

### **Assessment guideline Q1**

OVC – brief information on stats and definitions and how that ties to and fluctuates with donor-driven approaches

Features of extended family care, polarized theories of care within families (care by extended families - namely the social rupture thesis, and theory of social resilience. Assumptions behind each perspective. The role and place of orphans in extended family in Africa.

Explain what CBC are, their forms and characteristics

Explain how and why CBC is promoted in the face of the OVC crisis in Africa. Link with shifts in paradigms on development interventions, with NGOs as main actors of development (e.g. alternative development theory), as opposed to the role of governments or the private sector

What the different typologies of CBC are (care *within* communities, care *at* community level, and care *by* communities etc) and how they are different from each other and from familial care

Advantages of CBC over familial care

Disadvantages of CBC

Engagement with the lectures and the literature for the CEDC, and politics of orphan care etc.

### **Assessment guideline Q2**

Explore common assumptions about children's involvement in war (e.g. idea that use of children in war is something new, and that children are simply forced into war etc).

Move beyond the victimcy approach in conflict. Link to some of the dominant discourses on CEDC, vulnerability and agency

Elaborate how adolescents are involved in war for protection but also demanding social justice, desire for social change etc

How society place expectations on children,

How children are active as fighters, workers and peace builders

Elaborate ways of promoting children's resilience, NGO programming in conflict situations

Elaborate ways of promoting child protection that is sensitive to the settlement situation, cultural and political context of war, displacement etc. One size does not fit all.

The role of children in peacebuilding and the role of peace education in peacebuilding

Engagement with lectures and examples from the reading list on the topic.