

# **CARE AFRICA NETWORK**

**A report of the training courses given in**

**Lesotho and Eswatini**

**during**

**February 2019**

**in**

**Methods for meeting the needs of Orphaned and  
Vulnerable Children (OVC) by empowering community  
supported family care**

**and**

**The treatment of children with Post-Traumatic Stress  
Disorder (PTSD)**



## **CAN TRAINING COURSES IN 2019**

### ***Introduction and overview***

The CAN aims and objectives are to benefit children in need, and promote the support and development of African community care systems for future generations. The courses are designed to empower community supported family care for children in crisis, including children orphaned by AIDS. This is achieved by disseminating innovative and successful ideas that have been employed elsewhere, mainly in Africa, for the benefit of orphaned and vulnerable children (OVC). CAN seeks to promote community development of culturally appropriate methods that meet the needs of OVC. It will also undertake international advocacy for the needs of OVC in Africa, and campaigns for the support of community development projects for their benefit. In some instances CAN has provided some small initial funding for income generating projects that will enable the future self-sufficiency of local communities.

The CAN training courses are designed to meet these aims and objectives. CAN also provides needs led training specifically requested by some organisations in Africa. Training in the treatment of Post-Traumatic Stress Disorder (PTSD) in children has been requested to address the significant number of children reported to be suffering this condition, predominantly as a consequence of having lost their parents to AIDS. This training is provided in addition to the main training course which is relevant to all OVC.

The framework for the courses undertaken in 2019 followed the dual workshop format adopted for previous courses. The first of these workshops qualifies individuals to treat children suffering from PTSD through the use of Children's Accelerated Trauma Therapy (CATT). This is a methodology that was developed and patented by Carly Raby. As a consequence it can only be taught by a licensed trainer, who for CAN is CAN's founder, Francesca Simms. It has been successfully used in Britain and elsewhere especially Rwanda, where it has been adopted as the official method for treating PTSD following the genocide.

The second of the workshops teaches methods to meet the needs of OVC through the maintenance of the African system of community supported family care. The teaching draws on CAN's research of successful projects across Kenya, Uganda, Lesotho, and Swaziland (now Eswatini). The guiding philosophy is to build on the established system of family and community care with a view to sustaining its functionality in established communities. This approach recognises the success of the African community care system in meeting the needs of society. The system is now threatened with destruction by the unprecedented pressures placed upon it; particularly following the AIDS orphan crisis. The destruction of this beneficial and cost effective care system would result in millions of children and vulnerable adults becoming destitute, and the reversal of all development aims. CAN's work endeavours to reverse this destruction by disseminating effective methods of meeting children's needs by empowering community supported family care, and providing course participants with a capability to develop projects using these methods.

Partly in order to comply with the terms of the Licence held by Francesca Simms allowing her to teach the patented method of treating children with PTSD (CATT) only to members of CAN, each student attending any of the CAN courses, is invited to become a "CAN Extension Worker". CAN Extension Workers are volunteers committed to using ideas learnt on the course to benefit OVC

wherever possible. As an affiliate of CAN they are able receive the training which the Licence stipulates can only be given to CAN members. It is hoped that the CAN extension workers trained in Lesotho and Eswatini, and maybe elsewhere in the future, will continue the work of CAN by developing projects to benefit OVC in their countries.

CAN has now trained around 360 CAN Extension Workers in Lesotho and Eswatini. They have planned their own projects during the courses and some have already started projects to benefit OVC using ideas from the course. It is hoped that this will have a significant impact in reversing the destruction of the beneficial African extended family and community care system and the disastrous results this would have in terms of thousands of destitute children and adults and all development aims reversed. Instead, by spreading successful innovations and methods and developing projects for orphans and vulnerable children, which they have planned on the courses, they will be empowering the African care system to continue to benefit future generations and helping it to develop to meet new challenges in meeting need so that well cared for children can contribute positively to the future of their country.

The courses given in February 2019 again focused on Lesotho and Eswatini; these being two of the poorest countries in the region that have suffered cruelly from the AIDs epidemic and are now struggling to continue to provide care for so many aids orphans as well as other orphans and vulnerable children. The focus in Lesotho has been to provide courses that are now integrated into the fourth year curricula of the relevant undergraduate courses at the National University of Lesotho at Roma. This is now seen as being one of the most effective platforms for disseminating the methods and treatments to the widest proportion of the population in need. Unfortunately there are few employment opportunities for graduating social workers in Lesotho at present and the students are enthusiastic to use the skills they learn on the CAN courses to develop their own projects to benefit orphans and vulnerable children in their country and then possibly apply for funding to develop their projects further.

For the 2019 courses a new arrangement was made for the manuals for each workshop to be printed centrally in Bloemfontein, South Africa and collected on our arrival. This proved successful and more time and cost effective than printing them at the universities. Changes in the numbers attending at the last minute led to an excess in the numbers of manuals, but these have been stored and are available for use next year unless we have amended the courses significantly before then.

## **NATIONAL UNIVERSITY OF LESOTHO (NUL)**

In February 2019 CAN once again was able to provide both training workshops to the social work students at the National University of Lesotho. Following the success of the previous courses the University has incorporated these courses as an integral part of its fourth year curriculum for undergraduates studying for a BA in social work.

It is encouraging that Mrs Simbai Mushonga, Lecturer at the Department of Sociology & Social Work, National University of Lesotho, believes that students benefit greatly from the CAN courses and has expressed the wish that CAN courses continue in the future even if the current CAN trainer needs to retire from presenting them. She has offered to work with the present CAN trainer in the future to learn to deliver the courses, and assist her in doing so with a view to taking over the courses if the present CAN trainer is no longer able to do them. Until that time she is also interested in working with the CAN trainer to take the courses elsewhere possibly to University of Botswana. This coincides with CAN founder and trainers wish and plan that CAN's work is handed over to suitable African professionals when she needs to retire from it.

Mrs Mushonga suggested that she should initially attend the courses, then join the CAN trainer in teaching them in Lesotho and possibly elsewhere such as in Eswatini or Botswana. If the CAN trainer decided it was time to take the CAN courses to other countries or to retire, she would be able to enable the courses to continue so that students and orphans and vulnerable children would continue to benefit

This may be a way forward to enable CAN to progress to offer the courses to other countries in Africa as was the original plan, but also as an exit strategy when the CAN trainer and founder decides to retire and hand over CAN's work to professionals in Africa. It would enable orphans and vulnerable children to continue to benefit from the CAN research in the future even if CAN is wound up as an organisation. It is hoped that the 360 CAN extension workers already trained, as well as those trained in the future would also continue to benefit needy children by developing the projects they planned on their courses.

