

Annual Report 2014



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COMMENT FROM THE CHAIR



In 2014 we saw further expansion of ICDP in the world, with ICDP projects taking place in 32 countries, in Europe, North and South America, Africa, Asia and Australia.

The ICDP programme has continued to spread all over the world through the devoted work of our partner organizations. Encouragingly, in most countries ICDP has maintained its presence for many years. We are pleased to announce that ICDP developments have been initiated in several new corners of the world, Nepal, Romania, South Korea, Georgia, Uganda, Moldova, among others.

In 2014, ICDP projects received support from and cooperated with UNICEF, Save the Children, Plan, Norwegian Church Aid, SOS Children's village as well as a number of smaller organizations and NGOs. In several countries ICDP has continued to reach families and children through large-scale implementation organized by the Ministries for Education, Health or Social Services. In Norway and El Salvador our programme has been a national strategy for enhancing early childhood development for years now.

Since the beginning of ICDP, our training has had the widest scope in Colombia, where we have been developing training programmes with many different partner organizations over a period of 20 years and with UNICEF during the last 14 years. In Colombia 21 000 facilitators and 2510 trainers applied ICDP with over 200 000 caregivers and over half a million children.

It is in Colombia that the first randomized control trial study was set up to evaluate the work of ICDP in Choco, the poorest and most difficult region of the country to work in. The process of data collection was not easy as there were interruptions related to the on-going conflict between the government and the

guerrilla movement, but in spite of that it was successfully completed. The use of the Confirmit software for online data collection facilitated this work. The final report will be presented in November 2015 at the ICDP regional network meeting to be held at the Amanecer International Centre, near Armenia, Quindio, Colombia.

The evaluation that studied the impact of the ICDP programme on different target groups showed positive outcomes. Ane-Marthe Solheim Skar defended her PhD dissertation on ICDP and in that connection she published a number of articles about the effects of our programme in Norway and Mozambique.

The earliest ICDP activities took place in mid 80-ies at the Alfragide preschool, in Lisbon, Portugal. The preschool is now a Community Centre called Roda Viva and it is still applying the ICDP methodology improving the lives of many in the local community. In December I visited the project with an expert from the Evens Foundation in connection with the ICDP application I made to receive their Education for Peace Award. ICDP passed the first round of the selection process and the visit to an ICDP site was part of the second round. The feedback so far has been very positive but the final decision will be made in 2015.

Although ICDP has been implemented as a national programme in Norway for many years and is well known to those involved in social work, it still has a low public profile and for this reason some efforts were made to publish articles about ICDP in several newspapers.

ICDP acquired a new office in Oslo thanks to the generosity of Stephen Karl Ranson and his colleagues (www.cloudexplorers.com) we have become an on-going user of their office completely free of charge. ICDP foundation is run on voluntary basis with minimum costs spent on administration. In 2014 we formed a network of volunteers around the office to support some of our projects and we hope that such efforts will grow and bring fruits in the future.

In this report, we see many examples of how ICDP efforts are achieving excellent results in different countries around the globe - this reflects our shared dedication and commitment to children and to social justice, making the ICDP principles work in service to families, children and young people – all of which is truly inspiring. - Nicoletta Armstrong

ABOUT ICDP

ICDP began developing its training program in 1985, but an organization was not founded until 1992 when it was registered as a private foundation, in Oslo, Norway, with the objective of working for the development of children and young people. Professor Karsten Hundeide (on photo) led ICDP as chair for 19 years, from 1992 until 2011.

Our Ethos

The Ethos of ICDP is to provide for human care by activating empathy and education of both caregivers and their children.

Our Work

The work of ICDP is based on the principles that are laid down in the UN Convention on the Rights of the Child. ICDP may participate directly in activities run by other human organization having corresponding objectives.

Approach to training

The ICDP approach to training based on the idea that the best way to help children is by helping the children's caregivers. It is now well known that unless children have at least one caring adult to love them and teach them life skills, social behavior and morals, their mental and emotional development will be impaired.

Recent research suggests that normal physical development of the brain depends on proper interaction between a caring adult and the growing child. In normal circumstances such learning happens naturally. However when

families are uprooted through social changes, migration, catastrophes, children losing their parents, or having been numbed by severe deprivation and emotional shock, this care often breaks down and has to be reactivated through skilled help. If children do not receive sufficient love and attention while they are young, the problem can perpetuate itself because they can themselves become inadequate parents. Therefore ICDP's focus is on trying to break this cycle.



“ICDP” is based on the idea that human beings are by nature social, and that also means that we, as human beings, are particularly vulnerable in our social relationships because that is the domain of our suffering and our happiness.

So when we are deprived of normal human contact, there is suffering and loss, as we can see in institutionalized children.

This is where ICDP comes in to restore and revive normal human caring interaction.

It applies at all levels of life from babies to youth, adults to early – we are all living in relationships with each other, and the quality of these relationships decides how we feel, cope and develop. Therefore ICDP is in principle applicable at all these levels”

– Karsten Hundeide

“The ICDP approach to training is based on the idea that the best way to help children is by helping the children's caregivers...”

ICDP Programme

ICDP has developed a simple and culturally adaptable programme, based on recent research in child development that sensitizes and enriches the relationship between caregivers and their children. The main aim of ICDP training is to build competence and confidence in the members of a community or an existing child caring system and to transfer the project to the local resource persons.

Training

Workshops are given at two different levels, followed by practical application of ICDP in two 'self-training projects'.

At the first level of training participants implement the programme directly with families, the second level of training qualifies participants to train others.

Implementation

The ICDP programme was originally developed for parents/caregivers of very young children. Over the years it has proven to be relevant for caregivers of older children too. The programme can be used in the area of prevention and rehabilitation in different contexts; to train staff in centers and institutions for children, to improve relational abilities of teachers in preschools and schools, or as a parenting programme working through networks, such as primary health care or social services.

The ICDP programme can help develop standards for human care in emergency situations, when young children are placed in camps or institutions due to war, migration, catastrophes, abandonment or abuse.



ICDP AND CHILDRENS RIGHTS

“The Convention on the Rights of the Child is a value-based legal document ratified by most countries in the world. This is a significant achievement and it gives a new basis and legitimization for a more humane treatment of children all over the world. Nevertheless, it is important to understand that there is a big gap between a legal document describing ideal conditions for children at a macro-governmental level and its implementation at the micro level of families and communities. The ICDP is another expression of the same humanitarian spirit as it is encoded in the convention of children’ rights. ICDP can be put in practice in any community to create positive conditions for the fulfillment of fundamental children’s rights: the right to be protected from violence and to receive the loving

care and guidance from the immediate environment which is required to ensure healthy human development.

Introducing children’s rights is likely to have a major impact on families (and all levels of authorities) if efforts are also made to activate awareness and deeper bonding to children as persons. Without a deep activation of a more humanized and caring relationship to children, provided by social programmes such as ICDP, the advocacy for children’s rights may become an empty shell without its basis in human realities.”

- from the article by Karsten Hundeide and Nicoletta Armstrong "ICDP approach to awareness-raising about children’s rights and preventing violence, child abuse, and neglect", published in Child Abuse & Neglect The International Journal. November 2011 issue.

Link to it:

http://www.icdp.info/var/uploaded/2013/03/2013-03-22_07-28-06_icdp_and_childrens_rights.pdf



ICDP AND WHO

ICDP and the World Health Organization (WHO) have re-established contact after many years. On 22-23 of July 2014, Nicoletta Armstrong attended the Technical Working Group Meeting on Parent Skills Training for Developmental Disorders that took place at WHO headquarters, Geneva, Switzerland.

Objectives of the WHO meeting: - To discuss effective programme components and service delivery strategies of parent skills training programmes for parents of 2-9 years old children with developmental disorders, including ASD; - To exchange information and share experiences about challenges in adapting and implementing parent skills training programmes especially in low-resource settings;- To consult on proposed session content and organization of training

modules; - To discuss next steps regarding further development of the programme and pilot testing.

The ICDP booklet for the ICDP programme which was published by WHO in the 1990-ies was distributed to all participants of the meeting, and it was one of the starting points for discussions. The meeting provided an opportunity to exchange information and share experiences about the challenges of implementing parent skills training programmes especially in low-resource settings, share the results of the evidence review on parenting programmes for developmental disorders, and review proposed session content and organization of the programme along with preliminary training modules.



