



REPUBLIC OF UGANDA



Staff induction guide

**Orphans and other vulnerable children
(OVC) service delivery in Uganda**



MINISTRY OF GENDER LABOUR AND SOCIAL DEVELOPMENT

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Ministry of Gender, Labour and Social Development

P.O. Box 7136

Kampala, Uganda

Tel: 256-41-347-854

Fax: 256-41-257-869

E-mail: ovcsecretariat@mglsd.go.ug

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FOREWORD

The staff induction guide is among several tools and guides developed to enhance Ministry of Gender, Labour and social development (MGLSD) staff capacity to manage the national response to Orphans and Other Vulnerable Children (OVC). This guide facilitates orientation of new staff in the MGLSD, Local Governments and among partners on policies, programmes, operational frameworks and resource materials to facilitate their application in service delivery. The many policy documents, OVC resource materials and assessments tools require in-depth understanding for appropriate application by all individuals involved in the implementation of the OVC program. The guide compliments existing human resources documents and should be used to programme and deliver induction sessions to all new OVC programme staff.

I believe this Guide will help the Ministry leadership, local governments and technical heads to prepare and facilitate orientation of all new staff to the Government of Uganda OVC programme. Our vision is that all children in Uganda, regardless of their vulnerability should strive and be assisted to reach their full potential as equal citizens of Uganda. We are committed to orientating staff and ensuring that this guide is used at different levels to support Orphans and Other Vulnerable Children live safe, healthy and productive lives.

I extend my sincere appreciation to all our partners from within and outside Uganda who have made valuable contributions and participated in the development of this guide. I am particularly indebted to USAID, CORE Initiatives, International HIV/AIDS Alliance, CARE International Uganda, Central and Local government sectors and Civil Society Organizations.

I urge programme implementers to utilize this guide and support delivery of comprehensive quality services for all orphans and other vulnerable children in Uganda.

“HOPE NEVER RUNS DRY”

Hon. Syda N. Bbumba

Minister of Gender, Labour and Social Development

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List of Acronyms and Abbreviations

CBSD	Community Based Service Department
CRC	Convention on the Rights of the Child
GoU	Government of Uganda
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Manager
LG	Local Government
LGDP	Local Government Development Programme
MGSLD	Ministry of Gender Labour and Social Development
PDP	Personal Development Plan
NOP	National Orphans and Other Vulnerable Children Policy
NSPPI	National Strategic Programme Plan of Implementation
OVC	Orphans and other Vulnerable Children
PEAP	Poverty Eradication Action Plan
PPA	Programme Priority Areas
PWD	People with Disabilities
RO	Responsible Officer
TC	Training Committee

1. Background

The Ministry of Gender, Labour and Social Development (MGLSD) is committed to successful implementation of the Orphans and other children policy. Development of this guide is step in that direction that is aimed at ensuring that all staff involved in the orphans and vulnerable children (OVC) programme, are inducted in the relevant OVC policy, operational and program assessment documents to enable them perform their work effectively based on agreed framework and operation standard. To ensure the MGLSD, Local government and partners recruit child friendly staff, full criminal record checks should be carried out on newly recruited staff to ensure no employee has a history of child abuse and the protection of children in Uganda is guaranteed.

The induction process is key in facilitating this commitment. This resource guide has been designed to provide information to support managers responsible for inducting employees involved in the OVC programme.

The duration and nature of the induction process will be dependent on various factors such as the complexity of the jobs, the background and previous experience of the inductee. In the majority of cases induction for staff involved in the OVC programme will need to be tailored, as one programme design cannot realistically address the specific needs of all categories of staff.

This guide should be read in conjunction with the induction training manual for newly appointed public officers developed by the Ministry of Public Service.

Crucial to the induction process at the local level (i.e. District/Department) is the use of a checklist (see Appendix 1). As a minimum the checklist should ensure that an individual receives the right information, including health and safety requirements.

1.1 Aim and Objectives

Aim

The aim of this document is to guide systematic planning of staff induction in the MGLSD and the Community Based Service Departments in Local Government.

