



UNIVERSITY OF CAPE TOWN

SHAWCO

International Projects

SHAWCO
INTERNATIONAL
PROGRAMME

Making meaningful impact

"Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves" Eyler and Giles, (1999).

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Overview

Service-learning is a flexible pedagogy which can be used in a variety of classroom and community settings. Students, Community Partners, and Lecturers are key players in developing effective service-learning activities. Service-learning is connected to course content and is organised around clear learning goals; provides meaningful service activities which address real community needs as defined by the community; and provides students opportunities for critical reflection upon their service experiences. Service-learning applies equal focus to both learning and service goals. It requires an academic context and is designed so that the service and learning goals are mutually reinforcing.

Effective service-learning practice supports both student learning and community service goals. Learning practices are grounded in objectives, enhance disciplinary skills, engage students in well-defined tasks, and allow for both formative and summative assessment. Service activities meet genuine community needs, provide meaningful tasks for students, and promote communication and collaboration with community members.

Experiential Education



Service-learning is a form of experiential learning in that students engage in cycle of service and reflection. SHAWCO's Service-learning programme has its philosophical roots in the writings of Brazilian educator Paulo Friere and American educator John Dewey. In-line with this approach SHAWCO views the teacher-learner relationship as a reciprocal relationship. Teachers teach but are also learners; learners learn but also teach. Ideally, service-learning is process of empowerment for students, faculty and community members alike as together they are co-learners and co-teachers in creating better communities.

Why Use Service-learning?

Service-learning can benefit all participants, students, faculty, academic institutions, organisations and their communities. Students gain academic knowledge and skills, interpersonal skills, and self- confidence. Faculty can enhance the quality of their teaching; find opportunities for research and outlets for professional expertise. Service-learning supports and improves the civic engagement mission of colleges and universities relationship. Community members receive valued service and institutional support.

Enhancing Learning and Personal Development

Student benefits of service-learning include enhanced opportunities for learning, and personal and social skill development. Students gain increased knowledge of academic materials, their communities, and themselves.

Service-learning is a form of experiential education that supports deep learning. Through their service-learning activities, students apply classroom knowledge in practical settings to enhance their understanding of class materials.

Service-learning provides students with opportunities to develop civic engagement skills. By working with community members, students can enhance their group, organizational and interpersonal skills. They also can gain important experience working with diverse members of their communities.

Students can gain better understanding of themselves as they explore and develop ways to contribute to their communities. They can develop self-confidence and an enhanced commitment to public service.

Our Programmes

SHAWCO Medical Elective Programme

Course Description

This course offers students an experientially based learning programme in the context of non-governmental healthcare service provision in Cape Town, South Africa. The classes will provide an understanding of major clinical challenges facing healthcare provision in SHAWCO, most typical of the larger South African context, including HIV & AIDS and TB. It will also provide some understanding of the some of the major debates in development studies, and how these pertain to the discussions around healthcare. Finally, classes (and reflection sessions) provide opportunity for theoretical examination of and critical reflection on students' service-learning experiences.



Group size

Maximum 15 students

Course Outcomes

The main outcomes of the course are to provide:

- A basic understanding of the South African context, especially with regards to healthcare.
- An understanding of the major health problems at the clinics and how main diseases are diagnosed and treated
- A basic understanding of the some of the major debates in development studies and development in the context of post-colonialism, and how these pertain to discussions on healthcare.
- An understanding of service-learning and the imperative for critical reflection of self and others.

Course Structure

This programme has 3 parts: a community service component, a formal learning component and an informal reflective component.

We hope that through this, students will all have a shared service experience to discuss and draw on as part of their learning.

The formal learning component takes the form of fifteen seminars. Students are expected to read in preparation for sessions where reading is prescribed, as readings will be drawn on in the classroom discussions.

The informal reflection component consists of weekly reflection sessions conducted by a skilled facilitator. The purpose of these sessions is to provide students with an opportunity to reflect on their experiences thereby facilitating the learning process.