STUDIES EVALUATING ICDP

ICDP STUDY IN THE JOURNAL OF CRIMINOLOGY

"Paradoxical correlates of a facilitative parenting programme in prison—counter-productive intervention or first signs of responsible parenthood?" is the title of the paper concerning the implementation of the ICDP programme in prisons. Authors: Ane-Marthe Solheim Skar, Stephen von Tetzchner, Claudine Clucas and Lorraine Sherr. It was published in the Journal of Scandinavian Studies in Criminology and Crime Prevention; 15:1, 35-54, DOI: 10.1080/14043858.2014.898981.

ICDP STUDY IN THE EUROPEAN JOURNAL OF PSYCHOLOGY

The long-term effectiveness of the International Child Development Programme (ICDP) implemented as a community-wide parenting programme - by Ane-Marthe Solheim Skar, Stephen von Tetzchner, Claudine Clucas, and Lorraine Sherr. Link: <http://www.tandfonline.com/doi/abs/10.1080/17405629.2014.950219#.Ucx7KPRqCI>

ICDP STUDY IN THE NORDIC JOURNAL OF MIGRATION RESEARCH

A research paper on ICDP, *The Impact of a Parenting Guidance Programme for Mothers with an Ethnic Minority Background*, by Ane-Marthe Solheim Skar, Stephen von Tetzchner, Claudine Clucas and Lorraine Sherr, was published in the Nordic Journal of Migration Research. Volume 4, Issue 3, Pages 108–117, ISSN (Online) 1799-649X, DOI: 10.2478/njmr-2014-0020, September 2014. Link: <http://www.degruyter.com/view/j/njmr.2014.4.issue-3/njmr-2014-0020/njmr-2014-0020.xml>

ARTICLE IN THE FAMILY JOURNAL

An article about the study of the ICDP programme in Norway "Mothers and Fathers Attending the International Child Development Programme in Norway" by Claudine Clucas, Ane-Marthe Solheim Skar, Lorraine Sherr and Stephen von Tetzchner was published in The Family Journal. Link: <http://www.icdp.info/api/media/media/629>

EVALUATION REPORT OF THE ICDP PILOT PROJECT WITH NEW IMMIGRANT GROUPS IN OSLO

This report clearly shows that the ICDP participants experienced the ICDP programme as a very positive and useful experience for themselves and their children. In Norwegian: <http://www.icdp.info/api/media/media/637>

STUDY EVALUATING THE FOLLOW-UP EFFECTS OF THE ICDP PROGRAMME ON CAREGIVERS IN MOZAMBIQUE was published in the journal *Infants and Young Children* (April/June 2014 - Volume 27 - Issue 2 - p 120-135). Authors: Skar, Ane-Marthe Solheim; Sherr, Lorraine; Clucas, Claudine; von Tetzchner, Stephen. Link to the study: http://journals.lww.com/iycjournal/Abstract/2014/04000/Evaluation_of_Follow_Up_Effects_of_the.4.aspx

EVALUATION REPORT OF ICDP IN PERNAMBUCO AND BAHIA STATES, IN NORTH EAST BRAZIL

ICDP received very good reception at every level and the overall results are very encouraging. It was particularly well received by the two indigenous groups, Truka and Quilombola.

The evaluation report in Portuguese: <http://www.icdp.info/api/media/media/535>

INTERNATIONAL CHILD/PARENT DEVELOPMENT PROGRAM (ICDP-USA) 2014 Evaluation Report

Link to the full report: <http://www.icdp.info/api/media/media/778> This document is a report of the results of the 2014 International Child/Parent Development Program (ICDP-USA) at the completion of projects funded by the Pritzker Early Childhood Foundation throughout Chicago, as well as pilot projects which took place in Kane County, Illinois. The report presents our initiatives to-date, which have demonstrated consistency with the existing evidence base of positive early childhood professional, parent/caregiver and child outcomes experienced by ICDP projects internationally.

ICDP IN THE NEWSPAPER

On the 20th of June 2014, an article about the application of ICDP in Norwegian prisons, by Ane-Marthe Solheim Skar, a board member and researcher of the ICDP foundation, appeared in the scientific section of the Aftenposten Viten, the biggest newspaper in Norway.

The following quotations from the interviews with the participants of ICDP groups were part of this article:

"The fact that I have ended up in prison is not affecting only me, it affects the kids, my parents, yes, the whole family. They are out there and worry. So it makes it all the more harder to be here. "

"My daughter (7) started to become emotionally disturbed at school and beat her little brother and was sick a lot. Her mother took her to the doctor, but they did not find any solution; they believed that it was due to me being in prison. "

"I gave him everything (son 5 years old), if he asked for a game, which is not really for kids I agreed to get it. I did not want to see him cry. He gets everything he wants. So he's so spoiled. But after the ICDP course, I have learned where to draw the line, so to speak. For it is not only for my good, but it's for his good too."

Link to the newspaper article:

<http://www.aftenposten.no/viten/Nar-pappa-er-i-fengsel-7610687.html#.U6Rxcvkg58H>



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KARSTEN'S BOOK ON EDUCATION

The book "Essays on ICDP and education" was finalized by Karsten in 2010 and published by ICDP in 2014.

Introduction

This is a collection of papers on ICDP and education written at different points in time. Together they provide a picture of the ICDP approach to education.

The ICDP approach to education represents a balance between an instructive teacher-oriented approach on the one hand, and a liberal pupils-oriented approach on the other.

In line with cultural psychology we see the child's development as an assisted development which implies that the child, by his own powers, will not reach far without the assistance from a more competent guide (Tharp & Gallimore 1988, Rogoff 2003).

The question then is which type of guidance will promote a child's development? Research in cultural and developmental psychology indicates that the guidance given should be supportive or facilitative, not intrusive and overpowering. It is important that the child or pupil retains his power of self-initiation and ownership over the skills or knowledge that is obtained. This is possible through a supportive or facilitative approach that is sometimes described as "scaffolding" where the teacher or caregiver assists the child's efforts and initiative only to the extent that it is needed (Bruner and Wood 1978). In the emotional domain a parallel expression is "attunement" to the child's state and needs (Stern 1985, 1995).

In other words, despite assistance, the child or the pupil should remain the active agent in the learning process, and the teacher or caregiver should adjust sensitively to his initiative, level of competence and state/need. But this requires sensitivity and respect for the child as a person – respect for the child's initiatives and potential competence.

For this reason, when we train facilitators in the ICDP programme, we prefer to call this "sensitization", and that means making the caregiver or teacher more sensitive and responsive to the child's initiatives and needs. The outcome of the sensitization process is not only a set of external skills, it is more a change of being; becoming more aware, perceptive and respectful of the child's uniqueness and potential – being emotionally available to the child, being able to read and respond to the child's intentions and feelings. For this reason an important part of the sensitization process is to train the caregiver/teacher to "read" the child's expressivity; his face and body language. Learning to see the positive potential of the child/pupil; not only the routine labeling that very often focuses on the negative features and deficits.

In addition to this, the guidance that we in ICDP adhere to is based on extensive research in developmental psychology, i.e., the significance of the three dialogues; the emotional-expressive (Stern 1995, Emde 1997, Bråten 2001), the mediational and meaning-oriented (Klein 2004, Rogoff 2003), and the regulative (Hoffman 2000, Vygotsky).

Although the focus of the ICDP programme is on the interaction and relationship between teacher (caregiver) and pupil (child), the practical work is with groups of caregivers and teachers. How can we facilitate and support the caregiver's or teacher's positive interaction and relationship to their pupils?

Most teachers have extensive practical knowledge of interaction in the classroom, however what we try to do in the ICDP approach is to bring out this knowledge and raise awareness of the positive interactive qualities that they already possess. This is, in other words, a method of reactivating and bringing to awareness the positive skills that they already have. We do not instruct teachers, we assist them to share and bring to awareness their own practical skills.

We do this by using ICDP's eight guidelines and three dialogues as frames for sharing concrete episodes of interaction: To what extent did I see and respond to the child's initiative? To what extent do I give confirmation and praise to the child who has low self-esteem? To what extent do I regulate and set limits for the pupils in a positive way? Etc. In this way the eight guidelines of good interaction become more like a vocabulary for sharing than a tool for correction and instruction.