Whilst it is possible for the CAN methods course to be taught by someone other than the CAN founder and trainer, in accordance with her wishes that the results of her research should continue to be disseminated as widely as possible to benefit orphans and vulnerable children, the training to treat children with Post Traumatic Stress disorder is limited by the patent of Carly Raby who developed the method and only allows it to be taught by those to whom she has granted a licence. Various ways forward have been considered including Mrs Mushonga investigating whether she could acquire the necessary training to be granted a licence to teach the method or possibly alternatively CAN developing an alternative course which would not be limited by the patent. This would involve teaching other methods of treatment of children's mental health difficulties based on her knowledge and experience.



## ***National University of Lesotho Course 1***

### ***The treatment of PTSD in children – February 2019***

Eighty-six students registered for the course, which was held in one of their main lecture halls. The training followed the format set by the Licence with considerable additional input based on the trainer's own experience of treating children with a wide range of severe mental health problems including PTSD. Students were also given an opportunity to devise their own projects for rolling the treatment out to communities. The workshop comprised a combination of lectures and role playing in pairs as therapist and child using this play / art method which is a child friendly adaption of a Cognitive Behavioural Therapy protocol. Through such role play the students could develop their skills of using the CATT method. This method is very effective in treating PTSD by enabling the traumatic memory to be transferred to the thinking part of the brain so the PTSD reaction disappears. Students were formed into groups that discussed aspects of how the methodology might be deployed within Lesotho then fed back to the whole group their conclusions concerning how they would start a project to treat children suffering from PTSD. Once again the enthusiasm of these students was immensely encouraging. As in previous courses they had some exciting ideas for developing their own projects to treat children suffering from PTSD and were committed to so.



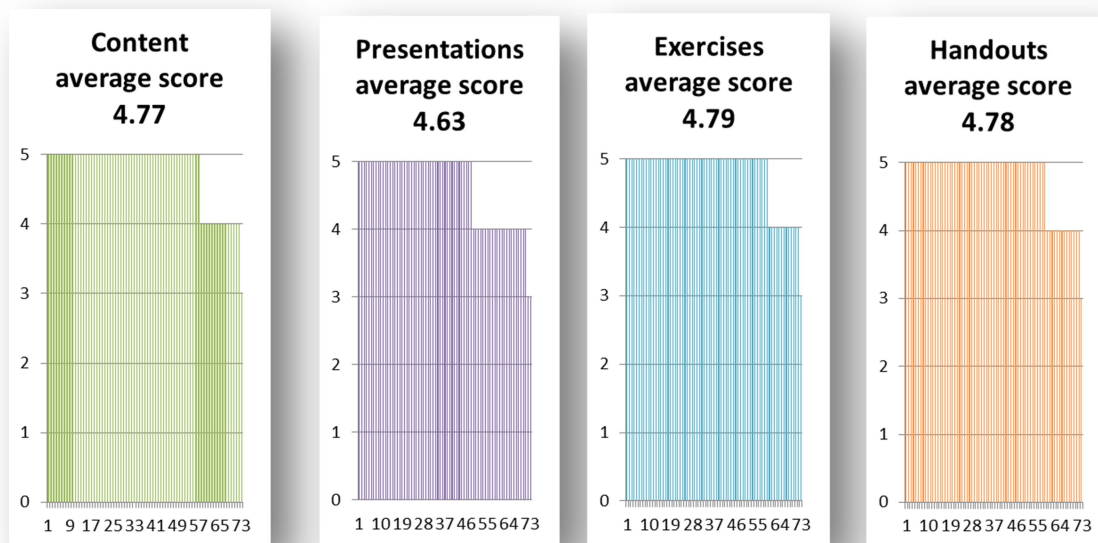
*Students' role playing the PTSD treatment protocol – National University of Lesotho 2019*

The student groups fed back their plans for developing their own projects to treat children suffering from PTSD. These included ideas for increasing public awareness of the condition and its need for treatment as well as screenings (with relevant permissions) that would identify children who would benefit from such treatment. Ideas for the latter included using the PTSD Checklist together with

the CRIES 8 evaluation form, developed by The Children in War Foundation as a screening aid to assess which children may be suffering from PTSD, to identify children who may need treatment for PTSD within large groups of children such as schools, children’s homes, communities etc. They would then offer these children an appointment together with their carers to investigate further whether they may suffer from PTSD and if so whether they should be offered the treatment for it. There were innovative ideas for finding premises to use (such as school rooms after school hours) and plans for collecting results of successful treatments and applying for aid funding to develop their projects further.

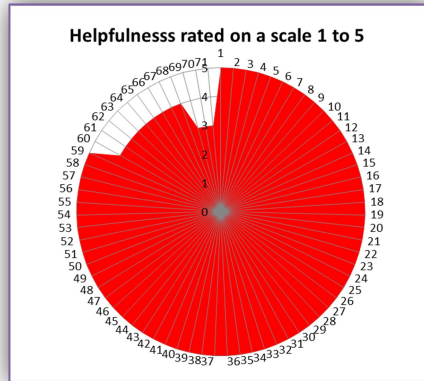
### Course Feedback

Once again feedback forms completed by the students were encouraging both in the comments they made about the course and the scores they gave to each course component. As in previous courses the average scores given by the students for each of the course components of course, content, presentations, exercises and hand-outs was between very good and excellent but nearer to excellent. The average score for the content was 95.4%, for presentations 92.6%, for course exercises, 95.8% and hand- outs 95.6%. These scores are shown in graph form below.



*National University of Lesotho 2019 PTSD course scores for each course component*

The feedback provided by the students universally declared the course to be useful and pitched at the right level. Participants found the course either helpful or very helpful as is indicated in their individual assessments shown in the following radar diagram.



*National University of Lesotho 2019 rating of PTSD treatment course helpfulness*

Ideas for improvement of the course included that it would be better to have two presenters being too intense and long for one presenter. However unfortunately this is prevented by the licence to teach this patented method which has only been granted to Francesca Simms in person. It was also suggested that providing the students with snacks and drinking water would aid concentration. Providing refreshments on the courses to so many students would however greatly increase the funding costs and we have tried to keep the courses as cost effective as possible. It was also suggested it would also be helpful to have more examples of case studies of African children treated using the method.

