan 2004-2015. Ministry of Education and Sports. Kampala, Uganda.

Child Protection Professionals

Child Protection Systems

COURSE CODE: PCPC III | **COURSE CREDIT:** 1 CU (15 Hours)

The course introduces learners to formal and informal child protection systems. Participants will: analyse the roles and responsibilities of different actors who work in child protection; identify linkages between formal and informal child protection systems, with a focus on adopting an appreciative and strengths-based approach to local knowledge and customs; and learn about community-based CP mechanisms as well as cultural and religious beliefs and practices related to children's wellbeing and risks to children.

Course Content

Types of formal child protection institutions | 6 hours

- Police; probation; labour officers; local councils; Uganda People's Defence Forces; Ministry of Gender, Labour and Social Development; Ministry of Education; Ministry of Justice; Office of the Prime Minister; Ministry of Internal Affairs; Parliament, etc.

- Development partners, NGOs and the international community (UNICEF, UNHCR, ILO)

- This will potentially be structured according to different aspects and phases of CP: prevention, early intervention, identification, interim care, statutory services and after-care services

Types of informal child protection institutions | 3 hours

- Individual children, families, communities, child protection committees, local authorities, religious and cultural leaders, peers, community groups

- Their roles and responsibilities

Roles and responsibilities of duty bearers and other actors | 4 hours

Obligations (e.g. moral versus legal obligation) of parents/guardians, family, schools, health centres, government structures including police, courts, parliament, local councils, religious and cultural leaders, peers, education, health, community groups, child protection committees in prevention and response

Belief systems | 3 hours

Cultural and religious beliefs, values and practices (including positive) practices that affect the incidence of child protection violations and the effectiveness of interventions

Approaches | 2 hours

Ways of adopting an appreciative and strengths-based approach that acknowledges the knowledge within informal systems and the ideas of local people; the kinds of skills and approaches (respect) that are important at the nexus of formal and informal actors; and how to nurture a process of social change related to norms of child protection that is guided by internal change agents

Modes of Delivery

The course will be taught through lectures, group presentation/discussion, personal reading and practical work and interviews with duty bearers as well as case studies and group reflection (e.g. related to what to do when there are significant divergences between local practices and international/national standards and how to avoid merely imposing these standards without local input and knowledge).

Reading List

Bronfenbrenner, U. (1992). Ecological Systems Theory: Retrieved from http://pt3.nl.edu/paquetteryanwebquest.pdf

Bronfenbrenner, U. (1979). Toward an Experimental Ecology of Human Development. American Psychologist.

Bronfenbrenner, U. (1994).Ecological Models of Human Development. In International Encyclopedia of Education, Vol. 3, 2nd Ed. Oxford: Elsevier.

Government of Uganda (2000). The Children's Act Chapter 59.

International Labor Organization. (June 2008). International Programme on the Elimination of Child Labour. (Unpublished).

Ministry of Gender, Labour and Social Development. The National Orphans and other Vulnerable Children Policy. Kampala, Uganda.

Ministry of Gender, Labor and Social Development (November 2006). National Child Labor Policy. Kampala, Uganda.

Government of Uganda. (1996). Universal Primary Education Policy, Kampala, Uganda.

Government of Uganda. (2011). National HIV & AIDS Policy, Kampala, Uganda.

Government of Uganda .(2010). The Domestic Violence Act, Kampala, Uganda.

Government of Uganda. (2010). Female Genital Mutilation Act.

Government of Uganda (1995). The Constitution of the Republic of Uganda, Kampala, Uganda.

Government of Uganda. The Penal Code Act 1950

Government of Uganda. (2007). The Anti Trafficking in Persons Act, Kampala, Uganda.

United Nations Children's Fund. (July 2008). A World Fit for Children to Live in.

Child Protection Professionals

Child Protection
Prevention
& Response Strategies

COURSE CODE: PCPC IV | **COURSE CREDIT:** 1 CU (45 Hours)

This course will provide learners with adequate knowledge and skills about child prevention and response strategies, focusing on identifying protection risks and building children's resilience. It will also improve skills to prevent and respond to various child protection cases and circumstances, as well as the ability to work with different actors in different contexts.