One method that we have used with success is that of asking colleagues (teachers) to film one another in the classroom: afterwards the teacher being filmed analyses his own film and presents it to his group of colleagues in a meeting of sharing where the emphasis is on the positive aspects of what he can identify in his own film. In this way an atmosphere of positive sharing arises, focussing in a concrete way on successful practices instead of failures, and on how things can be improved – based on the teacher's own initiatives and insights. – Karsten Hundeide

ICDP MATERIAL IN DIFFERENT LANGUAGES

In UK, three booklets were published in English: the twenty page booklet for parents "I am a person", "See your child" with exercises for parents, and "What has research taught us" a summary of theories and research behind the ICDP programme. These materials were originally prepared as part of didactic materials in Spanish called "ICDP mochila" and have been used in Colombia, Argentina and El Salvador in connection to ICDP-UNICEF projects.

In Romania, SOS Children's Villages Romania translated into Romanian, the handbook "The Essence of Human Care: an introduction to the ICDP programme" by Karsten Hundeide, as well as most of the materials of the "ICDP mochila".

In Denmark, the entire "ICDP mochila" was translated by Inger Holm and Karsten Hundeide's handbook was published by of the institute for Relational Psychology

In Guatemala, Plan Guatemala adapted the photos and are re-printing the booklet parents "I am a person".

In Ethiopia, on the initiative of Atnaf Berhanu Kebreab, the handbook for facilitators, by Karsten Hundeide was translated into Amharic, ready for printing.

In Japan Karsten's book was translated into Japanese by Rozak Tatebe; "What has research taught us" was also translated, as well as other basic ICDP material.

In South Korea the ICDP leaflet and brochure was translated into Korean, as well as a leaflet with the 8 guidelines for good interaction.

In Nepal, the ICDP project printed a leaflet with the 8 guidelines for good interaction with local photos (see below) as well as other material including some beautifully drawn sketches.

भिभावकको निम्ति मार्गनिर्देशन सम्बन्धि कार्यक्रम

१ सकारात्मक भाषनाहरू ব্যक्त गर्ने ।
- बालकसँग प्रेम देखाउने ।

२ बालकको अनुबाईलाई पछ्याउने ।

३ बालकले रुचाउने विषयहरूको बारेमा कुरा गर्ने र "भावनात्मक संवाद" कायम राख्ने ।

४ बालकले सटी/ठीक काम गर्दा उच्चले बुझ्ने विषयको प्रशंसा गर्ने ।

८ वटा सकारात्मक विषयवस्तुहरू सम्बन्धि अन्तर्निहित

५ सँगै बित्दाको समयलाई अर्थपूर्ण रमाइलो बनाउन बालकले गरेको क्रियाकलापमा ध्यान केन्द्रित गरी सहभागीता गर्ने ।

६ बालकको अनुभवलाई अर्थपूर्ण बनाउने - सँगै हासिल गरेका अनुभवलाई उत्सुकताका साथ वर्णन गर्ने ।

७ जब तपाईं आफ्नो बालक सँगमा कुनै कुराको अनुभव गर्नुहुन्छ, त्यस कुरालाई विस्तृत रूपमा बताउँदै र वर्णन गरिदिने ।

८ सँगसँगै योजना बनाएर, नेतृत्व देखाएर र सकारात्मक रूपमा सीमा राखिदिने बालकलाई कसै आत्मसम्पन्न हुने भन्ने कुरा सिखाउने ।

icdp International Child Development Programme

EUROPE

England: Two international training workshops took place, in January and September, with participants from Japan, USA, Denmark and Ghana.

Portugal: The Roda Viva Education and Community Centre has been using ICDP since 1980-ies. All staff is ICDP trained. The Centre offers services to children, families and young people in the poor area of Alfragide, Lisbon.

Romania: In May, SOS Children's Villages Romania became a new cooperating partner. ICDP training workshop for future facilitators introduced the ICDP method to the SOS staff in the Bacau region.

Ukraine: ICDP is used with internally displaced persons at *Kharkiv station* reception point; with professionals of the International Charitable Fund "Caritas Ukraine"; "Medecins Sans Frontieres" (MSF); in Slavyansk with Slavyansk volunteers; seminars and workshops were conducted for psychologists, social workers, teachers and educators in Antratsit, Kharkiv, Kiev and other cities.

Russia: ICDP workshop at the Early Intervention Institute in St. Petersburg - <http://www.eii.ru/en/>, took place in November. Preparation are underway for a project for families linked to social centers of Nizhniy Novgorod and Kirov region.

Moldova: The Voinicel Early Intervention Institute in Kishinev included the ICDP programme in their work with parents and children with different types of disability. They also started to train a team from their partner organization in Romania.

Norway: ICDP as a nationwide country programme of parental guidance, coordinated by the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir), continued to expand. ICDP work also continued at the Oslo University, as part of the studies of MA students at the Department of Special Needs Education.

Sweden: ICDP Sweden ongoing work for over 14 years takes place all over the country in a number of services, including child health, preschool, school, social services and elderly care.

Denmark: ICDP training still ongoing after more than a decade - it is mainly given to teachers but also other groups, through the work of three partners: the institute for Relational Psychology, the University College North (UCN) and the "Danish Centre for ICDP – Centre for relational professionalism".

Finland: ICDP Finland coordinates the work. ICDP is applied with families and children at the Anchor House Family Centre in Paragas, near Åbo. The Association of Mother and Child Homes and Shelters, A-Clinic Foundation and the Finnish Blue Ribbon use ICDP for families linked to alcohol and drug rehabilitation programmes in the east of the country.

SNIPPETS FROM SCANDINAVIA



DENMARK

*“ICDP is full of vitality and pivotal to creating a better world for all, children and adults alike “ -
Anne Linder*

Last year, psychologists Jesper Gregersen, Anne Therkildsen and I founded “ICDP East”. Our aim was to build an effective working relationship, which would allow us to focus on the implementation and dissemination of the ICDP programme. Our collaboration proved itself to be both professionally and financially sustainable from early on, and we have therefore chosen to rename “ICDP East”, “Danish Centre for ICDP – Centre for relational professionalism”. We have certified 274 people at levels 1 and 2 – an increase of around 65% compared to 2013.

ICDP publications



Throughout the year, we have worked on the book – Linder, Anne (ed.) 2015: “Livsduelighedens pædagogik” (The pedagogy of resilience). I have invited a number of professionals to write down their experiences of using the ICDP programme in their professional lives. The book has gone to print, and in March 2015, we will be holding an ICDP conference at which we will also be celebrating its publication. Psychologists and other professionals working with ICDP on a day-to-day basis have written nine out of the 11 articles in the book.

ICDP board game

Over the course of the year, we also developed and tested a board game that we use for reflection exercises on our ICDP training days. The idea is to combine the principles of sensitization with a traditional board game, and thereby create a community where people share their experiences and thoughts. We tested the game on all ICDP teams in the autumn, and after a few adjustments, it is ready to be released and sold. For every game sold, we will be donating DKK 100 to ICDP International.

ICDP and special education

In Denmark, a number of children and young people are placed in care institutions. In 2014, we embarked on collaboration with one of these special institutions, and trained all their staff in ICDP to level 1. A preliminary internal study has shown the ICDP programme to be sustainable in respect of working with children and young people with socio-emotional problems.

ICDP and management

ICDP has also been shown to be suitable for use as a management-training programme. We have developed the “Relationship-based management” course, which is based on the eight guidelines for good interaction and the principles of sensitization. Over the course of 2014, we have trained some 60 institution managers in their relationship skills. ICDP for managers helps generate a high pedagogical quality and healthy working environments, ultimately contributing to the well-being and healthy development of children.

Study tour to Norway

We arranged and carried out a study tour to Stavanger

in December 2014 to introduce Danish professionals to ICDP as a parental education programme. 12 people from all over Denmark participated.

Conferences

We have been invited to give a presentation at various conferences, including at:

DPU (the Danish School of Education).