It was generally reported that the course was really helpful and important in equipping them to treat children suffering from PTSD and it was hoped it would be made available to future final year students too as part of their curriculum. There was much enthusiasm for their ideas for developing projects to treat children suffering from PTSD and this might also create a role for them in a country where employment opportunities are limited. It was also recommended that it was taught as widely as possible globally including to local communities.

**Positive comments included:-**

- I enjoyed the course very much and it was also so relevant
- This course should also be undertaken more often as it was so helpful
- This workshop has been so informative and eye opening as well as brain widening to possibilities of project establishment
- Everything was just perfect



## ***National University of Lesotho Course 2***

### ***Methods for meeting the needs of OVC – February 2019***

This course, delivered in the second half of the week at the National University of Lesotho started by describing children's needs including their psychological and social needs, and the theoretical basis for the community supported care of orphaned and vulnerable children in the context of the African extended family culture together with its ability to meet these needs. It went on to consider the destructive pressures threatening the collapse of this system before drawing on research in four African countries to promote ideas that will combat these adverse pressures and enable the system to be sustained and children's needs met.

The approach contrasts the differing conditions and challenges in four countries before describing projects and ideas under ten headings that have been effective in restoring the care system and meeting the needs of OVC. These include ideas for the economic empowerment of families and communities, including income generating projects and savings and loans groups, also community development and methods for restoring collapsed communities, child protection and child empowerment programmes, psychosocial support, rehabilitation of children to families and devices for rescuing street children, as well as alternative care of those children for whom it is impossible to return to a birth family or community. Access to education is also examined, together with catalyst organisations that can empower other organisation or individuals to meet children's needs.

The course was attended by the same group of 86 students. It was structured as a series of lectures punctuated by sessions in which the students, again in their groups, considered which of the ideas would be effective in the communities with which they were familiar, and how those ideas might be promulgated throughout their regions.

The final group exercise gave students the opportunity to plan projects which either individually or as a group, they would like to start themselves following graduation for the benefit of children in their area. Since the employment opportunities on graduation are sadly limited, there was great enthusiasm for this group exercise. It enabled them to think though specific project developments and how they might undertake them. Inspiration was provided by the numerous examples in the course of successful projects that had been started by unemployed graduates and have benefited many thousands of OVC. Many course participants resolved to do inspirational work developing projects for children in their areas. It was suggested that once some successful results had been recorded, they might apply for aid funding to further develop their project, and in doing so create a role and possibly a means of living for themselves; thus establishing their own self-sufficiency.

The CAN methods course is essentially one of knowledge transfer so maintaining the interest of the students for such a protracted period represents a significant challenge. As the feedback subsequently showed, giving the students an opportunity to devise, discuss and develop their own ideas was an important learning feature of the course. The course was also accompanied by a 100 page manual that summarised the various projects found in the research as well as the other course content.

In the group sessions to plan projects they wished personally or as a group to develop to benefit OVC in Lesotho there were a range of excellent creative projects planned.

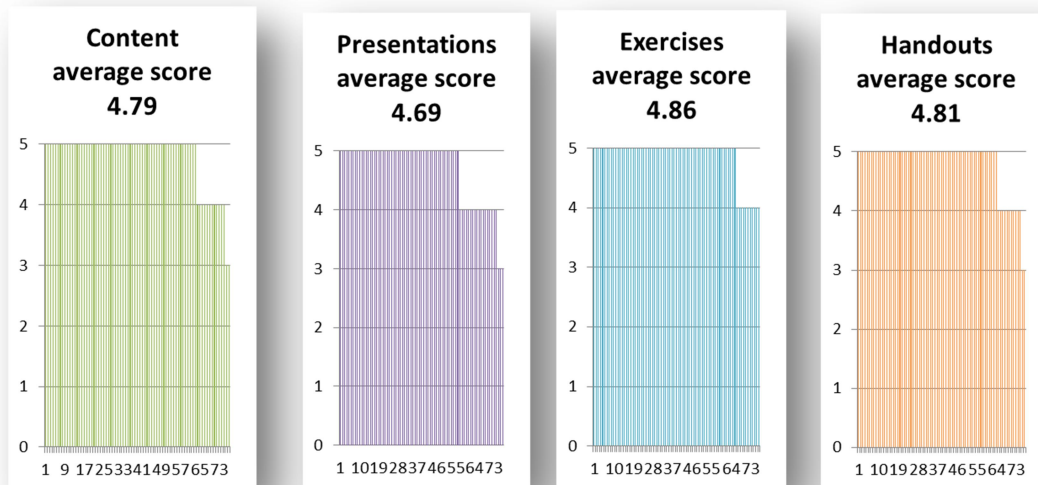
These ranged from projects to rebuild communities, economic empowerment of families and communities by development of various income generating projects and saving and loans groups to enable them to meet the needs of their OVC, economic empowerment of the OVC themselves and public awareness campaigns to address issues of stigma and promote social inclusion, to projects to rehabilitate street children or children in institutions with families. Many of the projects planned were multifaceted and included child protection and improving access to education and health care for OVC and AIDS prevention awareness.



*Lectures, group working and presentations in the CAN methods workshop  
National University of Lesotho 2019*

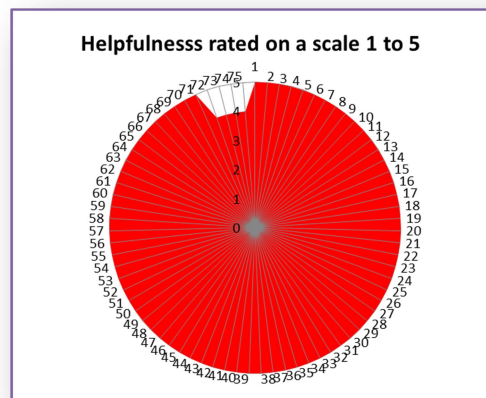
### **Course Feedback**

As in the previous years that this course was provided, the feedback indicated the student's enthusiasm. Average scores for all course components were between very good and excellent but nearer to excellent. Course content was given an average score of 95.8%, the presentations attained average scores of 93.8%, and the course exercises 97.5%. The 100 page manual which accompanied the course was given the average score of 96.2%. These scores are depicted in the graphs below.