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Course Outline

The Course Lectures are a combination of clinical lectures as well as Service-learning Lectures.

The clinical lectures are designed to facilitate an understanding of the conditions outlined in the South African Context. The clinical lectures listed are conditions commonly experienced within the communities of the Cape Metropolitan areas and SHAWCO Clinics.

The Service-learning Lectures are designed to enable students to gain a better understanding of themselves through reflection practices as they explore and develop ways to contribute to their communities.

Table 1: Sample Course Outline

Lecture 1 (Clinical)	Common medical condition on the SHAWCO Clinics: STI's, UTI's, Derm, RTI's, Gastro
Lecture 2 (Clinical)	Health In Context: South African Situation
Lecture 3 (Clinical)	HIV/Aids
Lecture 4 (Clinical)	TB Epidemiology, clinical especially management
Lecture 5 (Clinical)	Paediatrics
Lecture 6 (Service-learning)	Self and Service. Why are you here? Our views of the world and our assumptions – very often invisible to us – shape the ways in which we think about and do service. This session provides some tools to make these assumptions visible.
Lecture 7 (Service-learning)	What is Development? This session explores some of the major debates around development, including the idea that it is a process and infused with relationships of power.
Lecture 8 (Clinical)	STI's
Lecture 9 (Service-learning)	Paradigms of Service There are many different ways one can make a difference, are some ways better than others? This session explores the relationship of service to development and how we can be of service in the context of development.
Lecture 10 (Clinical)	Dermatology
Lecture 11 (Service-learning)	Service in Contexts of Inequality Typically the communities we serve are very different to our own. This session explores how power operates through our service processes.
Lecture 12 (Clinical)	LRTI

Lecture 13 (Service-learning)	Service in Post-Colonial Contexts Is volunteering in a place like South Africa just a form of neo-colonialism? This session explores the implications for our practice in post-colonial contexts. What does 'development' mean in these contexts? What does this history have to do with our practice?
Lecture 14 (Clinical)	UTI's
Lecture 15 (Service-learning)	Self-Reflection as Development Practice - Tools for ethical service practice Building on the previous session, this session explores how we might engage in ethical relationships with the people we serve.

Reflection Sessions

In addition to these formal contact sessions informal weekly reflection sessions will be conducted. These will be conducted by a skilled facilitator.

Course Reader

Students will be provided with a course reader. Students will be expected to read the prescribed readings as they will be drawn on in the seminars, and provide the theoretical foundation of the course.



Community Development and Social Justice in the South African Context

Course Description

This course engages the questions most volunteers ask themselves: Is there a difference between charity and development? Are there different approaches to service? And which am I doing? Am I really making a change, or just perpetuating inequality? Is relationship-building with communities worth investing in? Is 2 hours a week of volunteering enough? And is a concern about social justice an important part of this?

Service, development and social justice offers a reflective learning space to think critically about the why, the how and the "what?" of the community service students are doing, while they are doing it. Through discussion, debate and critical reflection, the course helps students to link their service experience to broader debates about service, development and social justice, thereby equipping them to engage their service with greater consciousness and responsibility.

Course Structure

This course has 3 parts: a community service component, a formal learning component and an informal reflective component.

We hope that through this, students will all have a shared service experience to discuss and draw on as part of their learning.

The formal learning component takes the form of six seminars. Students are expected to read in preparation for these sessions, as readings will be drawn on in the classroom discussions.



The informal reflection component consists of weekly reflection sessions conducted by a skilled facilitator. The purpose of these sessions is to provide students with an opportunity to reflect on their experiences thereby facilitating the learning process.

Table 2: Course outline.