The national congress of special educators

A Nordic conference focusing on inclusion

At four teacher training institutions

Facebook

We recommend that all our course participants join the ICDP Denmark Facebook group, where we post updates on what's happening in the Danish ICDP world. We aim to round off all groups with a photo of the team – preferably with a small clip or a song from the team's activities. We also provide details on new relevant courses, conferences etc.

ICDP and digitalization

We have recently taken the first steps towards developing ICDP as a digital training programme. Our vision is to give ICDP's ideas a digital expression in order to adapt the programme to the requirements of the Danish education system.

The year's challenges

ICDP and parental education

In 2014, we have used a great deal of resources holding meetings with ministers, educational institutions and local government managers with a view to launching a

Danish study with ICDP as a parental training programme. Denmark has high standards when it comes to the approval of parental training programs. The Danish Ministry of Children, Gender Equality, Integration and Social Affairs has provisionally approved ICDP, but the ministry wishes to see Danish research relating to the ICDP programme and we are therefore doing our utmost to find the resources needed to establish a Danish research trial.

We are working with various municipalities. We expected to have made greater advances over the year, but one of the biggest obstacles was the municipal turbulence generated by the numerous new reforms, which have subsequently created turmoil in the municipal administration departments. Many good and faithful ICDP partners have, for example, been **moved to new duties in the municipal sector**.

But despite the difficulties, we have not given up on getting ICDP finally approved as a parental education programme in Denmark.

In January, we will be starting a trial in collaboration with an institution in Copenhagen Municipality: Parents who have had a child put into care will be offered an ICDP course.

In one municipality, we have given all social educators,

health visitors, psychologists, family therapists and a number of teachers training in ICDP. This municipality joined us on the study tour to Stavanger, and we hope that in the coming year we can get started with ICDP as a parental training programme in their municipality.

It has taken a lot of resources to establish a new partnership with two of Denmark's major educational institutions in order to get the institutions to offer the ICDP programme as part of their educational programme. Still, whether the partnership will bear fruit remains to be seen.

New school reform

In 2014, the school system was reformed, with many resources going into creating a new school structure. Consequently, there have been relatively few ICDP (and other) projects in schools. However, one Danish municipality has chosen to swim against the tide and ordered five ICDP foundation courses for all staff at three of the special schools in the municipality, on the assumption that relational issues are central to the new legislation. We hope that other schools will follow suit in 2015.

NORWAY

A brief update about the application of ICDP by the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir):

- 236 new ICDP facilitators in 41 municipalities (kommuner) were certified in 2014, 65 of them were trained in the ICDP programme adapted for minority population.
- Bufdir has extended the scope of the training of all facilitators and trainers by including an additional part about cultural sensitivity. This is because immigrants attend many different ICDP groups, and not only the ICDP groups that are specifically set up for the minority population. Therefore it is considered that it would be beneficial if all facilitators and trainers, (not only those certified in the ICDP version adapted for minority population), acquired this competence related to cultural sensitivity.
- In 2014, Bufdir placed a special focus on the issue of violence in upbringing of children. The training of facilitators now includes more about this topic, and a manual for facilitators was developed to help them feel more secure when bringing the topic into the parents' groups.
- Bufdir received a request from the Ministry of Justice to develop a pilot project, to test the ICDP programme as a method providing guidance for parents at the Centers for protection against

domestic violence. Six centers are included in the pilot, three in the eastern region of Norway and three in the central region. The employees at the centers were trained as facilitators in 2014. They are now doing their self-training projects applying ICDP with parents at the centers, in order to test the application of the ICDP programme in context of this specific target group. The impact of this work will be evaluated.



FINLAND



Klara Schauman-Ahlberg introduced ICDP in Turku in 2010. The project started in Pargas, in the south west of the country. Sometime later ICDP developed in Kotka, a city in the eastern part of Finland, where during the last 3 years quite a few ICDP training programmes took place. A few people from the capital Helsinki have also been trained in ICDP. ICDP Finland is a registered association with 34 members; it has a board with 5 members and 4 substitute members.

Recipients of ICDP intervention

In 2014, 16 guidance groups were arranged with 94 adult participants. The groups met 103 times in total. Training was attended by 81 people at level 1, 43 people at level 2 and 11 people at level 3 (Trainer level). The first group of trainers got their diploma in the autumn. It means that we have 11 new trainers. The total number

of trainers in Finland is 15.

The successes and difficulties

We are very glad to have such a great group of caregivers, facilitators and trainers. The biggest difficulty is the country bureaucracy. Another problem is having two languages, which means that we need all our material prepared in two languages. We received a lot of help from Sweden using their material, but translating everything into Finnish has taken a lot of time, but also money.

Nordic ICDP meeting in Finland

The Network meeting took place in Åbo on the 20th of March 2014. There were 18 persons from Finland, Denmark, Norway and Sweden.

The goal of the meeting was to discuss ways of

strengthen the Nordic cooperation in different aspects. The meeting decided to start a research group and a guidance group.

Conference in Helsinki

On 13th of June, a one-day conference titled "ICDP – A Key to the Knowledge of Dialogical Interaction with a Child" was held at the National Institute for Health and Welfare, in Helsinki. Approximately 70 professionals and practitioners working with children and families who came to hear about the work of ICDP attended the conference. Nicoletta Armstrong introduced the ICDP methodology and Petra Zilliacus, Marjatta Kekkonen, Helena Koivisto and Hanna Sellergren presented the local experiences with the ICDP programme. After each presentation, there was time for questions and sharing. The conference was a lively event that generated a lot of

interest in ICDP. This event also proved to be a good opportunity for making new connections between the ICDP Finland team and a number of professionals who came from several organizations operating in different parts of the country. At the end of the conference, many asked to receive training in the ICDP programme.

Plans for the future

In the Anchor House family center in Pargas, the maternity and child care clinic will offer ICDP-groups for all first time parents-to-be, who wish to deepen their understanding of birth, parenting and family life. The center will also offer occasional ICDP-groups for parents of older children.

Education on level 1 and 2 is planned in 4 different places in Finland for the year 2015.

SWEDEN

In October 2000, the Foundation ICDP Sweden was registered with the County Administrative Board of Stockholm. The foundation's purpose is to introduce ICDP in Sweden and to promote the dissemination and further development of the programme. The Foundation organizes training courses and seminars.

Training and organizational development in 2014

Courses in the programme Guided Interaction/ICDP were conducted in different parts of the country. Numbers will be registered by year-end.

Level one: The foundation does not keep a record of individuals trained at level one, but the estimated number trained by tutors is 1072 individuals.

Level two: There are 2 000 individuals holding a diploma as counsellors in the foundations registry. 300 new counselors were trained during the year.

Level three: 195 individuals are trained as supervisors/tutors and are under contract with the foundation regarding the use and design of the programme. 21 new supervisors received diplomas in 2014.

Work with ICDP is on-going in various services, including child health, pre-school, school, social services and elderly care. Many different professions are represented in the training programmes; principals in preschools/schools, preschool teachers, nannies, special education teachers, counsellors, psychologists, physicians, nurses, youth workers, career counsellors,

school counsellors, school nurses, social workers, family therapists, therapy assistants, social workers, midwives, elderly care personnel and youth counsellors, as well as many more.

Other activities

Inspirational lectures / seminars

Information meetings for politicians, policy makers and management teams

Introductory lectures for various professions; Lectures at universities, colleges, specialist courses and conferences

Network meetings for ICDP counsellors

Orientation of working groups in schools

Parental guidance and guidance of preschool educators

Coaching and mentoring groups and individuals in ICDP

Central training

Two central courses at level one were held in Stockholm, with approximately 20 participants per sessions.

A new level 3 training started 9-10th October at Stora Brännbo, Sigtuna (to be completed in spring 2017). Number of participants is 17.

Commissioned training

A number of commissioned training programmes were conducted in Goteborg, Sunne, Hagfors and Sigtuna.. Altogether, 65 individuals attended level 1, 2 and 3 courses held by representatives from ICDP Sweden.

Competence development

An autumn network meeting was held on the 4th of September at Ersta conference, Stockholm. The guest speaker was Susan Hart, author, neuro-psychologist and psychotherapist from Denmark, Copenhagen. That the child has a loving, caring interaction during childhood is essential for the good development of the nervous system. The ICDP programme helps us to put this knowledge into practice.