Objectives

- To guide managers involved in inducting staff in the OVC programmes on their roles and responsibilities
- To give details of procedures at each stage of the induction process
- To equip managers with the knowledge of developing an induction manual for his/her department

1.2 Who can use the Guide?

The guide applies to all **OVC programme department** staff at MGLSD headquarters, in Community Based Service Departments in Local Governments and staff from other ministries and organisations working on the OVC programme.

This guide will be reviewed at least once a year to ensure its continued relevance to human resource induction efforts of MGLSD and Local Governments in addressing support for OVC programming.

2. Developing an effective induction programme

2.1 What is staff induction?

Staff induction is a systematic orientation and integration of staff to an organisation, to other staff and/or to a new role. It is the starting point for the ongoing management and development of new staff. The process begins with the first contact with the employee and ends when the person has been fully integrated.

Induction ensures that all staff obtains a good understanding of how the organisation works, including its principles, values and objectives. Induction is also important for Ministry of Gender Labour and Social Development (MGLSD) staff that have been promoted or transferred internally, as they may need to get information about the new job. Some form of induction may be appropriate for staff, who have returned from long-term absence (whether it is related to maternity, sickness or secondment)



2.2 Why is induction important?

The selection process is the beginning of the employment relationship, and the future of that relationship depends on how the employee is settled into the job. Recruitment and selection is expensive and employees only reach competence in their role after some time in the job. Turnover amongst new staff is often the result of poor orientation and therefore a good induction programme can keep recruitment costs down and increase the effectiveness of employees and the efficiency of the department.

The benefits of an effective induction programme are as follows:

- Induction assists a new employee to start working effectively in the shortest time possible
- It enables the employee to quickly adapt to the workplace culture, norms and values
- It reduces incidents of staff leaving employment early
- It ensures that vital information such as health and safety standards, legislative requirements and workplace policies are properly communicated to all staff
- Ensure staff know the mission, strategic objectives and functions of the ministry/department and are able to comply with appropriate protocols in Public Service
- Positive moral amongst staff and good relationships amongst staff
- New staff feel valued

2.3 Tailoring induction to the individual

New staff members have differing levels of knowledge and understanding of the purpose and nature of their new job.

Some parts of the induction need to be covered for all new employees (e.g. health and safety), whilst other parts may not be applicable for certain employees. It is up to the line manager to determine the most appropriate induction programme for the individual.

A summary of groups who may have particular induction needs can be found in appendix 2.

2.4 How long should induction last?

The duration of the induction process should last for three months and cover all six induction areas (see appendix 1). Further induction and training on OVC policies and practices is required for three months. After this time specific or generic training needs should be met through the development and implementation of a development plan. The length of induction may vary depending upon the roles and capacities of staff but this should not be significantly different from the time periods suggested. Regular reviews between the new employee and their manager are encouraged to ensure the new employee is adjusting and performing in their new role.

2.5 The link between induction, probation and performance management

Details of the probationary period can be found in the employee's letter of appointment and contract of employment. In accordance with the GoU Staff performance appraisal in the public service guide (2007) probation lasts for 6 months and a performance assessment is carried out at the end of 6 months.

Once an employee has completed two weeks in the new role, they should be provided with the information, training and support to be able to perform most of the functions of their job. Performance objectives for the probation period should be set and agreed between the employee and line manager in the first week of employment and reviewed monthly. If the employee is not performing adequately after three months in the role, the line manager needs to review the reasons for poor performance (which could include a lack of awareness of organisational processes or inadequate understanding of OVC programmes) to check whether it was a result of poor induction or lack of capacity to do the job. Action should then be taken accordingly, and this may include ensuring that induction into the organisation, department and job role is adequately completed.



3.0 Planning an induction programme

There are six induction areas (human resources, MGLSD and districts, OVC programme, department, job/role, health and safety) for a comprehensive induction to the MGLSD OVC programme. Every new staff member has to be inducted in all six areas to ensure they are well informed and supported to fulfil all functions of their job. During the induction for each area it is important to stress to employees to ask questions if they are unsure about any of the topics covered.