*National University of Lesotho 2019 CAN Methods course scores for each component of the course*

The course was universally voted as being useful in supporting African communities in need and to be pitched at the right level. The great majority voted that it would be extremely helpful in their future work giving this the maximum score as depicted in the following chart with a very few voting that it would be only very helpful.



*National University of Lesotho 2019 rating of CAN Methods course helpfulness*

Ideas for improving the course were: having more presenters, providing manuals for any visually impaired students, encouraging more participation during the presentation parts of the course, and if possible, providing refreshments that would aid the concentration of the students. There were also repeated requests that the courses should be much longer so that all the important information could be more fully understood. It was further suggested that they should be extended and included in all the fourth year social work training.



It was suggested that the course should also be made available to care givers and to communities, and that the ideas and strategies could be disseminated more widely using radio and TV programmes in addition to the courses and manuals. Perhaps this is something that could be suggested for future students to include in their project plans.

It was appreciated that the content of the course was based on CAN's research into projects in Africa which had been successful in improving lives of orphans and vulnerable children and that by being presented and compared as well as linked to underlying theory it enabled students to evaluate which approaches would be most beneficial to replicate.

It was considered that the course was beneficial in strengthening community care systems in offering help to orphans and vulnerable children, empowering community development and empowering orphans and vulnerable children with capabilities and ways they can protect themselves. It would help in reuniting orphans and vulnerable children with their communities and in strengthening communities so they could care for them.

It was appreciated that it provided strategies for protecting children facing abuse and for improving the lives of needy children in Africa. Economic empowerment and food security strategies were particularly appreciated as well as strategies to reunite street children and children in institutions with their families and child empowerment programmes.

There was a particular interest in the economic empowerment of families and communities in Uganda a using the savings and loans groups and income generating training and the child protection approach of Eswatini developing a system of trained child protection volunteers for each household cluster in every community who can be aware of local children's needs, work to assist them and refer for further assistance where required.

It was reported that the course gave them skills to tackle the problems facing orphans and vulnerable children and communities in general, made them love being a social worker and it had empowered them and inspired them to start projects for children. It was found helpful to plan in groups during the course the projects they hoped to start on graduation.

The group work to develop their own projects was particularly appreciated and the groups learnt also from the feedback presented by each group.

Comments about the course included the following:

- Very interesting and informative
- Presentations were excellent
- Relevant to the African context
- Very insightful course
- Excellent course
- Everything was just so perfect
- The course is vital for the academic curriculum and it can be of crucial importance in enhancing and empowering community development programmes for vulnerable groups
- As a social worker striving for change and inclusion of the orphans and vulnerable children this course was very crucial and of course I gained so much. I would also like to be part of

this beautiful work in Lesotho so that we can teach much change in a shorter time. I am really interested and thank you so much CAN

- I wish other countries could get the same information as it is an eye opener and very helpful
- I would like CAN to establish themselves in all countries of the world because together we can beat all obstacles facing the orphans and vulnerable children
- I would like to acknowledge your efforts. The work you are doing is touching hearts and if correctly applied it is really going to change the world and create communities which are eager to take care and full responsibility for their orphans and vulnerable children. Thank you a lot
- CAN is very important
- Thank you for such a mind opening workshop

### **General feedback from NUL students about the work of CAN**

There was a repeated plea that the courses should be of a longer duration since they contained so much information to be absorbed. Notwithstanding this it was universally reported that the work of CAN is very helpful in enabling improvements in the lives and empowerment of OVC. It disseminates information on projects that enable their needs to be met and their livelihoods sustained. One comment was that it *“gives strategies and skills for addressing problems to government, communities and individuals whose mission is to change and make the world a better place”*.

It was also reported that CAN had enabled the students to identify and treat children suffering from PTSD. *“CAN impacts on changing lives of OVC by educating in strategies essential for generating incomes, sustaining economic and social stability. It promotes sustainable development”*.

It was greatly appreciated that CAN recognised the importance of the extended family and community in caring for children and for the economic and social development of the country. *“It made me proud of our traditional extended family systems for caring for children in Lesotho, and made me realise that it is up to me as a social worker to encourage communities to continue to care for one another and most importantly never let go of our good practice of recognising that it takes a village to rear a child”*. One student noted: *“Prior to the CAN course I had not understood the negative impact of institutionalisation for African children”*

Concerning children suffering from abuse, it was particularly appreciated that CAN disseminates community development approaches to child protection.

Comments included:

- It provides self-reliance for communities, families and children ... and enhances the spirit of togetherness and social solidarity
- CAN helps rebuild African communities. Its beneficial impact on the lives of OVC could be increased if CAN disseminated their courses to as many other African countries as possible
- By sharing information about successful projects from elsewhere we have been made aware how we can change the lives of our OVC by starting such projects
- It enables us to empower the most vulnerable groups in society



- It also empowers social workers
- It motivated us as future social workers to come up with more projects that will help OVCs
- It deals with issues that are not included in Africa's academic curriculum therefore CAN is the best thing ever
- The more people given this type of training; the more they are able to be creative in coming up with strategies for helping and empowering vulnerable and orphaned children
- It is of greatest importance and impact on shaping or encouraging the care of OVC in Africa



*National University of Lesotho – 2019 course membership*

### **CAN's view of courses given at the National University of Lesotho**

CAN wishes to thank the National University of Lesotho for their continued support in enabling CAN to provide the courses, and for providing an excellent lecture hall for this. As in previous years it is always a pleasure to teach the CAN courses to these final year social work students. Their enthusiasm for the ideas and methods learnt and their motivation and creativity in applying them to projects intended to improve the lives of orphans and vulnerable children in Lesotho is inspiring and indicative of the caring culture in this remote and beautiful mountainous kingdom.

The courses are very intense and tiring especially when the weather is also so very hot. If we can raise the funding, and the university can make the arrangements for the students to be provided with some refreshments during the workshops, the feedback suggests that this would aid concentration. It would also be beneficial if the plan to work towards including a university lecturer in sharing the delivery of the course could be progressed. Having a single presenter to disseminate so much information is not ideal. Possibly the ideas could also be expanded on by the lecturers during their normal course lectures too since the students felt it was a lot of information to absorb within the time frame available. Whilst it may not be possible to get manuals printed in braille for the visually impaired, providing magnifying glasses might aid any students with visual impairment.