Lecture 1	<ul style="list-style-type: none"> • Introductory Lecture: The Context of Post-Apartheid South Africa
Lecture 2	<p>What is Development?</p> <ul style="list-style-type: none"> • This session explores some of the major debates around development, including the idea that it is a process and infused with relationships of power.
Lecture 3:	<p>Paradigms of Service</p> <ul style="list-style-type: none"> • There are many different ways one can make a difference, are some ways better than others? This session explores the relationship of service to development and how we can be of service in the context of development.
Lecture 4:	<p>Self and Service</p> <ul style="list-style-type: none"> • Our views of the world and our assumptions – very often invisible to us – shape the ways in which we think about and do service. This session provides some tools to make these assumptions visible.
Lecture 5	<p>Service in Contexts of Inequality</p> <ul style="list-style-type: none"> • Typically the communities we serve are very different to our own. This session explores how power operates through our service processes.
Lecture 6	<p>Service in Post-Colonial Contexts</p> <ul style="list-style-type: none"> • Is volunteering in a place like South Africa just a form of neo-colonialism? This session explores the • Implications for our practice in post-colonial contexts. What does ‘development’ mean in these contexts? What does this history have to do with our practice?
Lecture 7	<p>Self-Reflexivity as Development Practice</p> <ul style="list-style-type: none"> • Building on the previous session, this session explores how we might engage in ethical relationships with the people we serve.

Social Innovation in Contemporary South African Context

The Programme offers students a theoretical and practical immersion in the field of social innovation in a South African Context.



The course will provide opportunities for theoretical engagement, service-learning and reflection through a combination of seminars (both theoretical and experiential), seminar linked site visits, symposia and service-learning in organisations located in the surrounding communities of Cape Town, South Africa. While there are many emerging perspectives on social innovation, most generally a social innovation can be understood as a positive, creative shift in systemic social, economic, and/or environmental patterns. Many social innovations have global ambitions, but even when pursued primarily at the local level, social innovations go beyond simply providing a needed service or remediation. They challenge and experiment with a given system's underlying building blocks: its rules, policies, technologies, structures, beliefs, habits, values, etc.

This course emphasises practical application of course concepts and frameworks in real-world contexts. During this course, we will

ask you to see yourself as a social innovator. We will take an interactive approach to familiarizing you with social innovation as both a discipline and practice. The course provides a dynamic academic, practical, and personal experience. Students will be immersed in the world of designing creative, sustainable processes towards social change using multiple learning strategies. By the end of the course, students will have formed their own approach to social innovation, and will have begun to develop the concepts, mind-sets, skills, and relationships that will enable them to continue to be an effective social innovator throughout their lives.

Group size: 20 students

Intended Outcomes: Upon completing the course, students will be able to:

- Understand current trends in social innovation theory and practice
- Apply paradigms such as complexity, action learning, and systems thinking in order to better understand societal and environmental contexts, challenge current systemic problems, and develop creative, practical approaches to those problems
- Identify the social domain in which you would like to explore innovative approaches as you move forward in your career and in your life
- Identify and develop your personal strengths and challenges in learning to act as a social innovator

Student Assessments

Assessment will be based on four factors and the instructors hold the right to adjust assignments based on the dynamic/needs of the class:

1. We will evaluate innovation plans using the following criteria

- **Depth of engagement with course material.** How thoughtfully and fully do you synthesize and personalize the frameworks we have explored in class? The best plans will go beyond just the broad ideas in the course and explore specific details of concepts and examples that you find meaningful.
- **Practicality.** Is your plan plausible? Does it adequately take into account existing contexts and forces? Do you have a feasible approach to generating resources?
- **Action.** To what degree have you seeded your plan? How proactive have you been? (Note: this is not an evaluation of how far along you are in implementing your plan. Some of the best plans may operate on very long time scales. Some of them may be quite emergent in terms of how they will really to come to life in the world. However, for even the most emergent, long-term plans there are many steps you can take right now to seed the plan
- **Conversations you can have, relationships you can.** Build, pilot and prototype work you can experiment with, etc. The degree to which you do this will be a critical part of your evaluation. Even the most skillfully designed plans will not receive high marks if they do not involve sufficient action during the period of the immersion.)
- **Integration.** How well do different aspects of your thinking connect to each other? For example, how appropriately does your action plan build off of your action lens?
- **Creativity.** To what degree does your plan represent a new way of thinking and acting?
- **Clarity.** Is your plan well-structured and coherently
- **Expressed?** Is it compelling to read?