3.1 Human Resources

Human Resources personnel should deliver induction on the following:

- Terms and conditions of employment
- Hours of work
- Salary, benefits and entitlements
 - Increments
 - Pay dates
 - Queries
- Ministry HR policies and procedures (including grievance, disciplinary), staff handbook
- Leave and procedures
 - Annual leave
 - Maternity and paternity leave
 - Sickness absence procedure
 - Probation period
 - Pension scheme
- Training and staff development
- Performance management

For further details see [Induction manual training manual for newly appointed public officers, GoU \(2006\)](#), www.publicservice.go.ug and the [National Equal Opportunities Policy, GoU \(2006\)](#)

3.2 MGLSD and Districts

At the central MGLD and district levels new employees' induction includes the following:

- MGLSD's history, mission, objectives, values and structure
- Organisational structures of MGLSD and CBSDs in Local Government
- Details of inter-ministerial and inter-departmental committees
- Organisational processes: communication methods and protocols (newsletters, memos etc.), records management, customer care and public relations, mainstreaming gender and OVC.
- External and internal communication tools: website, intranet, notice boards

3.3 Orphans and other vulnerable children's programme

Technical officers from the OVC programme at central or district levels are responsible for delivering induction on the OVC programme. All staff members must be conversant and understand the OVC topics that are required in relation to their role and the extent of their contact with OVC. In general:

1. All staff members should be fully inducted on and adhere to National Orphans and vulnerable children's policy (NOP) and their work guided by the National strategic programme plan of interventions for orphans and other vulnerable children (NSPPI).
2. Staff working on the OVC programme and those involved in regular interactions with OVC and programme delivery should become conversant with other relevant

documents (see below) and in the working practices and policies through which the NOP and NSPPI are delivered.

**The guiding principles
of the National Orphans and Vulnerable Children’s Policy**

- ❖ Building on human rights based approach to programming
- ❖ Making the family and community the first line of response
- ❖ Focusing on the most vulnerable children and communities
- ❖ Reducing vulnerability
- ❖ Facilitating community participation and empowerment
- ❖ Promoting gender equity
- ❖ Treating recipients with respect
- ❖ Reducing stigma and discrimination
- ❖ Ensuring the participation of vulnerable children and families
- ❖ Strengthening partnerships
- ❖ Delivering integrated and holistic services
- ❖ Supporting services delivery through decentralisation
- ❖ Designing age-sensitive programmes

3.3.1 Polices and standards

Post holders responsible for programme delivery should be inducted on and given a copy of the following policies and standards. Staff not responsible for programme delivery should be inducted on the NOP and NSPPI and key child protection procedures but may not need a full induction on each of the below policies.

- National Orphans and vulnerable children’s policy (NOP)
- National strategic programme plan of interventions for orphans and other vulnerable children (NSPPI)
- A guide for interpreting and applying national quality standards for the protection, care and support of orphans and other vulnerable children in Uganda (MGLSD, 2007)
- Poster National Quality Standards for the Protection, Care and Support of Orphans and other Vulnerable Children in Uganda (MGLSD, 2007)
- The Children’s Act (Cap 59; GoU, 2000)
- The Policy on the Universal Primary Education (GoU, 2002)
- Ministry of Health; The Healthcare Policy (1996)
- Ministry of Gender, Labour and Social Development; National Child Labour Policy
- United Nations Convention on the Rights of the Child (UN, 1989)
- African Charter on the Rights and Welfare of the Child (OAU, 1999)

Priorities for national OVC interventions / core programme areas

- Socio-economic security
- Food and nutrition security
- Care and support
- Mitigating the impact of conflict
- Education
- Psychosocial support
- Health
- Child protection
- Legal support
- Strengthening capacity

3.3.2 Programme strategies

It is important that staff are not only inducted on the above policies but that they are equipped with the skills and knowledge to ensure the OVC programme operates within the national and international frameworks to protect all children in Uganda.