New material

A booklet, by Peter Westmark, on the narratives on “golden moment” was published in the autumn of 2014.

Web-evaluation

The first part of the evaluation of ICDP groups was completed with 200 participants, including parents, educators and families.



AFRICA

Mozambique: ICDP has been developing in Mozambique since 2003 and is a large scale project; the main sponsor has been NORAD. ICDP Mozambique has 27 national trainers. Each year around 200 facilitators receive training and approximately 1000 families and 6000 children are reached.

South Africa: The ICDP programme is included in the work of three local nongovernmental organizations: Dlalanathi, Letcee, Gamalakhe Development Centre. Focus is on the impoverished under resourced areas close to where the organizations are based. eg Pietermaritzburg and districts, Gamalakhe on the south coast, and Greytown and the Umzinyathi district. The organization called Copessa in Soweto is also beginning to use ICDP.

Lesotho: The ICDP methodology at the Thaba-Bosiu Centre (TBC) in Maseru, is being applied in their work with families and children. The focus is on families that are affected by problems of alcohol and substance abuse.

Tanzania: ICDP is present since 2004 and the local partner is the women's organization called Kiwakkuki operating in the Kilimanjaro region. A special emphasis is placed on supporting and training caregivers of orphans, mainly due to the HIV/Aids-crisis. Over 4000 children have been reached so far in 55 villages.

Uganda: In 2014, the ICDP training of facilitators was linked to a parenting programme for the early prevention of sexual and gender based violence (GBV) that is developing through the partnership of the MRC/CSO Social and Public Health Sciences Unit, University of Glasgow; the Child Health and Development Centre, Makerere University; the Mothers' Union of Anglican Church, Uganda and MRC/UVRI Uganda Research Unit on AIDS.

Malawi: Vestfold Mental Health Care Trust (PiV), Norway developed a project called " Psychosocial Support for Orphans and Vulnerable Children", coordinated by the Norwegian Church Aid (NCA). The local partners are the Chisomo Children's Club and the Alinafe Community Hospital - The ICDP approach is applied in building sensitive and caring relationships and interaction particularly with children suffering from malnutrition and neglect. It has been ongoing for several years.

Ethiopia: The ICDP training of a group of facilitators was made possible through cooperation with six evangelical protestant churches in Awasa, in the south. The plans are in place for scaling up ICDP in the future.

Kenya: ICDP sensitization is given to caregivers working at the refugee and orphanage centre in Juja, which was established and is run by Dominican sisters.

Ghana: ICDP training of preschool and primary school teachers from 8 schools in the Asesewa and Sekesua was followed up during 2014.

Rwanda: ICDP established a protocol of cooperation with the local authorities in the Musanze District, in the Northern province, for an ICDP pilot project with families of children with disabilities, which will take place in the spring/summer of 2015.

SNIPPETS FROM AFRICA

MALAWI

ICDP has made inroads in Malawi. The fruits of ICDP are evident. The success stories that have been documented by ICDP Malawi demonstrate the deep rootedness of the ICDP concept. Communities and even their leadership have talked well about the benefits after being sensitized in the programme.

31-year-old Catherine Chimphoyo:

is a mother of 4 from Chakaka Village. She is a member of the community kitchen in her village where at least 15 women meet every Wednesday to learn and share skills in cooking.

“Alinafe Community Hospital introduced to us ICDP lessons through their extension staff. I, together with another friend was fortunate to undergo a one-week ICDP training at Benga. At the moment I can say that have benefited a lot from ICDP lessons“, she explains.

Catherine says that her first-born child was the one who gave her lots of problems as he could run away from attending primary school classes and opted to go into fields to search for mangoes.

Catherine adds that when she learnt about the ICDP way of raising her children, she discussed with her husband that the beating they gave to their children could not help in correcting; but by talking properly to him about the right way could help to make him change.

“Even the boy himself used to say that he could be naughty as he could be, because even after sustaining injuries from the whipping by his father, he was sure that the wounds would heal. It was a complete license.

Now with the ICDP approach of fostering the relationship between the child and us as parents, he has completely changed and even improved in his grades at school,” she says.

Her participation in the community kitchen has also improved her household and she knows which nutritious food to give to her family. This is unlike the past, when some types of food could only be shared with the husband, while the children were allowed only the low quality ones.



As soon as we got the news at home me or his father could go to school and if we found him back there, we could beat him up....

65 year old Josiah Davies had a rude awakening in 2007 when he lost his wife and was left behind with a sickly child without any support from his relatives.

The son, Namazani Josiah, was born in September 2006 and her mother died in February 2007. When the wife died, people did not want the child to live.

“Soon after the death, before all funeral rituals were finalized the relatives (mother’s side) said they could not keep the child because he was very sick and they said we had to bury him together with the mum, a thing which I refused. I then decided to take the child to Alinafe Community Hospital,” says Josiah Davies.

He says he was well received at Alinafe and they started feeding the hild milk formula. After some time they taught him how to prepare the formula. And that was how the child survived. The child is now in Standard 1 at Chamchenga School.

“ICDP lesson helped me a lot and I am now more able to raise the child alone. I am very thankful for the assistance, which Alinafe Hospital has given me. Right now this child is the best friend that I have. When the child is sick I send a message to my late wife’s relatives, but they don’t come to see him. Surely they still don’t consider him as a human being,” says Josiah.

Village Headman Galeta is the village Josiah comes from. He says his village has embraced the ICDP concept and now the approach to raising children is changing.

“Initially even the best food was reserved for adults only while children ate leftovers. Now things are changing as people are appreciating the importance of giving the best to the child for their growth and development,” he says.



GHANA

MONITORING OF THE ICDP PROJECT

ICDP Ghana undertook a project in order to improve the caring environment of vulnerable, neglected and abused children who live in poverty. The aim was training of teachers and caregiver in Asesewa and its environs, namely Bisa and Sekesua s in the Upper Manya Krobo district. The project was designed to include workshops and follow-up visits.

The project has enabled the teachers under training to sensitize and convey the knowledge to other caregivers to bring about a better approach to caring for children both in the schools and communities.

There was remarkable progress by promoting ICDP principles both at home and in the schools where they teach. These have resulted in the achievement of the following child well-being outcomes:

-Children are building trust and confidence in their caregivers

-Children are protected from abuse and neglect
-Caregivers are empathetic and include all children in the teaching and learning process.

With the assistance of the Ghana Education Service, Asesewa, ICDP has contributed to improve the educational potential of the children. Children are now eager to go to school because they have caregivers who listen, support and involve them in the decision making process. It has also sharpened the skills of teachers in their interaction with the children.

Photo: pupils from the Akatebour R/C School in the Upper Manya Krobo District, Eastern Region of Ghana



Feedback from caregivers in Asesewa

Some of the reflections from caregivers/teachers during our follow up visits:

“I had difficulty understanding the children in my care and the frustration led to me to abuse the children when they did wrong. However after the training I received during the ICDP workshop, I am closer to them, listen to their concerns and explain to them the reason why they cannot do certain things. “

“I used to give the children class activities and then neglected them to their fate, but now, I go round the class, monitor what they do and make clear to them things they do not understand. I praise them when they do the right things, and encouraged them in all their class activities.”

“There was no connection between the children I taught and myself because I shouted and hurled insults at them. However after being trained in the ICDP principles, I now communicate with the kids with love and this has drawn them closer to me”

“By using empathy, I have been able to support one of my pupils to learn how to write her name using “My First Copy Book”.

“The ICDP project is helping me to raise my own children at home. My two-year-old was very reserved and could not get close to her peers to freely play with them. I started to pay attention to my daughter and showed interest in the things she liked. This made her become happy and cheerful, and she started to play with the children.“

“I got closer to a truant boy in my class in order to identify his needs; I then started to support him with some books as well as encouraging his parents to be responsible for his upkeep. The boy has since been punctual to school and has improved in his academic performance. Lately he is the first to present his homework and also eager to do his corrections in class. I believe that ICDP has really impacted positively on the way I relate to children both at home and in school.”



ICDP field officer interacting with the pupils of Akateng primary



Kudzordzi Sewordor, a 12 year old class 3 pupil at Akateng primary suffering from Hearing difficulty and unable to pronounce words has been moved to the front to help his situation.