## **UNIVERSITY OF ESWATINI (UESWA)**

In Eswatini CAN has worked to establish a similar relationship with the University of Eswatini. The university was founded in 1982 being originally part of the University of Basutoland which was previously based at Roma in Lesotho, and which provided tertiary education for Basutoland (now Lesotho), Swaziland, (now Eswatini) and Botswana. The present university in Eswatini is spread across three campuses. In February 2018 CAN had discussions with two of the faculties there, the Department for Community Health at Mbabane and the Department of Social Sciences on the Kwaluseni campus. Both expressed an interest in having the CAN training courses in the future and arrangements were made during 2018 for the courses to proceed in March 2019. The University helpfully agreed for members of NGOs to join the courses, and made arrangements with NGOs including our partnership organisation Super Buddies for this to happen. It was considered that this would benefit both the students and the NGO staff by providing an opportunity for two way learning between those with practical experience and those with academic training thus opening the prospect for joint working on the development of projects to aid children, and even provide possible job opportunities for the graduating students.

The courses in March 2019 were therefore provided at the Department of Community Health for the final year psychiatric nursing students. They were accompanied by a group of Super Buddies youth mentors from our partnership organisation Super Buddies, who were in need of the training for their programme to treat children suffering from post-traumatic stress disorder across Eswatini. The workshops were also provided at The Department of Social Science at the Kwalisini campus to 3<sup>rd</sup> year social work students, and staff from a number of different NGOs which operate in Eswatini for the benefit of children in need .

The first of the courses was a little disappointing. The new Dean of the Department of Community Health said how pleased she was to have the course and hoped they could continue for the future, and together with the Head of Department, who had been so helpful making all the arrangements, agreed that the courses could proceed. Unfortunately other lecturers on the campus complained that they had been given insufficient warning that their own lectures that week were to be cancelled and so forbade their students from attending the CAN courses. Despite students informing us of their disappointment, and the Dean instructing that they should be allowed to attend, this resulted in fewer psychiatric nurse students than we had planned for being able to attend the workshops. In fact only a tiny number managed to attend between their other lectures. However that did mean that we could concentrate the teaching on the Super Buddies Youth Mentors who needed the training to equip them to treat children suffering from PTSD. The Dean of the Department of Community Health and Head of Department were apologetic about the actions of their lecturers and said that they hoped that the CAN workshops could be provided to psychiatric nursing students in future years.

The workshops at the Department of Social Work located at the Kwalasini campus were more successful and the department went to great trouble to ensure that all was in place to assist. Both staff and students could not have been more helpful. The workshops were enthusiastically attended by 3<sup>rd</sup> year social work students, and staff from a selection of NGOs including Swaziland Action Against Abuse, (SWAAGA), Caprini Ministers, and IMERSE.

It is encouraging that the Department of Social Work at the University of Eswatini felt the courses had been beneficial and hoped they could continue in future years. As with the National University of Lesotho they also expressed an interest in being able to continue to provide the CAN courses even after the CAN trainer has retired and are interested in nominating a member of their lecturing staff to work with CAN with a view to taking over the courses at a later stage. Perhaps this can be explored further in the future.

## **University of Eswatini – Mbabane campus**

### ***Course 1 - The treatment of PTSD in children – February 2019***

The courses at the University of Eswatini followed the same format as those delivered at the National University of Lesotho.

The Head of the Department of Community Health was extremely helpful in making the arrangements for the courses at both the Mbabane campus and the Kwasasini campus and making the arrangements together with Super Buddies for staff from NGOs to attend as well, to promote joint working and projects. The university was also helpful in arranging for us to use one of their best lecture halls at the Mbabane campus. However, it was disappointing to all that the psychiatric nursing students were unable to attend the courses as had been planned. However one or two did manage to attend some of the course in between their other lectures and tried made up the work they had missed in their own time. However the course was chiefly delivered to 13 youth mentors from our partnership organisation Super Buddies, who have been very helpful in developing CAN courses in Eswatini over the years. Super Buddies in addition to its other youth empowerment and AIDS prevention work is developing a project to treat children suffering from PTSD across Swaziland. New youth mentors recently recruited for this were in need of the CAN training particularly that which enabled them to identify and treat children suffering from PTSD.

As the youth mentors are from all areas of Eswatini, Super Buddies provided them with traveling expenses to attend the course in Mbabane as well as funds for their meals. Although Super Buddies did not have funding for course accommodation this time, as the youth mentors were keen to attend the courses, they all manage to arrange to stay with relatives in Mbabane for the duration of the training.

Super Buddies youth mentors are selected as they have excellent skills in working with and empowering children and young people, but they have had varying amounts of formal education. Final year social work students find the CAN courses to have a challenging amount of information to absorb in the time available and this must be even more of a challenge for the youth mentors. This makes it a more difficult group to teach successfully.

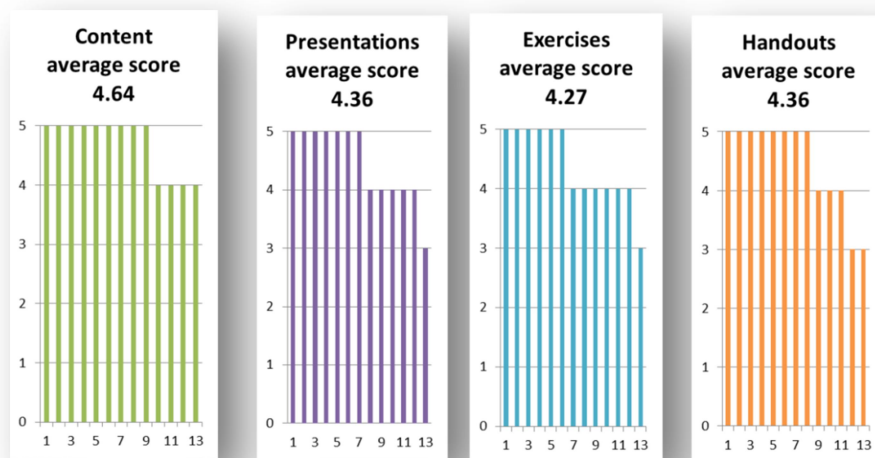
In the course group work the youth mentors came up with good ideas as to how they would use what they had learnt to develop their own projects to treat children with PTSD in their areas. This included how they would identify children needing the treatment, how to obtain relevant permissions, how to organise venues and obtain funding as well as of course how they would carry out the treatment they had learnt about on the course.