The following programme guidelines support implementation of best practice, existence of these and additional materials listed in appendix 4 should be communicated to all staff during induction and plans developed to ensure employees are trained in the approaches required of their role.

- Integrated care for OVC: A toolkit for community service providers (MGLSD, 2006)
- A Holistic approach to psychosocial support: The national psychosocial support training manual for care givers of OVC in Uganda (MGLSD, undated)
- Move together now! Community and youth mobilisation for the sexual and reproductive health of young people in Uganda (MGLSD, 2008)
- Basic counselling and guidance for orphans and vulnerable children. A reference guide for service providers (MGLSD, 2008)

If new employees require additional training on the above policies and best practice OVC programming a training programme should be developed in the first three months of employment.



3.3.3 Monitoring OVC programmes

Staff must be inducted on the national monitoring system for OVC programmes, managed through the OVC Management Information System (MIS). The OVC_MIS links the needs and characteristics of OVC and their households, the provision of OVC services by national and local government institutions as well as donors, non-government and civil society organizations (CSOs), and the utilization of these services by OVC and their households. An OVC Service Provider Inventory has also been developed to provide regularly updated database of OVC service providers at district and central level and on the MGLSD's web site www.mglsd.go.ug/ovc.

3.4 Department

The head of department or an assigned officer is responsible for induction of new staff at the department level this includes the following:

- Outline and role of the department and how it works with other departments
- Department staff roles and responsibilities
- Introduction to all department and team staff members
- Information on department activities: details and times of regular staff and team meetings
- Details and a copy of the department handbook
- Administration facilities and systems (see appendix 1 for full list)

3.5 Job / role

The new employee's line manager is responsible for induction on the following:

- Job description
- Details of how the job fits into the team and department
- The performance appraisal system and establishment of performance objectives
- Reporting requirements
- Handover specific tasks for immediate action

A staff development plan is completed after the post holder has been confirmed in the role following completion of the probation period.

3.6 Health and safety

The health and safety officer is responsible for inducting staff on the following:

- Physical layout of the working environment
- Basic workplace requirements: identification badge, passwords / entry codes (if appropriate)
- Employee responsibilities on-site including duty for their own health and safety
- Emergency procedures
- Details of prohibited activities (e.g. smoking inside)
- Outline of main work related hazards
- Details of local rules or safe systems of work
- Personal protective and health and safety provisions and equipment
- Accident and reporting procedures



4.0 Conducting an induction programme

The new employee's line manager is responsible for ensuring all elements of the induction programme are covered.

4.1 Pre-employment

The following actions must be taken prior to the start of employment for new staff:

Human Resource department

- Send letter of appointment and employee handbook with terms and conditions of employment

Department / team

- Procure and set up necessary resources and equipment such as desk space, computer, telephone, stationery, diary and e-mail account
- Discuss and take measures to address individual needs of employees, including those with disabilities and special needs.
- Advise and inform other staff and team members of the new employee's name, post, telephone number, start date, and desk space.

- Prepare handover notes on specific tasks for follow up
- Prepare and collate an induction pack with key documents and sources of information
- If the interview date and start date are far apart send a welcome letter to the individual from their line manager or team leader (such as the one found in appendix 3). This is not the same as the offer/confirmation letter sent by Human Resources Unit.
- Send introductory information to the new employee with details of their role, information about the organisation and strategic plan so that they can familiar themselves prior to starting the job.

4.2 Day one of employment

Essential activities

- Meet the new employee on the first day. This shows the importance placed on joining the organisation, and will help make them feel valued. Where the new employee must report to a receptionist, preparations should be made accordingly so that the new employee is expected and welcomed. The initial meeting with the employee's line manager provides a good opportunity to welcome the employee, discuss the programme of induction and go through the induction checklist (see appendix 1). By asking the new employee about their expectations of the induction programme, further activities can be identified and added to the schedule.
- Conduct a tour of the building and the Ministry/District
- Health and safety measures

4.3 Week one and two of employment

Essential activities

- Sessions for all the six induction areas should be conducted and plans for induction developed for the first three months of employment. Plans should be in line with probation requirements
- Weekly meetings between the line manager and employee to review and assess the induction process. New employees can agree with their line manager additional areas for induction and arrange activities.