2. Individual Learning Commitment, Reflections

Upon completion of the initial, classroom-based portion of the course, you will turn in a learning commitment that explores the following questions:

- What aspects of the course material and discussion have you found most meaningful?
- How do you plan to integrate your work across the programme with your social innovation goals? Consider your other electives, company analysis project, research report, as well as informal groups or projects you are a part of.
- The remainder of the individual component of the Course will consist of a regular blog exploring and reflecting on the following guiding questions (the blog will be visible to the class, not public).
- As a potential agent of social change, what are you discovering about your personal passions, curiosities, strengths, and challenges? What kinds of organizational and social spaces do you think you will be most effective in? What kinds of relationships do you need to foster in order to thrive as a social innovator?
- What are your short-term and long-term goals for learning and growth?

Learning commitments will be evaluated using the following criteria:

- Ability to synthesize course material and discussions.
- Depth and specificity of personal reflection.
- Depth and specificity of plans for integrating content across the programme so that they support your social innovation goals.
- Clarity of expression.

3. Class Participation

You are expected to familiarize yourself with the readings before class and to be an engaged participant in class dialogues. You are also expected to attend all team tutorials/reflective sessions on a weekly basis (or as determined by your supervisor) during the tutorials/reflective sessions. You are also expected to relate to and collaborate with your colleagues (lecturers, students, placement organisations and external stakeholders) appreciatively, kindly, energetically, and accountably.

4. Peer Review

You will also be reviewed by your peers in the group.



Student Expectations

- **Regular attendance and active participation at all classes.**

Consistent and active participation is required for the success of the course.

- **Thoughtful and well-executed contributions, both in class and with assignments.**

This course will challenge you think more critically about yourself, others and the world around you. As such, you are expected to provide thoughtful and well-articulated contributions.

- **Professionalism**

When working in the communities, a certain level of humility, patience and openness as you engage with community members and diverse cultures is critical to the success of your experience. You will be expected to dress appropriately i.e. no short shorts/dresses or plunging necklines, as to not distract participants of the programme or offend any community members. Keep Clear lines of communication between yourself and your coordinators and supervisors.

- **Attentive**

During class, you should be actively engaged with speakers and your peers; this means you should not be on your phone or laptop during class. Unless you have a documented special need, all electronic devices will be prohibited.

- **Timeliness**

You should be on time for all class meetings and assignments

- **Thorough**

Your work should show attention to thought and detail

Table 3: Course Outline

Lecture 1	<p>The Context Lens: Framing the Social Innovation Landscape</p> <p>In the first session, we will take a broad overview of the very diverse social innovation landscape. What is social innovation? Who “does” it? What organizational forms does it take? And how are those forms evolving? We will look at some basic theoretical frameworks for understanding social innovation. We will consider the relationships between public, private, and plural initiatives – from government agencies to social enterprises to social movements. And we will look at some of the most provocative and inspiring examples of current social innovation efforts in South Africa and around the world.</p>
Lecture 2	<p>The Systems Lens: Complexity Thinking for Social Change</p> <p>We can’t understand how to intervene in social- ecological systems without first understanding the nonlinear dynamics that govern those systems. We will briefly explore systems paradigms rooted in complexity science and consider the implications of those paradigms for the social</p> <p>Innovator. People are theorists of change, whether consciously or not. We develop our own ideas, predictions and assumptions to explain why certain events and consequences should occur and the best ways to achieve results. These assumptions can be explored within the system of relationships and power to understand how our actions might lead to impact.</p>
Lecture 3:	<p>The Practice Lens: Social Innovation in the Contemporary SA Context</p>