ETHIOPIA

ICDP has been active in Awasa for about a year and a half and these developments have taken place thanks to the dedicated voluntary work of one ICDP trainer, namely Atnaf Berhanu.

In February 2014, Atnaf held a follow up workshop for this group of trainee facilitators, who afterwards embarked on practical self-training, by implementing ICDP with caregivers in small pilot projects.

The facilitator worked in pairs and each pair implemented the ICDP programme with a group of 8-10 caregivers. They kept field diaries, which were later, used as a basis for discussion and reflection.

In October 2014, a group of 12 facilitators received their ICDP facilitator level diplomas.

During 2014, Atnaf managed to organize the translation of Karsten Hundeide's ICDP manual into Amharic and

she gave copies to the trainee facilitators, so that they could implement ICDP with groups of caregivers.

Plans for scaling up ICDP:

Due to a lot of positive feedback concerning the impact of ICDP on caregivers, the six churches decided to expand and scale up ICDP through more training and by using their networks to spread the ICDP programme widely. The churches would coordinate the new expansion and the work would be carried out in cooperation with local NGOs in order to reach out to as many caregivers as possible in communities all over the country.

Atnaf had a meeting with Nicoletta Armstrong and they discussed possibilities for work and cooperation in support of the initiative of scaling up ICDP in Ethiopia.



TANZANIA

Where ICDP projects operate:

In Moshi-Kilimanjaro Region and Haydom -Manyara Region

Our project

Our project is supported by the Firelight Foundation and it is called *Improving learning to children by using the ICDP approach.*

We sensitized parents/caregivers of the pupils in 5 schools. In addition 10 school teachers and 20 local leaders received ICDP training.

In this project we encouraged teachers and parents to improve interaction and communication with the children at home and at schools as well.

The local leaders are involved in this project to give support to parents in their children's' learning.

There is a very low level of awareness about the importance of investing in children. KIWAKKUKI runs planned awareness and advocacy campaigns at all levels about the importance of improving children learning by helping the parents/caregivers.

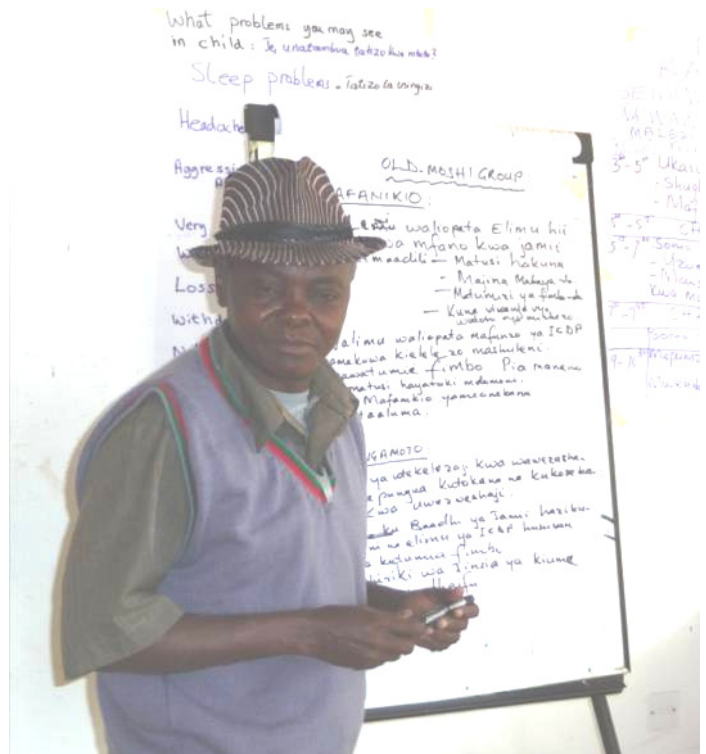
There was a one-day reflection meeting with 34 facilitators in Haydom, in Manyara Region.

Numbers trained

Number of caregivers /Parents trained 173,
Number of Facilitators still on training: 10, 8 female and 2 male
Number of children reached 250

The successes and difficulties of projects

The project managed to get few men to participate in an ICDP group and to train some men as facilitators. The difficulties are related to funding problems.



Lessons Learned:

It was observed that when men become involved in the training of ICDP, the facilitators in the group become stronger and more energetic to move on.

UGANDA

The aim of the Uganda project is to develop a community based parenting programme for early prevention of gender-based violence in the country. The implementation of ICDP is part of the overall strategy.

The ICDP training of a group of facilitators began on the 3rd of April 2014, at a four-day workshop held in Kampala, whereas as the ICDP implementation is taking place in the rural area of Uganda, with the aim of covering eight villages.

Two facilitators from each village are selected to attend the training. Participants also include the four professionals leading the project.

The Uganda project description:

The cooperating project partners are: MRC/CSO Social and Public Health Sciences Unit, University of Glasgow; Child Health and Development Centre, Makerere University; Mothers' Union of Anglican Church, Uganda and MRC/UVRU Uganda Research Unit on AIDS.

The project will be developed over a period of 32 months. It aims to design and pilot a community based parenting programme for the early prevention of sexual and gender based violence (GBV). This initiative is funded by the South African Sexual Violence Research Initiative and the Bernard van Leer Foundation. The programme aims to address four familial processes associated with GBV: poor parental bonding and child attachment; harsh

parenting and corporal punishment; differential socialization by gender and parental conflict.

This programme will emphasize that responsive, non-harsh parenting leads to better outcomes for children and does not undermine children's good behavior or respect for their parents. The provisional title is: **Parenting for Good Behavior and Respectability**. The program's structure is flexible enough to incorporate key parenting concerns of the target group. **The ICDP approach to: "Start with what they know, build with what they have." (Lao Tzu 700 B.C), will be followed within sessions.** The intervention will be also building on a model pioneered by the Mothers' Union.

The project will be a 20 session community-based participatory parenting programme facilitated by two local parents. They will receive two weeks' residential training, but beyond that the programme will be voluntary. The first 10 sessions will be with run with mothers and fathers separately. Drawing on Stepping Stones methodology, the two groups will be brought together for sessions 11-20 and encouraged to address conflicting gendered perceptions of parenting problems.

The team is currently embarking on the first of three stages in developing the programme: 1) the development of the programme and manual; 2) a formative evaluation with four groups in Wakiso District, Uganda; and 3) a large scale pilot with before and after outcome evaluation. If the results are promising we will seek funding for a randomized controlled trial.



MOZAMBIQUE

The ICDP Programme: a source of inspiration, DPMAS Gaza Province, Mozambique

Anastasia came to the Massingir District, because her mother abandoned her after her second marriage; her father does not recognize her. Her parents know that she is living at the Gaza Provincial Kindergarten but they do not visit her. Anastasia is 5 or 6 years old and has developmental delay, possibly resulting from cerebral palsy.

Falchina, had attended the ICDP training and after the last phase, when the topic of impairment was dealt with she offered to follow up Anastasia, not only as a means to put her newly acquired knowledge into practice but also as a means to contribute to the improvement of Anastasia's quality of life.

Falchina started to implement basic physiotherapy, with limited motor and language stimulation exercises, using

local available material such as paper, tree leaves, small branches, etc with positive outcome.

Gradually, Anastasia developed hand movements, became more joyful and found a way to respond to Falchina's interaction.

According to Falchina «(...) when she sees me she starts to move at once, she recognizes me and her face shows joy...!»

Falchina's says that the most important thing that she learnt with ICDP, «(...) is that children need our care and attention independently of their condition, because all children need care, food and play,...» and so she is working as a volunteer and it has given her much joy.

AMERICAS

SOUTH AMERICA

Colombia: ICDP training and activities have been ongoing for 20 years and in 2014 continued in the provinces of Santander, Chocó, Quindío, Boyacá and Antioquia, with many partners, including the Ministry of Health and Unicef. The first randomized control trial study of ICDP was in process of evaluating the work in Choco, and the results will be published in the autumn of 2015.

Peru: ICDP Peru started to work on a new initiative that will establish ICDP in the curriculum of students at the university Garcilazo de la Vega in Lima. The first training will take place in March 2015.

El Salvador: The ICDP programme has been very successfully implemented as a nationwide programme in El Salvador since 2006. In 2014, ICDP courses were given to a selected group from the Ministry of Education, Ministry of Health, Salvadoran Institute for Children and Young People's Development, Institute for Youth and FUNDAFAM (an NGO that works on family empowerment).