4.4 Months one to three of employment

During the first three months of employment additional induction and training should take place.

Essential activities

- Monthly meetings between the line manager and employee to review and assess the induction process using the checklist as a guide and identify the type of further support required.
- At the end of the third month induction should be complete
- A quarterly review of performance should be carried out after 3 months and a formal performance assessment conducted after 6months.

See the [Staff performance appraisal in the public service guidelines for managers and staff \(GoJ, 2007\)](#)

4.5 Review and assess the induction process

The weekly and monthly review meetings between the new employee and their line manager are to monitor progress through the induction programme and check for understanding of procedures.

The review sessions should be used to discuss what the new employee has done and learnt during induction and they should be encouraged to prepare for these meetings using the checklist to identify where further information is required.

To check knowledge and understanding the line manager should ask open ended questions such as; “what do you understand by child protection?” and give scenarios starting with; “what if...?” rather than closed questions such as “Do you understand?” This will tell you whether or not the employee really understands.

Key areas to explore:

- Has the person been adequately trained and instructed about the job?
- How has the role profile matched the employee’s experience of the job itself?
- Is the person clear about the extent of his/her responsibility?
- Is there any further training which needs to be undertaken?
- Are there any concerns or anxieties, other relevant areas, and any basis for further action?
- Does the person understand staff development opportunities, appraisal and other policies and procedures?

The review meetings enable the manager to check that the employee is settling in as expected, and to identify any problems or changes that need to be made to the induction schedule. If problems are identified and resolved early, the new staff member will be able to work effectively. Remember, not every one has the confidence to highlight problems or difficulties to their new employer. Review and evaluation also enables the manager to improve the induction process in the future for other new employees

Development of a departmental induction questionnaire can measure the effectiveness of the induction process.

In addition to formal meetings the line manager should check with the new starter on an ad-hoc basis to discuss progress.

4.6 Buddy system



Prior to joining the OVC programme, new staff - in particular those from organizations / institutions outside of the MGLSD - will be assigned a ‘buddy’. Buddies provide personal support and introduce the newcomer to working in the MGLSD and CBSDs.

The buddy is available at the beginning of the new employment and will usually provide support for the initial three months, although this may vary.

The personal support offered by a buddy is in addition to the support provided by the employee's supervisor and colleagues when orientating them to their role and the organization. A buddy is not expected to resolve issues arising between the employee and his/her supervisor, nor to deal with work-related matters. If issues of this nature arise, the buddy should encourage the employee to speak with their supervisor in the first instance.

For any further advice and guidance on any of these matters please contact the Human Resources Department.

Appendix 1

Induction Checklist

The following provides a guide on when certain items should be covered:

Employee name and position:

Line Manager's name and position:

The line manager should write the date each topic is covered, sign and make notes for follow up actions.

Induction topics	Timing	Date Completed	Signed	Notes / follow up actions required
1. Human Resources				
Terms & conditions of employment	Day 1			
Hours of work	Day 1			
Salary, benefits and entitlements - Increments - Pay dates - Queries	Day 1			
Ministry HR policies and procedures (including grievance, disciplinary), staff handbook	Day 1			
Leave and procedures - Annual leave - Maternity and paternity	Day 1			
Sickness absence procedure	Day 1			
Probation period	Day 1			
Pension scheme (s)	Week 1			
Training and staff development	Week 1			
Performance management	Week 1			