	In these sessions we have scheduled the visits for the duration of the course to explore social innovation in South Africa in a grounded, practical way in various sectors (e.g., energy, health care, education, political engagement, environmental sustainability, information technology, etc.)
Lecture 4:	<p>The Catalytic Lens: Agency, Leverage, and Institutional Work</p> <p>In this session we will consider how individuals and groups, whatever their positions or levels of formal power, can create meaningful change within complex social-ecological systems. What are the leverage points for intentional change and how can we access and work with those leverage points? What practices lead to the disruption of unhealthy? Institutional patterns and to the creation and maintenance, of new, healthier patterns? What are the most appropriate and effective principles for working across institutional and cultural boundaries?</p>
Lecture 5	<p>The Practice Lens: Synnovation Toolkit for Ideas</p> <p>We give an overview of the Synnovation process, used to facilitate the workshop and offer short innovation skills and behaviours that enable social innovation</p>
Lecture 6	<p>The Reflective Lens: Understanding Yourself as a Social Innovator</p> <p>In this session we ask you to consider your own personal relationship to social innovation and to the themes we have explored in previous sessions. What are your strengths and challenges as a potential social change agent? What are your curiosities, passions, and anxieties? What kinds of organizational and institutional spaces do you picture yourself operating in? What are the specific opportunities or issues that you find most compelling?</p>

Included in the package

SHAWCO Accommodation



The house is a self-catering, fully equipped house, suited to the needs of short term visitors. This modern 5 (five) bedroom house accommodates 16 guests comfortably with ample bathroom facilities. It is best suited for student accommodation or short term stays as rooms are sharing. The house offers wireless internet. Having staff live on the premises makes for a safe controlled environment and we also have the added safety of Groote Schuur Community Improvement District security a five minute walk from the house. We also use the house for placing international students on their stay with SHAWCO. You can contact SHAWCO accommodation for your next Cape Town stay: Contact: Delicia Govender (email: delicia.govender@uct.ac.za) or telephone: +27

(0) 21 406 6740

SHAWCO Transport

SHAWCO Community Transport Services (SCTS): SCTS was launched in 2004. Today the SHAWCO fleet consists of: 1 x 69 Seater; 1 x 32 Seater; 3 x 22 Seaters; 1 x 14 Seater; 1 x 7 Seater. SCTS has five permanent drivers and one contract

driver. SCTS is an integral part of our SHAWCO offering. During their stay students will be transported with SHAWCO transport which is included in the costs.



SHAWCO Semester Programme – SHAWCO Health/Medical Elective (SHAWCO Clinics)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1						
Students arrive	12h00 – 15h00 SHAWCO Orientation and Safety Seminar 15h00 – 15h30 Student cards 15h30 – 17h30 Introduction to SHAWCO Health and Lecture - Common SHAWCO conditions: STI's, UTI's, Derm, RTI's, Gastro 18h00 – 22h00 Welcome Dinner	15h00 – 17h00 Lectures - Health in Context: South African Situation 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Lectures - TB epidemiology, clinical esp. management 18h00 – 00h00 SHAWCO Clinic	12h00-18h00 Langa Walk through or bicycle Township Tour and early dinner	14h00 – 15h00 Reflection and Debriefing session 15h00 – 17h00 Lectures - HIV epidemiology, clinical esp. management 17h00- 00h00 Site visit to a Trauma Unit	Free Saturday
Week 2						
Free Sunday	15h00 – 17h00 Lecture - Language, history and culture in SA 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Lecture - Dermatology 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Lecture - RTI's Resp. Exam 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Lecture - UTI's and STI's	14h00 – 15h00 Reflection and Debriefing session Free evening	Free Saturday
Week 3						
Free Sunday	15h00 – 17h00 Lectures- Emergency Med 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Lectures - Paeds 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Lectures - Diabetes 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Lectures - MI/RHD Cardio Exam	14h00 – 15h00 Reflection and Debriefing session	Free Saturday
Week 4						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Western Cape Rehabilitation centre 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Heart Transplant Museum 18h00 – 00h00 SHAWCO Clinic	Free day	09h00 – 13h00 Paeds Clinic 14h00 – 15h00 Reflection and Debriefing session	Free Saturday