Mexico: In Puebla, families of children with disabilities continued to receive ICDP sensitization as part of the clinical work of a local psychologist. A new training programme was established in cooperation with the "Association for the Integral Education of the Family" (AIEF). Plans were also made to introduce ICDP at Casa Cuna centre for children in 2015.

Guatemala: The ongoing work over six years spread the ICDP programme to hundreds of poor communities in different parts of the country through the work of Plan Guatemala and its key trainer Julio Martinez. In 2014, the ICDP booklet was adapted for work with the indigenous population.

Paraguay: In the municipal market area of the capital Asunción, a children's Support Centre was set up in 2008 offering services to children and adolescents from the very poor families. The Centre continues to work and all the staff has been receiving ICDP training on a regular basis.

Brazil: From 2010-2014, ICDP spread to 34 municipalities in the region of Pernambuco through the project called, "Children with All Their Rights" , an initiative by Save the Children (with partners), funded by the European Commission. In 2014, the ICDP team developed a training programme in Juazeiro. The ICDP methodology was introduced at the Lar Feliz Centre for Children.

Ecuador: Contact was established with the Capuchin Order and a plan was made for introducing ICDP at the Club Amigó de Cotacollao, in the north of Quito, in March 2015.

NORTH AMERICA

USA: ICDP USA has been steadily expanding. The ICDP programme is being used in Kane and Cook Counties with partners such as Chicago Public Schools, Mental Health Services, Children's Home and Aid Societies, Community Organizations, and Faith Communities. An evaluation report was also prepared.

SNIPPETS FROM THE AMERICAS

EL SALVADOR

The ICDP programme has been very successfully implemented as a nationwide programme in El Salvador since 2006. In 2014 ICDP has entered yet another new phase of expansion. Thirty-seven people were selected from the Ministry of Education, Ministry of Health, Salvadoran Institute for Children and Young People's Development, Institute for Youth and FUNDAFAM (an NGO that works on family empowerment) to participate in the ICDP workshops that took place at the "Escuela de formacion", FUSAL, Santa Elena, and San Salvador. This initiative was organized by UNICEF in cooperation with ICDP.



COLOMBIA

Envigado

The ICDP programme was introduced at the Educational Institution Normal Superior Envigado during the second half of 2014. These developments were supported by Nicoletta Armstrong, Maria Marin Galeano Eumelia, trainer Carolina Montoya Montoya and assistant Amara Mokdad Galeano.

The Educational Institution Normal Superior Envigado is situated in the municipality of Envigado, Antioquia Colombia. The institution is renowned for its mission of educating highly skilled teachers, as well as for its high quality research. Its principles include developing a love of wisdom, offering affective pedagogical support, nurturing respect for difference and individual responsibility. It uses the methodology of "learning" to "learn". The institution provides training, leading to a degree in education.

The ICDP programme produced a strong impact on students and the ICDP principles fitted in well with the ethos of the institution.

The successes and difficulties

The results of each ICDP session were revealing the effectiveness of the ICDP programme, making it a significant learning experience for these young people.

A survey was conducted at the end of processes. Overall, participants expressed that the most significant learning was to gain awareness and understanding about how to create an atmosphere of trust and positively redefine the children; also understanding about the importance of an upbringing influenced by love and care.

They also valued the process of practicing the ICDP dialogues in child interaction, recognizing the characteristics of the emotional, cognitive and control dialogues.

It should be noted that there was a desertion of 9 people, who found it difficult to keep up with their intensive studies in parallel with the training in ICDP.

Lessons Learned

It was concluded that the training in the ICDP programme should be given as part of the curriculum of students, because ICDP is able to open the way for formative training in issues of childhood, from the systematic reflection of the work as a teacher, to sensitizing in relation to children, providing a good

educational foundation. The students/future teachers were enabled to develop a high social-humanistic approach and ICDP enhanced their sensitivity by providing opportunity to practice empathy and the communication dialogues.

Importantly, the ICDP programme uses certain pedagogical principles that lead to reflection, exploration and self observation, promoting balanced and harmonious development of the skills and competencies as an educator.

ICDP showed its importance and significance in the training of future teachers whose responsibility will be to positively influence and educate children and adolescents.

The team is deeply committed to apply ICDP – thus the voice of ICDP will echo in many more communities.

Plans for the future

The commitment of the participants was great. All agreed that there is a need for continuity, to create the ICDP multiplier effect both in the homes of the participants and in educational institutions where they will be working in the future as teachers.

Cañasgordas



Reflections of participants involved in this project:

“Every human being needs to be treated well in childhood, with love and positive guidance, but we must not look at this as a utopia, but instead we should work hard on creating protective and humane environments dedicated to the enrichment of the self as a fundamental source of human development.”

“In Cañasgordas, the ICDP methodology became over the last four years, a source of endless learning, which took place through different practical activities that generated positive changes within families and communities.”

“The ICDP methodology is engraved with golden letters in the communities of Cañasgordas. The expectations were met with the application of ICDP but the continuation with ICDP must be secured in order to consolidate the generated change and to create more such protective and harmonious environments.”

The municipality of Cañasgordas is located in the western part of the Antioquia region, where an ICDP project was developed with the support of the Antioquia government (Gerencia de Infancia, Adolescencia y Juventud), the Mayor's office and the FAN foundation.

As a result of the application of ICDP strategies, the family ties between parents and children were strengthened, generating good treatment, harmony, trust and love. ICDP was an enriching process, full of emotions and life lessons that give meaning to this initiative. The future challenges are to strengthen the knowledge base of the facilitators and to form ICDP clubs attended by families with children. – Abel Antonio Salazar, project supervisor.

Department of Santander

In 2014, ICDP Colombia established a protocol and signed a contract for ICDP training with the Health Secretariat in the municipality of Charala, in the Santander department of Colombia. The ICDP strategy was incorporated in the Mental Health Department Annual Plans 2014 (POA). The key partner in this project was the hospital Luis Carlos Galan Sarmiento. Carmen Lucia Andrade, delivered the ICDP training.

MEXICO

José Luis Flores Jiménez is working in Puebla using the ICDP method and its principles in relation to his clients, as part of his consultancy work as a psychotherapist. In his own practice he has been working with families with special needs children, who were under emotional stress and finding it hard to deal with their own children. José found that the ICDP approach could contribute significantly to enhance the coping skills of these parents and to improve their relationship with the children.



“ASSOCIATION FOR THE INTEGRAL EDUCATION OF THE FAMILY” (AIEF)

In 2014, he established cooperation with the “Association for the Integral Education of the Family” (AIEF), an organization that works nationwide through schools promoting mental health and wellbeing in young individuals and their families.

One of the main functions of the AIEF is to provide specialized care and assistance to families and to promote values, which can enhance their development. The AIEF counts with a multidisciplinary group of professionals who come from different fields, including psychiatry, child psychiatry, psychology, special education, prevention, management, care and treatment

of addiction. The work of AIEF often involves changing the dynamics at many different levels: behavioral, personality, academic and organizational. José started to work with children, young people and their families that are linked to the AIEF and the ICDP programme will be a key component in his approach. His first AIEF assignment was in April when he started to work with a group of single mothers with problems related to the education and upbringing of their children.

REQUEST FOR TRAINING FROM CASA CUNA

Nicoletta Armstrong gave several presentations about ICDP at the Convention Centre in Puebla and she facilitated one workshop on the topic of “Building a Caring World.” As one of the outcomes of these activities, ICDP received a request for training from the local centre for children called Casa Cuna. It was agreed to start with the ICDP training in 2015 and José Luis Flores Jiménez will be the ICDP trainer of the staff at Casa Cuna.

BRAZIL

Pernambuco

The ICDP Foundation was one of the partners in a multi-institutional project in the semi-arid region of Pernambuco and Bahia states, in North East Brazil. This project has been developing since 2010 with main sponsorship from the European Community and it ended in 2014.

A study evaluating the results of this project was finalized and the final report was made available in 2014. The data were collected from different groups of informants, including trainers, facilitators, families, institutional leadership and their staff.

The ICDP standard questionnaire was administered on line, and in addition there were focus group interviews, as well as one-to-one interviews.