2. MGLSD and Districts				
MGLSD's history, mission, objectives, values and structure	Week 1			
Organisational structures of MGLSD and CBSDs	Week 1			
Details of inter-ministerial and inter-departmental committees	Week 1			
Internal communication processes: methods and protocols (newsletters, memos etc.);	Week 1-2			
External communication tools: website, intranet, notice boards	Week 1-2			
Records management	Week 1-2			
Customer care and public relations	Week 1-2			
Mainstreaming gender	Week 1-2			
Mainstreaming orphans and vulnerable children (OVC)	Week 1-2			
3. Orphans and other vulnerable children programme				
National Orphans and vulnerable children's policy (NOP)	Week 1			
National strategic programme plan of interventions for orphans and other vulnerable children (NSPPI)	Week 1			
The Children's Act (Cap 59; GoU, 2000)	Week 1			
OVC Quality standards (national & service level), guide, poster and training guide.	Week 1-2			
The Policy on the Universal Primary Education (GoU,	Week 1-2			

2002)				
The Healthcare Policy (MoH, 1996)	Week 1-2			
Development; National Child Labour Policy (MGLSD0	Week 1-2			
Other OVC Resources, training materials	Months 1-3			
4. Department				
Introduction to all department and team staff members	Day 1			
Outline and role of the department and how it works with other departments	Day 1			
Department staff roles and responsibilities	Day 1			
Information on department activities: details and times of regular staff and team meetings	Day 1			
Details and a copy of the department handbook	Week 1			
Administration facilities and systems <ul style="list-style-type: none"> - Clerical support - Stationery, photocopying, printing - Internal and external mail - Diary systems - Expenses and claim forms - Telephone: Directory, personal calls - Fax - Filing - Room bookings - Purchasing procedures - Refreshments (e.g. coffee, water) - Location of toilets 	Week 1			

- PC usage; e-mail and the internet at work policy, IT regulations - Printers - Notice boards - Caretakers (who, contact details, etc) - Defect reporting				
5. Job / role				
Job description	Day 1			
Details of how the job fits into the team and department	Day 1			
Reporting requirements	Day 1			
Handover specific tasks for immediate action	Day 1			
The performance management and appraisal system, establishment of performance objectives	Week 1			
6. Health and safety				
Physical layout of the working environment - Access - Car parking - Toilets / washing facilities - Rest areas - Canteen / kitchen, if any - Work areas – highlight main activities undertaken - Restricted / prohibited areas	Day 1			
Basic workplace requirements: identification badge, passwords / entry codes (if appropriate)	Day 1			
Explain their responsibilities on-site including duty for their own health and safety	Day 1			

Emergency procedures - Exits / assembly points - Fire - First Aid - Contacting emergency control	Day 1			
Details of prohibited activities (e.g. smoking inside)	Day 1			
Outline of main work related hazards - Machinery / electrical - Chemicals - Manual handling - Display Screen Equipment (DSE) - Others – fume /dust /temperature/	Day 1			
Details of 'local rules or safe systems of work (where, what and why)	Day 1			
Personal protective and health and safety provisions and equipment - Issue equipment - Explain purpose (how and when to use it)	Day 1			
Accident and reporting procedures - Accident report forms	Week 1			

Employee Signature: _____

Date: _____

Line Manager Signature: _____

Date: _____

Appendix 2

Groups with particular needs

Equal opportunities dimensions

The Ministry values and promotes equality and diversity for staff. In line with its strategic aims and its values, the Ministry works to ensure that all members of staff treat one another with respect and dignity the [National equal opportunities policy \(GoU, 2006\)](#) (to be provided to all new staff) provides a framework for redressing imbalances, realisation of rights and fulfilment of ones potential through justice and fairness

Those inducting new employees need to be aware of the possibility of potential discrimination. This may be on the basis of:

- Age
- Disability
- Gender
- Ethnicity
- Religion and belief
- HIV status
- Responsibility for dependants

In line with common *Dignity at Work* principles, new employees need to be aware of their own responsibilities in terms of the National equal opportunities policy and the [Induction manual training manual for newly appointed public officers, \(GoU, 2006\)](#), appropriate behaviour and mutual respect, in order to deliver a positive working environment.