Course Content

Elements of a child protection system | 2 hours

Services | 4 hours

- Essential prevention and response services for children and families in child protection cases, including review of:

- The continuum of care (prevention, early intervention, statutory processes- reporting and legal services, interim care, foster care, alternative/community-based care, reintegration and after-care service)

- Coordination between these various phases and various aspects of children's wellbeing (e.g. legal, health, shelter, traditional systems and alternative care, psychosocial, nutrition, education, water, sanitation and hygiene, security with regard to child protection

Belief systems | 4 hours

- Cultural and religious aspects of child protection cases and promotion of positive cultural and religious practices

Strengthening resilience in individual children, families and communities | 4 hours

Social work skills | 6 hours

- Communication and listening skills

- Demonstrating respect

- Empathy

- Negotiation, mediation, conflict resolution

- Observation skills

- Response to specific needs

- Referral

Ways of working with families and communities | 2 hours

- Participation

- Mobilisation

Exploration of child protection issues | 2 hours

- Working with children of different ages, genders, cultures, educational background, etc.

Case management and referral issues related to child protection: exercises and role plays | 3 hours

Follow-up | 1 hour

- What type of support should be rendered in the short- and long-term for children given their varying situations (e.g. returned home from being trafficked, in conflict with the law)

Strengthening community mechanisms | 2 hours

- Resource mobilisation
- Capacity building of practitioners, supervisors and managers)
- Sustainability, including replicability and exit strategies (2 hours)

Supervised field orientation on case management | 15 hours

Modes of Delivery

Content will be delivered via lectures, group discussions, case studies, role-plays, personal reflection, personal reading, and fieldwork.

Mode of Assessment

Candidates will be assessed by coursework performance and the final examination of the unit.

Reading List

Brooks, R. and S. Goldstein. (2002). Nurturing Resilience in Our Children: Answers to the Most Important Parenting Questions.

Haggerty, Sherrod, Gormezy & Rutter, (1994). Stress, Risk and Resilience in Children and Adolescents: Processes, Mechanisms and Interventions.

Save the Children Sweden. (2006). Child protection in emergencies.

Yiga. D. (2010). Assessment Report on Development of National Child Protection System and Community Child Protection Reponses in Uganda. Assessment Report. OAK Foundation, Kampala, Uganda.

UNICEF and Ministry of Gender, Labour and Social Development. (2010). Operations Research on the Functionality of Child Protection Systems in North-Central, South-Western, and North-Eastern Sub-Regions, Kampala, Uganda.

United Nations Children's Fund. (2010). Adopting a Systems Approach to Child Protection: Concepts and Considerations. Working Paper 10017. New York.
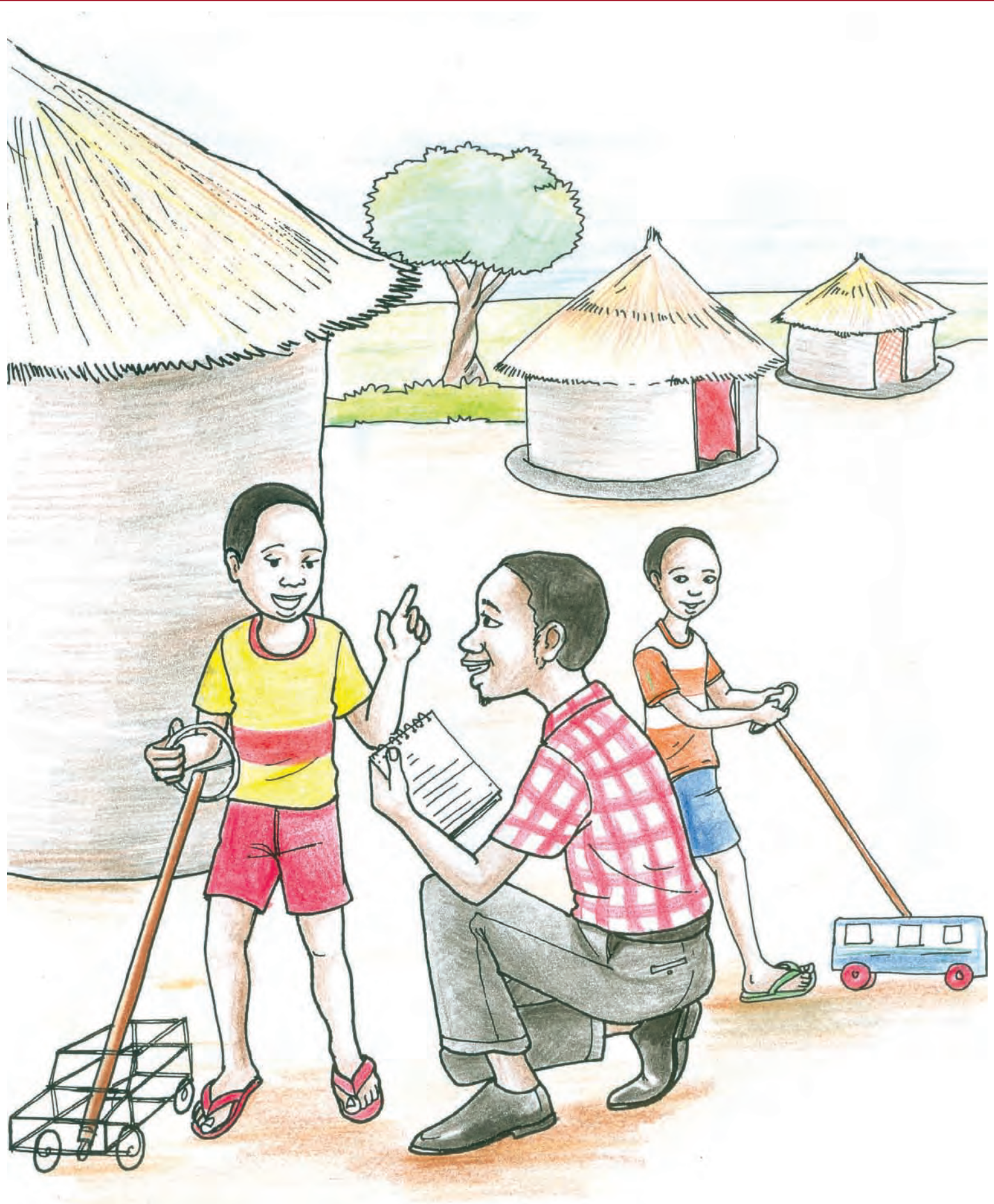
Child Protection Professionals