## Course Feedback

On the whole the feedback was positive, all scores for all components of both courses being between very good and excellent on average and it is hoped that it had equipped the youth mentors to both treat children suffering from PTSD and help vulnerable children in other ways.

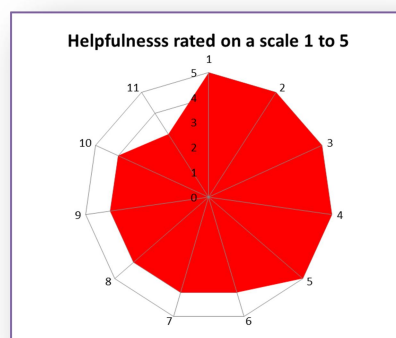
Average scores for all components, content, presentations, exercises, and hand-outs of the PTSD course was between very good and excellent but slightly lower than the scores awarded by the final year social work students at The National University of Lesotho.

Course content acquired the average score of 92.8%, presentations 87.2%, exercises 85.4% and hand-outs 87.2%



*Super Buddies feedback on PTSD treatment course 2019  
University of Eswatini – Mbabane campus*

The majority voted that the course was extremely helpful to their future work but some thought it was very helpful and one student voted it only as helpful to future work.



*Super Buddies assessment of helpfulness of 2019 PTSD course – Mbabane campus*

The main suggestions for the improvement of the course were again that concentration would be aided by the provision of refreshments during the course. Giving more time for videos and group discussions were also suggested.

It was however remarked that the presentations were very good, the facilitators so friendly and the group work and role plays were appreciated. There was appreciation that the course enabled them to identify children suffering from PTSD and to treat them.

### **University of Eswatini - Mbabane campus**

#### ***Course 2 – CAN Methods – February 2019***

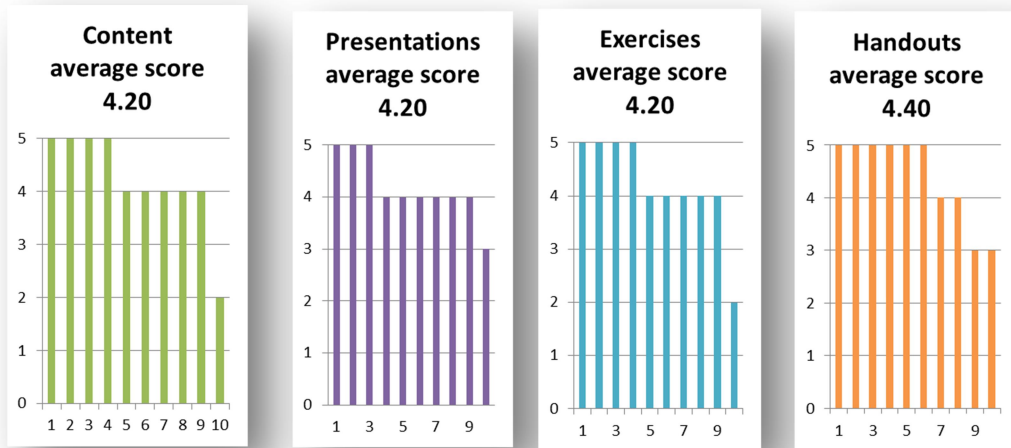
The youth mentors must have found this course particularly challenging since they had no previous training in social work. However they worked together well and came up with some good ideas for projects they hoped to develop to benefit children.



*Super Buddies discussing CAN Methods at Mbabane campus February 2019*

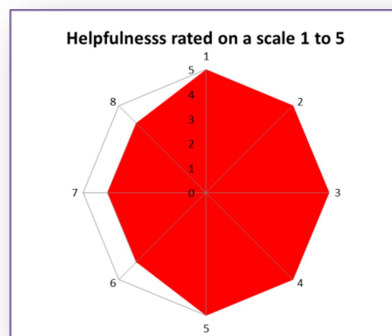
### Course Feedback

Feedback on all components of the course averaged between very good and excellent. The course content was given an average score of 84%, the presentations 84%, the group exercises 84%, and the hand-outs 88%.



*Super Buddies feedback on CAN Methods course 2019  
University of Eswatini – Mbabane campus*

The majority voted that the course was extremely helpful to their future work, but some voted that it would be very helpful



*Super Buddies assessment of helpfulness of 2019 CAN Methods course – Mbabane campus*

The group work resulted in some good plans for developing multifaceted projects for OVC in their area. Economic empowerment of the OVC was a main feature of this through training in income generating projects such as vegetable growing projects or handicraft training, but projects also had a wider youth empowerment aspect and also aimed to identify and treat children suffering from PTSD.



The main ways they suggested that the course could be improved was that it should be longer as there was so much information to absorb. Snacks to aid concentration would also be appreciated as well as more speakers. It was suggested that it would be helpful if they could be put in contact with possible funding avenues for projects they hoped to develop.

It was appreciated that the presenter and course facilitator were friendly and encouraging and that the courses were provided very punctually on time. Learning more about the needs of children and in particular the importance of meeting psychological and social needs and providing a stable home was valued. It was generally felt that they had learnt a great deal from hearing about successful projects in other countries and different strategies for meeting children's needs. Community development, family empowerment and economic empowerment approaches were particularly appreciated and they valued learning about successful approaches to child protection in Africa. They were also interested in the idea of possibly considering developing foster care systems as an alternative to institutional care for the few children needing alternative care whilst a permanent family home was worked towards.



*Super Buddies attending the CAN 2019 Workshops at University of Eswatini, Mbabane campus*

Comments about the work of CAN generally indicated that they considered it invaluable in teaching children's needs and devising strategies that are effective for meeting them. Since they were aware that many children in Eswatini suffer from PTSD, they particularly valued receiving a training which equipped them to treat this effectively. It was particularly appreciated that CAN promotes cohesion in communities and encourages the development of communities by equipping them with economic and social empowerment.

Comments provided by those attending included:

- CAN is so helpful as it helps children to grow up in a secure loving family environment with all their needs met
- It empowers people
- This is a great and wonderful project as so many children benefit from it' Elderly people are also helped such as when they are helped to develop income generating projects to provide for their children
- CAN is distributing good methods which have helped OVC in Africa.' 'This training will help to improve the lives of children who are suffering

- Those who they have trained can reach almost the whole of Africa
- CAN is building a better world for children

### **CAN views on the courses for Super Buddies and Psychiatric Nurses at the Mbabane campus**

CAN is extremely grateful to The National University of Eswatini for permitting the use of the Mbabane campus, and in particular to the Head of the Department of community nursing for all her hard work in organising the courses at the university and arranging for NGOs to attend. It was most unfortunate and disappointing that the psychiatric nursing students were not able to attend the courses in the end.