Graduates

Graduates or school leavers may have limited previous work experience. Special consideration should be given for their induction, particularly support for OVC and organisational working practices.

- Graduates should also have developed a high level of competence in intellectual analysis and self-directed learning and can therefore be encouraged to research information for themselves, rather than having it all given to them through more conventional training methods.

Returnees from breaks

It is sometimes assumed that employees returning after career breaks (e.g. long leave, long term sickness) do not need any induction training because they already have the necessary work experience. If the break has been of significant duration there will almost certainly have been changes in aspects of the work, management structure and new skills required. An individual induction programme is therefore needed for each of the returnees to bring them up to date about changes since they were last employed.

People with disabilities (PWD)

- Discussions should take place in the pre-employment period about the adjustments or aids that may be necessary to enable new staff with disabilities to work effectively.

Unfamiliar aids and arrangements need explanation and demonstration as soon as employment starts, together with a check that the employees with disabilities can take a full part in any specific induction activities. Supervisors and the employee's colleagues may also need training and guidance about the effects of some forms of disability, such as epilepsy, or ways of communicating with people with impaired hearing.

International employees

When an employee joins from a different country it is vital that they are given lots of support and context specific details on OVC in Uganda. International employees still require an induction programme to help them settle into the role and the Ministry. Support in terms of relocating is provided through the Human Resources Unit who will liaise with the individual about moving to the region and line managers may have to provide need more support than would usually be the case for national staff members.

Employees dealing with the general public

New employees whose work immediately involves contact with the general public (such as receptionists) will need very early advice or training in their induction about OVC and how the organisation wants them to behave. Such advice or training could include how to respond to reports of child abuse, what to do if a member of the public is upset or abusive, to whom particular queries or complaints should be referred, and other general principles of customer care. Consideration should also be given to additional training, for example, personal safety and customer service.

Newly appointed supervisors and managers (including internal promotions and transfers)

Some managers may be promoted internally and therefore sometimes their induction requirements are overlooked, yet they may settle into the job more quickly if their induction needs are recognised.

Their principal induction requirements are usually:

- Specific details on their responsibilities for the OVC programme
- To get to know the relevant formal and informal hierarchies and decision-making processes
- To meet their immediate seniors and other staff, and the managers of other departments or functions with whom their jobs interact
- To understand the expectations of other managers to be consulted or kept informed about events or decisions
- To identify the best sources of relevant information and advice, both within the ministry and externally.

It is consequently very useful for an individual induction programme to be arranged, which will probably include:

- Briefing sessions by the immediate senior manager about all aspects of the job and of the ministry/department's ways of working
- A programme of visits to other parts of the ministry and perhaps key external stakeholders
- A package of relevant reports, organisation charts, plans and strategies, correspondence files, minutes of meetings and handover notes
- A list of key contacts, internal and external
- Opportunities to sit in and observe various management meetings.

Appendix 3

Welcome letter

Name

Address

Date

Dear

Congratulations on your new appointment and welcome to the Ministry of Gender, Labour and Social Development.

I have enclosed a role profile and organisational chart for our department so that you can familiarise yourself with job before you start. The chart shows the names of present jobholders, some of whom you met at your interview.

Further details of the Ministry and the Department will be provided to you during in your induction. If there is anything you would like to discuss or that you would like further information on, please telephone me, or make a note of it so we can discuss it during your first few days.

I look forward to meeting you again soon.

Yours sincerely

Name of line manager

Title of the line manager

Appendix 4

Orphans and other vulnerable children resource and reference materials

Government of Uganda; Poverty Eradication Action Plan (PEAP) 2004/5–2007/8

Government of Uganda; The Children's Act, (Cap 59) 2000

Government of Uganda; The National Equal Opportunities Policy (2006)

Government of Uganda; The Policy on the Universal Primary Education (2002)

Ministry of Gender, Labour and Social Development; A guide for interpreting and applying national quality standards for the protection, care and support of orphans and other vulnerable children in Uganda (2007)

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