Week 5						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Stellenbosch University Museum/ Tygerberg Hospital 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – UCT Sports Science Institute 18h00 – 00h00 SHAWCO Clinic	Free Day	14h00 – 15h00 Reflection and Debriefing session 17h00- 00h00 Trauma Unit	Free Saturday
Week 6						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – To local clinic in township 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – St Johns 18h00 – 00h00 SHAWCO Clinic	14h00 – 15h00 Reflection and Debriefing session	Community Engagement	Free Saturday
Week 7						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Desmond Tutu Foundation – Tutu tester mobile clinics 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Hope – HIV & Aids Organisation 18h00 – 00h00 SHAWCO Clinic	Free Day	14h00 – 15h00 Reflection and Debriefing session 17h00- 00h00 Trauma Unit	Free Saturday
Week 8						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Red Cross Children’s Hospital 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Cape Medical Museum – History of Medicine 18h00 – 00h00 SHAWCO Clinic	Free Day	09h00 – 13h00 Paeds Clinic 14h00 – 15h00 Reflection and Debriefing session	Free Saturday
Week 9						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Saartjie Baartman Centre – Women and Children survivors of abuse 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – Streetsmarts SA – Fundraising organisation for children living on the streets of Cape Town 18h00 – 00h00 SHAWCO Clinic	Free Day	14h00 – 15h00 Reflection and Debriefing session 17h00- 00h00 Trauma Unit	Free Saturday
Week 10						
Free Sunday	Free Morning	15h00 – 17h00	15h00 – 17h00	Free Day	09h00 – 13h00	Free Saturday

	18h00 – 00h00 SHAWCO Clinic	Site Visit/Symposia to relevant site – Cape Mental Health 18h00 – 00h00 SHAWCO Clinic	Site Visit/Symposia to relevant site – Philani Nutrition and development organisation – Children’s rights: nutrition and healthcare 18h00 – 00h00 SHAWCO Clinic		Paeds Clinic 14h00 – 15h00 Reflection and Debriefing session	
Week 11						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – TAC (Treatment Action Campaign) 18h00 – 00h00 SHAWCO Clinic	15h00 – 17h00 Site Visit/Symposia to relevant site – TB / HIV Care Association 18h00 – 00h00 SHAWCO Clinic	Free day	14h00 – 15h00 Reflection and Debriefing session 17h00- 00h00 Trauma Unit	Free Saturday
Week 12						
Free Sunday	Free Morning 18h00 – 00h00 SHAWCO Clinic	Free Morning 18h00 – 00h00 SHAWCO Clinic	Free Morning 18h00 – 00h00 SHAWCO Clinic	09h00 – 12h00 Final Debriefing and Programme Review	Free Day	Departures

SHAWCO 4 Week Community Development and Social Justice Programme

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1						
Students arrive	09h00 – 12h00 SHAWCO Orientation and Safety Seminar 12h00 - 15h00 Collect Student Cards as well as Lunch and UCT Upper Campus Walking Tour with SHAWCO Education students	09h00 – 11h00 SHAWCO Lecture 1 12h00 – 18h00 Langa “Walk about” Township Tour and early dinner – Light lunch on the bus.	09h00 – 12h00 SHAWCO Lecture 2 12h00 – 13h00 Lunch 14h00 – 17h00 SHAWCO Centres Visit – 2 SHAWCO Centres	09h00 – 12h00 SHAWCO Lecture 3 12h00 – 13h00 Lunch 14h00 – 17h00 District Six Museum Tour	09h00 – 12h00 Reflection and Debriefing Session 12h00 – 13h00 Lunch 14h00 – 17h00 Adult IT Training Service-learning Orientation	Free Saturday
Week 2						