CAN is also grateful to our partner organisation, Super Buddies for all their help in arranging courses in Eswatini over the years. We were pleased to be able to provide our courses for their latest intake of new youth mentors who give their time free of charge to improve lives of children in their area of Eswatini. We wish them luck with the projects they have planned and in particular the Super Buddies project to make treatment for PTSD available to children across Eswatini.

### **University of Eswatini - Kwaluseni campus**



The courses were provided to 3<sup>rd</sup> year social work students and members of NGOs making a total of 41 participants. Since the final year social work students are on work placements at that time of year the university decided that it was best for the CAN courses to be delivered to students in their 3<sup>rd</sup> year. NGOs represented included SWAGAA, IMERSE and Caprini Ministers.

The Dean and staff of the faculty of Social Science at the Kwalasani campus of The National University of Eswatini and the Head of the Department of Sociology and Social work and other staff, could not have been more helpful in arranging for the courses to be held in the lecture hall of their magnificent new sports emporium and also funding and providing course refreshments which were much appreciated by all. They also arranged for particular students to ensure we had all the help we needed during the courses. These students even attended early to ensure the room was ready for our use. It was beneficial that members of NGO organisations working with children in Eswatini had been invited to attend alongside the university 3<sup>rd</sup> year social work students so that there was an exchange of ideas and knowledge between them and opportunities for planning joint projects.



## University of Eswatini - Kwaluseni campus

### Course 1 - The treatment of PTSD in children – February 2019

Since staff of some of the organisations attending the course such as Swaziland Action Against Abuse, SWAAGA, were already counselling children suffering from PTSD, they were particularly pleased to be learning this very effective method for treating the condition and planned to use it in the future.

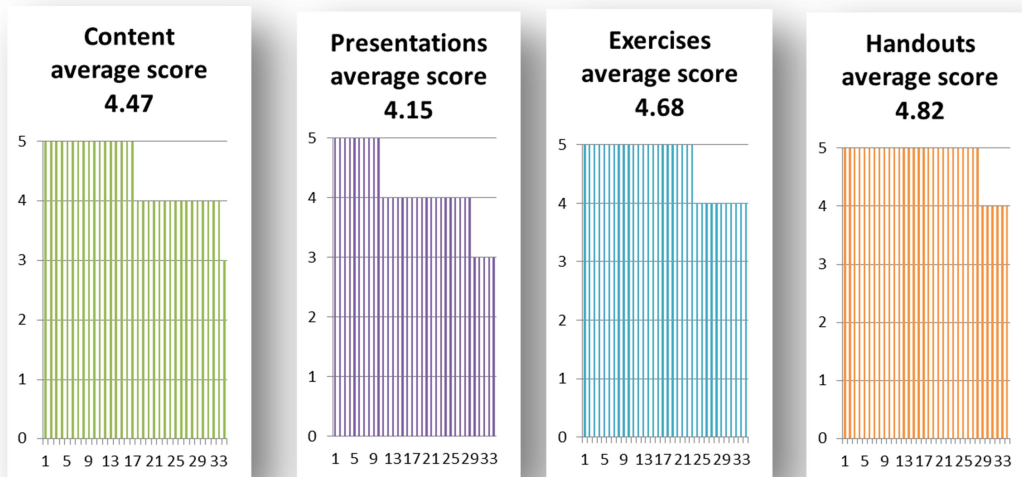
The course participants seemed to enjoy and value the opportunity to practice the method on each other and they worked well in groups to plan their own projects to identify and treat children suffering from PTSD and produced some good plans which they fed back to all the course participants.



*Social work students and NGO staff actively engaging in the 2019 PTSD course  
Kwaluseni campus, University of Eswatini*

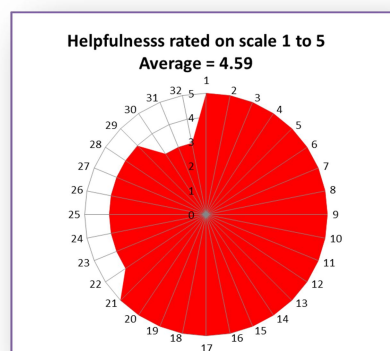
### Course Feedback

All the course components were evaluated on average as between very good and excellent. The course content received an average score of 89.4%, the presentations 83%, the exercises 93%, and the hand-outs 96%



*Social Worker students' feedback on the PTSD course elements  
University of Eswatini – Kwaluseni campus 2019*

The majority found the course “extremely helpful” or “very helpful” for their future work, although a very few voted only as “helpful”.



*Individual student assessment of the helpfulness of the PTSD course  
Kwaluseni campus – February 2019*

All course participants voted that the course was pitched at the right level and useful. There was a general appreciation of how to identify those suffering PTSD, using the PTSD check list and CRIES 8 forms which assisted with that, and learning the method of treatment. Practicing the treatment on each other was particularly appreciated as were the presentations, videos, case studies and group work planning their own projects.

Some people wanted a longer course, whilst others wanted a shorter one finding the long sessions and the duration of the course from early morning to late afternoon too long. However more time for class discussion was also suggested. Some people found the presentations difficult to hear and the different accent was a factor in this. They would have liked to have heard about case study examples from Eswatini rather than the tutor's experience from using the method in the UK; even though it is equally applicable to children in Africa. The patent restricting the method to be taught only by those to whom a licence has been granted necessitates the use of a single presenter which is a continuing difficulty.

Comments on the course included:

- The course was very beneficial and relevant to our programme of study
- A very informative course
- Very helpful and can be very useful in the future
- Very eye opening and educational
- The course was very outstanding and very informative to students and I learnt a lot
- Wonderful initiative. Consider training more mental health workers
- Come back next year we need your training



*The Dean presents a certificate at the conclusion of the course*

## **University of Eswatini - Kwaluseni campus**

### ***Course 2 – Methods for providing community based family care for OVC – February 2019***

The same course participants including staff of NGOs and 3<sup>rd</sup> year social work students attended the CAN methods course. The course participants in their groups came up with some excellent ideas for

projects they planned to develop based on ideas from the course. These included multifaceted youth empowerment programmes particularly targeted on the drought prone regions of eastern Eswatini, which have for many years been dependent on food aid due to repeated years of severe drought.