Programme Planning, Monitoring & Evaluation
of Child Protection Interventions

COURSE CODE: PCPC V | **COURSE CREDIT:** 1 CU (30 Hours)

This course will introduce research concepts and the need for monitoring and evaluation in the context of the programme design cycle. Participants will learn how to adopt and use different tools and techniques, including mixed method design, participatory processes and modes of analysis. Participants will gain an understanding of outputs, outcomes and indicators, including different kinds of indicators, results and frameworks. Participants will understand 'do no harm' issues in programme design and results measurement. Finally, emphasis will be on learning how to use results from monitoring and evaluation processes to strengthen evidence-based practice.

Course Content

Introduction | 4 hours

The project life-cycle, evidence-based planning, monitoring and evaluation principles, and ethics of data collection

Data collection | 3 hours

Child friendly interviewing and data collection mechanisms

Data collection tools | 3 hours

Overview of useful qualitative and quantitative data collection tools

Output, outcomes, impacts and indicators | 3 hours

Differences between outputs, outcomes, impacts, qualitative indicators, quantitative indicators and SMART (specific, measurable, achievable, relevant, time-bound) indicators

Reporting, making action plans and MIS | 5 hours

Result-based approach | 2 hours

How to generate a results framework (logframe)

Identifying best practices | 2 hours

- Information sharing and dissemination
- How to turn best practices into norms for learning, replication and programme rollout

Assessment of child protection case studies and fieldwork | 8 hours

Modes of Delivery

Content will be delivered via lectures, brainstorming, personal reading and group discussions.

Mode of Assessment

Candidates will be assessed by coursework performance and the final examination of the unit.

Reading List

Humanitarian Action Summit. (2009). Mental Health and Psychosocial Support in Crisis and Conflict: Report of the Mental Health Working Group. (Unpublished).

Wessells, M. (2009). Do No Harm: Towards Contextually Appropriate Psychosocial Support in International Emergencies. American Psychologist. (Unpublished).

Collaborating Academic Institutions

Columbia University
MAILMAN SCHOOL OF PUBLIC HEALTH

PROGRAM ON FORCED MIGRATION AND HEALTH
HEILBRUNN DEPARTMENT OF POPULATION AND FAMILY HEALTH

Makerere University

Kyambogo University

Nsamizi Training Institute of
Social Development

Mango Tree
www.mangotreeuganda.org