Free Sunday	09h00 – 12h00 SHAWCO Lecture 4 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning - Adult IT Training	09h00 – 12h00 Partnering university Lecture Time Or Guest Lecturer on interested theme 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning - Adult IT Training	09h00 – 12h00 SHAWCO Lecture 5 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning - Adult IT Training 18h00 – 19h00 Reflection Session	09h00 – 12h00 Partnering university Lecture Time Or Guest Lecturer on interested theme 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning - Adult IT Training	09h00 – 12h00 SHAWCO Lecture 6 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning - Adult IT Training	Free Saturday
Week 3						
Free Sunday	09h00 – 12h00 SHAWCO Lecture 7 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community	09h00 – 12h00 Partnering university Lecture Time Or Guest Lecturer on interested theme 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community	09h00 – 12h00 SHAWCO Lecture 8 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community 18h00 – 19h00 Reflection Session	09h00 – 12h00 Partnering university Lecture Time Or Guest Lecturer on interested theme 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community	Free Morning 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community	Free Saturday
Week 4						
Free Sunday	09h00 – 12h00 Partnering university Lecture Time Or Guest Lecturer on interested theme 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community	Free Morning 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Khayelitsha	09h00 – 12h00 Partnering university Lecture Time Or Guest Lecturer on interested theme 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community	Free Morning 12h00 – 13h00 Lunch 14h00 – 17h00 Service-learning in Community	09h00 – 12h00 Final Presentations and Programme Review 12h00 – 13h00 Lunch 14h00 – 17h00 Final Day in Service-learning Site	Departures

4 Week Social Innovation Programme in South African Context

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Students Arrive	<p>09h00 – 11h00 Introductory session and Safety Talk</p> <p>11h00-11h30 Collect Student cards at UCT Upper Campus Light lunch on bus.</p> <p>11h30 – 18h00 Langa Township Tour and early dinner.</p>	<p>09h00-12h00 -Lecture 1 Introduction to South Africa and its History</p> <p>13h00 – 17h00 Orientation to placement sites SHAWCO Kensington and Mothers Unite</p>	<p>09h00-12h00 – Assignments and Readings at accommodation</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 -Lecture 2 What is Development? Considering Social Innovation and Service</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 Reflection Session</p> <p>10h00-12h00 – Working on Assignments and Readings in class</p> <p>13h00 – 17h00 Work in Placement Sites</p>	Free Saturday
Free Sunday	<p>09h00-12h00 -Lecture 3 The Context Lens: Framing the Social Innovation Landscape</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 - Assignments and Readings at accommodation</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 -Lecture 4 Paradigms of Service</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 -Lecture 5 The Systems Lens: Complexity Thinking for Social Change</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00- Reflection Session</p> <p>10h00-12h00 - Assignments and Readings in class</p> <p>13h00 – 17h00 Work in Placement Sites</p>	Free Saturday
Free Sunday	<p>09h00-12h00 -Lecture 6 Service in Contexts of Inequality</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 - Assignments and Readings at accommodation</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 -Lecture 7 Service in Post-Colonial Contexts</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 -Lecture 8 The Catalytic Lens: Agency, Leverage and Institutional Work</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00- Reflection Session</p> <p>10h00-12h00 - Assignments and Readings in class</p> <p>13H00 – Travel to destination</p>	Free Saturday
Free Sunday	<p>09h00-12h00 -Lecture 9 Self and Service</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00- Reflection Session</p> <p>10h00-12h00 - Assignments and Readings in class</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 -Lecture 10 Self – Reflexivity as Development Practice</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 – Lecture 11 The Reflective Lens: Understanding Yourself as a Social Entrepreneur</p> <p>13h00 – 17h00 Work in Placement Sites</p>	<p>09h00-12h00 – Final Presentations and programme review</p>	Departures