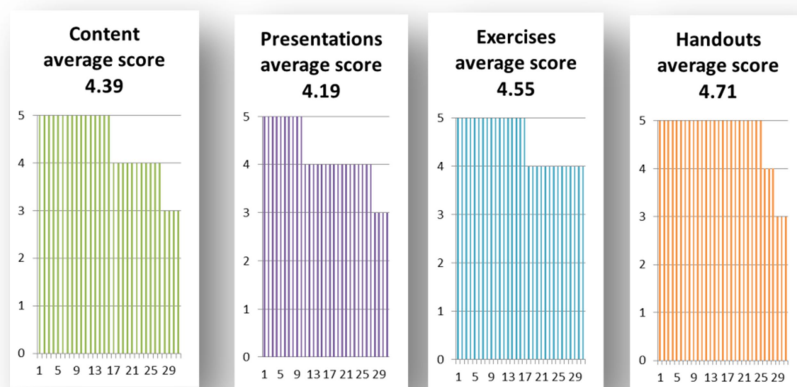
This included food security and income generating projects involving training youth in appropriate farming methods including the drought resistant key hole gardens. This method of growing vegetables using only waste water was introduced by CAN to Eswatini from Lesotho a few years previously and is now being developed in the drought ridden eastern areas. Other ideas were based on girls' empowerment clubs in schools. Many of the project ideas were multifaceted including community development and economic empowerment as well as child protection, AIDs prevention and youth empowerment, and included an increased access to education and medical care amongst other matters.



*Social Worker students at the Kwaluseni campus addressing ideas for meeting the needs of OVC taught in the CAN methods course – February 2019*

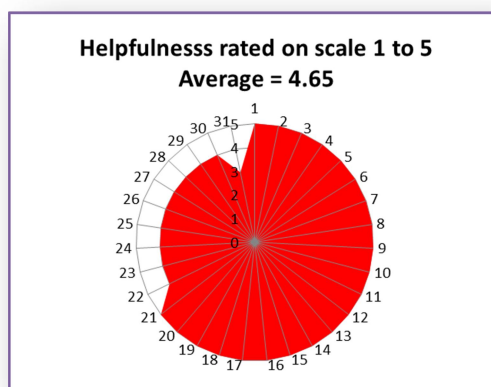
### *Course Feedback*

The average rating for all components of the course was between very good and excellent. Course content scoring the average score of 87.8%, presentations 83.8%, exercises 91% and hand-outs 94%.



*Kwaluseni campus social worker rating of CAN Methods course elements*

The majority voted that the course was extremely helpful to their future work, although a few voted it very helpful and one voted it only helpful.



*Individual social worker student assessment of the helpfulness of the CAN Methods course*

All participants thought that the course was pitched at the right level and would be useful.

Suggestions for improvements again focussed on providing more time so that the information could be covered more fully, although one person took a contrary view and thought the methods could be summarised further. Some updating of the statistics in the course that derived from the pre 2010 research would be beneficial. It was requested that they might receive CAN training every year, and that a wider range of other organisations should be included. It was further suggested that it would be especially helpful if the projects they had planned on the course could receive some form of financial assistance.



Learning how other countries solved the challenges faced throughout Africa was appreciated and in particular the community development and family empowerment aspects as well as the focus on psycho-social needs of children, and ideas for economic empowerment.

Specific comments included:

- The course is relevant to African communities and I would really recommend that it is taught in other African countries as well
- Excellent presentation
- Keep up the good work
- This was an excellent course and students could relate to the content
- Very helpful
- Thank you so much ... This training has equipped me with so many skills I needed in the profession to improve my community and country at large

More generally the comments on the work included the appreciation that CAN develops a community development and economic empowerment approach to enable future development promoting self-sufficiency for the future, and that it supports the extended family in the rearing of children and also promotes child protection. Sharing ideas and effective methods from other African countries was found invaluable, as was relating the methods to relevant theory so that they could choose the best ideas to implement in Eswatini. It was also appreciated that the courses enabled the sharing of ideas between participants. Because they were aware that many children in Eswatini suffer from stress and PTSD, and some even are driven to suicide they welcomed the CAN teaching on how to identify and treat effectively children suffering from PTSD.

Their general comments included the statements that:

- The course was great and eye opening
- All was very helpful
- This is an eyeopening project, it offers a framework to support children from all systems in Africa
- Very helpful to African children





*Conclusion of CAN courses at the University of Eswatini  
Kwaluseni campus – February 2019*

### **CAN's view of the courses held at the Kwalasini Campus, University of Estwatini**

CAN is grateful to everyone at the University who provided so much support to enable the courses to progress successfully. It was most generous of the university to provide refreshments as well as a superb venue. It was also helpful to have a mixture of social work students and staff from NGOs so that knowledge and skills could be exchanged and joint projects planned. It would be excellent if this could continue in the future and extend to a wider range of NGOs. It would also be beneficial if the idea of a university lecturer joining in presenting the CAN courses can be worked toward, and if the university is able to continue the courses even if CAN is unable to do so.

### **CAN conclusions regarding the 2019 courses in Lesotho and Eswatini**

CAN is particularly grateful to Festival Medical Services (FMS) for their generous funding which has made the training courses possible, as well to other supporters for their generous donations to CAN's work both financial and through donating their expertise.

It has been a pleasure to deliver the CAN training courses to final year social work students at The National University of Lesotho for a number of years now. Their enthusiasm for the courses and to develop their own projects to benefit OVC in their country is admirable and exciting. It is most pleasing that this year CAN has extended its courses to The University of Eswatini and that they also have planned some excellent projects based on learning from the courses. It was helpful that some staff from NGOs could be included and it would be good if some joint projects develop as a result. We are most grateful to the support both universities has given to CAN.

We are also grateful to the assistance Super Buddies has given to the development of CAN courses over the years and it was good to have the opportunity to teach the courses to the new youth mentors from Super Buddies. In addition to other projects they have planned, we wish them every success in the development of their project to enable access to effective treatment across Eswatini for children suffering from PTSD.

It is hoped that the idea of university lectures joining in the delivery of CAN courses with a view to continuing these themselves in the future can be further developed. This will enable children to benefit from the spread of the successful ideas and methods which CAN has researched from initiatives developed around Africa, as well as effective treatment of mental health conditions in children.