

Education, teaching and supervision

Establishing an academic presence at the University of Cape Town has taken time, but the Institute has begun to accomplish its aim of contributing to teaching and postgraduate supervision in the University's academic curriculum.

One of the University's strategic goals is to enhance its contribution to South Africa's development challenges through engaged research and teaching. Drawing on rich experiences of socially-responsive research and public engagement, Children's Institute researchers are well placed to advance this goal by "making critical real-world issues a strong part of UCT students' learning experience".²⁶

Social Anthropology

In 2010, Patricia Henderson taught two postgraduate courses at the Department of Social Anthropology. She continued to teach a complete master level course on Culture, Health and Illness, which she had devised. She also taught a complete honours level course on Gender and Sexuality. She co-convened a self-directed course for master students, with Prof Francis Nyamnjoh, called *Ethnographic Problematiques*. In addition, she convened third-year group work ethnographic projects and presented a number of undergraduate lectures.

Law

Early in 2010, Paula Proudlock and Tendai Nhenga-Chakarisa reconvened the master course on the International Rights of the Child, together with Associate Professor Danwood Chirwa (head of department: Public Law, Faculty of Law). The course attracted 13 international students – 12 were from a legal background and one from social sciences. Most students were from southern and east Africa, and one from Asia.

The Children's Institute views education as part of its core business and aims to contribute to policy research training for graduate students and to modules in existing child-focused graduate programmes in a range of disciplines

The course examined the development, content and implementation of international and regional laws on children's rights with a focus on the African region. It drew on the Children's Institute experiences in research and advocacy, and introduced students in the practical application of child rights principles, with specific reference to South Africa.

As the Department of Public Law has experienced an unprecedented surge in staff numbers, the Children's Institute will not be teaching the course in 2011. The Institute nevertheless maintains links with the faculty, and Tendai was appointed as an external examiner for a master thesis in the Public Law department.

Psychology

Ariane De Lannoy is co-supervising a PhD student who is working on the impact of religion on the well-being of children affected by HIV and AIDS. Her specific contribution to that study is to supervise the qualitative methodology applied.

Social Development

In 2010, Ariane De Lannoy made a brief contribution to lecturing third-year students in the Department of Social Development on quantitative research methods. Students were introduced to the usefulness of combining qualitative and quantitative research methods. A mock dataset was created to relate to the students' previous qualitative research work. Basic concepts of statistical analysis were introduced to enable students to relate statistical findings to their analysis of in-depth material.

Ariane also helped secure a research grant from the South Africa-Netherlands Research Programme on Alternatives in Development (SANPAD) that will enable post-graduate students to work on studies related to child well-being in an urban context. From 2011 onwards, students will be supervised by various senior members of the research team.

Sociology

At the invitation of the Sociology Department, Faculty of Humanities, Katharine Hall convened a semester-long course in practical research methods for third-year sociology and social work students. Students were required to complete a literature review, define a clear research question, design and implement a small qualitative study, analyse the results and complete a full report. The broad child-centred topic was to explore decision-making around child care arrangements in migrant households.

Ariane De Lannoy has again been invited to contribute to the undergraduate course on Individual and Society in 2011.

Child rights seminars in the Faculty of Health Sciences

Children's Institute staff have been teaching seminars for the Child in Context course for fifth-year medical students since 2000.

The course, convened by Tony Westwood, is designed to encourage students to think beyond the health facility to understand the social, political and economic contexts in which children are living. The seminars are aimed at equipping students to understand and apply children's rights in the course of their work.

The most recent seminars by the Children's Institute staff introduced the students to children's rights, the Children's Act and relevant provisions which apply to all health practitioners, and child poverty and social grants for children. Students were provided with a basic knowledge of the multi-dimensional nature of child poverty and the government's poverty alleviation programmes, especially how to assist children and their caregivers to access social grants.

Staff who taught these seminars in 2010 were Prinslean Mahery, Lucy Jamieson, Lizette Berry and Katharine Hall.

Katharine also hosted a seminar for postgraduate students in Advanced Midwifery and Child Nursing. It focused on a gender perspective on poverty, and implications (and responses) for children. The session looked at data and policy, and examined some common assumptions about mothers, children and care arrangements in the context of poverty.

Lucy and Prinslean's seminar with this group focused on children's rights, particularly the general principle of the United Nations Convention on the Rights of the Child (the rights to life, survival and development; child participation; the best interests of the child and non-discrimination); and relevant provisions of the Children's Act.

Summer School 2011

Ariane De Lannoy will be giving a Summer School lecture on *Growing up amidst political change*, as part of the course on Children of the New Democracy.