4 Week Medical Elective Programme

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1						
Arrivals – Flights and arrival time to be confirmed	09h00-12h00 Introductory and Safety Talks	14h00 – 15h30 Clinical Lecture – Health in context: South African Situation	15h30 – 17h00 Clinical Lecture – TB Epidemiology, clinical esp. management	14h30 – 15h30 Clinical Lecture – Paediatrics	09h00 – 10h00 Reflection Session	Free Saturday
	Common SHAWCO conditions: STI's, UTI's, Derm, RTI's, Gastro	15h30 – 17h00 Clinical Lecture – HIV/AIDS	18h00 – 00h00 Clinic	SL Lecture 1 – Self and Service	11h00 – 13h00 SL Lecture 4 – Contexts of inequality	
	12h30-13h00 Collect Student Cards	18h00 – 00h00 Clinic			13h00 – 18h00 Langa Township Tour and early dinner	
	18h00 – 00h00 Clinic					
Week 2						
Free Sunday	15h00 – 17h00 SL Lecture 2 – What is development?	15h00 – 17h00 Clinical Lecture – STI's	15h00 – 17h00 SL Lecture 3 – Paradigms of service	15h00 – 17h00 Clinical Lecture – Dermatology	09h00 – 10h00 Reflection Session	Free Saturday
	18h00 – 00h00 Clinic	18h00 – 00h00 Clinic	18h00 – 00h00 Clinic		Free Afternoon	
Week 3						
Free Sunday	15h00 – 17h00 Clinical Lecture – LRTI	15h00 – 17h00 SL Lecture – 5 – Service in Post-Colonial Contexts	15h00 – 17h00 Clinical Lecture – UTI's	15h00 – 17h00 SL Lecture 6 – Self-reflection as a practice.	09h00 – 10h00 Reflection Session	Free Saturday
	18h00 – 00h00 Clinic	18h00 – 00h00 Clinic	18h00 – 00h00 Clinic		Free Afternoon	
Week 4						
Free Sunday	Free Morning and Afternoon	Free Morning and Afternoon	Free Morning and Afternoon	Free Day	09h00 – 10h00 Final Reflection Session and programme review	
	18h00 – 00h00 Clinic	18h00 – 00h00 Clinic	18h00 – 00h00 Clinic		Farewell Lunch	

SHAWCO 2 Week Social Innovation Immersion Programme

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1						
Free Sunday	<p>Arrive Cape Town</p> <p>To be collected at the airport by a SHAWCO driver and transfer to accommodation</p>	<p>09h00-11h00 – Introductory session and Safety Talk</p> <p>11h15 – Collect Students cards at UCT upper campus</p> <p>12h00 – Langa Township Visit including lunch</p> <p>18h00 – Welcome Dinner</p>	<p>08h30 – 12h00 -Lecture 1</p> <p>12h00- 13h30 – Lunch</p> <p>14h00-17h00 – Social Enterprise Visit</p>	<p>08h30-12h00 – Lecture 2</p> <p>12h00- 13h30 – Lunch</p> <p>14h00-17h00 – Social Enterprise Visit</p>	<p>08h30-12h00 - Lecture 3</p> <p>12h00-13h30 – Lunch</p> <p>14h00 – 16h30 District Six Museum</p>	Free Saturday
Week 2						
Free Sunday	<p>08h30 – 11h30 Lecture 4</p> <p>11h30-12h30 – Lunch</p> <p>12h30-13h30 – SHAWCO Kensington Centre – Rags2Riches, Solar Labs and tour of the centre.</p> <p>14h00-17h00 – Social Enterprise Visit</p>	<p>08h30 – 12h00 Lecture 5</p> <p>12h00 – 13h30 Lunch</p> <p>14h00-17h00 – Social Enterprise Visit/Workshop</p>	<p>08h30-11h30 Lecture 6</p> <p>11h30 – 18h00 Cape Point Drive</p>	<p>08h30-12h30 Presentations</p> <p>12h30-13h30 – Debriefing</p> <p>13h30 – Mzoli’s</p>	<p>06h00 – 16h00 Aquila Game Reserve – Morning drive back in the afternoon</p>	19H00 – Farewell Dinner
Week 3						
Departures						



— UNIVERSITY OF CAPE TOWN —

SHAWCO



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