ICDP received very good reception at every level and the overall results are very encouraging. It was particularly well received by the two indigenous groups, Truka and Quilombola.

The evaluation report in Portuguese:

<http://www.icdp.info/api/media/media/535>

Juazeiro

Thanks to the support of the Brazil Foundation and SD USA, the ICDP methodology was applied at the Lar Feliz centre for children. The training in the ICDP programme "I am Person too" was given to 15 caregivers, teachers and 70 families during 2014.

Located in the suburbs of Juazeiro, in the state of Pernambuco, Brazil, Lar Feliz serves children from low-income families. These families receive government assistance and are struggling to survive through activities that include trash collecting, cleaning jobs, selling drugs and prostitution.

"Members of this community live in highly vulnerable conditions: the community is devoid of basic sanitation, lacks good quality water, there is poor garbage collection, there is no paving of streets and the houses are shacks mostly made of mud and cardboard.

Birth and mortality rates are high and many community youth is lost too early due to drug trafficking and violence in the neighborhood.

Reports of sexual abuse in childhood are common; there are large numbers of teenage pregnancies and many cases of teenage prostitution.

The ICDP initiative was successful in developing a strong sense of empathy and respect for children and establishing good quality relationships between adults and children." – ICDP Brazil representative, Polyanna Magalhães



PARAGUAY

In the municipal market area of the capital Asunción, a children's Support Centre was set up in 2008 offering services to children and adolescents from the very poor families. The Centre continues to work and all the staff has been receiving ICDP training on an ongoing basis.

The beneficiaries of the ICDP programme are caregivers-educators and the 130 children and adolescents in their care. Once a month all the educators and volunteers participate in special exercises that are aimed at strengthening their practical application of the 8 guidelines of the ICDP programme in relation to the children in their care. These activities are led by the centre director and ICDP trainer, Elizabeth Gavilan (on photo, on the far left), who comments:

"In Paraguay the conventional style of leadership is authoritarianism inherited from long years of dictatorships and colonialism. It is expected that the boss will tell you exactly what to do. This is in contrast to human relations the Centre is trying to develop, where the aim is respect for autonomy and democratic principles. It is a challenge for people from families with conventional values to develop their autonomy and understand their own responsibility, instead of falling into covert rebellion against the leader and the reigning

hierarchical system in their society. The constant challenge is the low understanding of adults in general, and including parents, about the true emotional and psychosocial needs of babies and children of all ages. Because they are not receiving proper care and positive regulation many teenagers are not able to set goals or have enough discipline to achieve them. They are often unable to refuse when they are offered drugs."

The Centre has been successful in its work with children and young people. Children manage to carry on studying. Girls who attend the Centre do not become pregnant. School attendance is compulsory but attending the Centre is not. Children and adolescents feel comfortable at the Centre and are happy to open up and talk about their experiences, sometimes revealing personal secrets to their educators. About ten young people have been attending the Centre for over 10 years now, since their early childhood.

Two teenage boys decided to study psychology in order to later on come back and work at the Support Centre and thus "give back what they have received from the Centre".



ICDP-USA 2014, Evaluation report executive Summary



The ICDP-USA programme is being used in the Kane and Cook Counties with partners such as Chicago public schools, mental health agencies/services, children's home and aid societies, community organizations, and faith communities. The Pritzker Foundation invested in the capacity development of 16 ICDP Facilitator Trainees.

The report below is taken from the Changing Children's Worlds Foundation: ICDP-USA 2014 Exec Summary

Link to the full report: <http://www.icdp.info/api/media/media/778>

PILOT RESULTS-2014:

A total of 48 caregivers (early childcare professionals and community/parent leaders) participated in the spring 2014 Pilot program.

Parent Self-Efficacy

(TOPSE) measured parenting skills, like patience, engagement, and consistency, as well as parents' perceptions of themselves as parents or caregivers.

The scores of caregivers and parents in general, in the pilot phase increased by 11 points

Further, caregivers/parents in Englewood demonstrated the strongest outcomes (SCORE), including gains in parenting skills, including patience, engagement and consistency with their children and those they cared for, as well as reflecting strong improvement in parents' perceptions of themselves as parents or caregivers.

Further, in general, caregivers' perception of their quality of life increased by nearly 2 points.

Parent disciplinary or conflict tactics improved, meaning that corporal or authoritarian parent disciplinary strategies decreased and more affectionate (e.g., hugging, time out) tactics increased slightly.

General coping of the child appeared to increase, which indicates that the child has less problems and the caregiver and/or family has greater capacity to handle problems with less of an emotional burden.

However, none of the findings discussed above were statistically significant, probably due to the pilot period was only 8 weeks (condensed as Facilitator training practicum to higher functioning parents already), while full ICDP learning group projects last 12-16 weeks, in order for parents to learn the material, change their behavior and practice changes over a longer period of time. It could also be due to the low number of Pilot participants, and it being the Facilitator Trainees' first experience facilitating discussions of the material.

The most important outcome of the Pilot was a statistically significant shift to caregivers having a more positive level of mental stress ($p < .05$: $t=2.45$, $p=0.025$), which emerged through the 8-week pilot period.

This scale asked whether or not participants had experienced multiple stress indicators in the past week. This decrease from 0.35 (pre) to 0.21 (post) stressful indicators supports ICDP's core belief that caregivers who learn to know themselves become more mentally healthy and improve their communications/interactions with others.

This could be reflected in an improved, less stressful adult-child interaction as a result of the program. As parents effectively improve their adult-child interactions, they model positive communications, behaviors, interactions and relationships with their children, which the children learn, with a cycle of positive responses resulting.

There were also several notable non-significant differences in perceived child behavior between the pre and post-test assessments. Fifty percent of participants perceived their child or the child of focus to have some type of emotional or behavioral difficulties. This number decreased to 35% in the post-test assessment.

Additionally, perception of the child also shifted in a positive direction, with caregivers, on average, perceiving the child to treat others better and exhibit more pro-social behavior after the program.

The improved communications and interactions modeled by parents/caregivers may have resulted in more positive children's behavior. The majority of participants attributed their progress not only to ICDP's content, but to the discussion, sharing, learning and camaraderie of others in the group. ICDP motivated participants to be better caregivers, as they reported becoming more empathetic with their child and proactively embracing changes they were making with their children throughout the program.

FULL PARENT LEARNING GROUP RESULTS:

A total of 34 parents/guardians participated in the full 12-14 week Learning Groups in Carpentersville, Cicero, Hermosa/Chicago and Rogers Park, as well as from a group of Military Parents who participated in Geneva/St. Charles.

ICDP was shown to have a very positive and potent impact on parents (as parents and as people interacting with others). Not only did they improve their confidence and social/emotional skills as parents, but also their sense of well-being and ability to be a better partner.

Their confidence and perception of parenting efficacy was the most potent outcome, as there was a statistically significant increase ($p < .01$) from pre to post score on the TOPSE. Their reporting of the extent of implementation of ICDP principles and their overall

mental health also significantly increased ($p < .05$).

Their increased ability to implement the ICDP principles included areas of:

Social/Emotional Dialogue: Showing Affection; Following the Child's Lead; Close Communications; Giving Approval

Comprehension Dialogue/Cognitive Development: Focusing Attention Together (Talking/Reading); Describing/Giving Meaning; Explaining Experiences/Expanding Understanding through Logic & Creativity.

Regulative Dialogue/Self-Discipline: Regulate Behavior through Setting Boundaries/Rules; Guiding Step by Step; Using Situations and Routines to Guide Behavior; Positively setting Consequences to Develop Responsibility and Moral Understanding

Further, their perception of their quality of life increased, nearing statistical significance ($p = .09$).

Parents who participated in focus groups corroborated their assessment responses, with a high focus on increasing empathy, such as "I have become closer to them. I understand more, put myself in their shoes and make myself think about how they are feeling." Other comments included: "I want to be less controlling." "I need to be less permissive." "I need to learn to show my love to my children besides the basic needs."

Overall, parents felt very content and lucky to be in the program. They discovered different ways of implementing discipline, are more tolerant, patient, observant, communicative and loving.

Parents and Facilitators said that ICDP is like a conscience: it helps them to remember things that they need to do with their children, and they are more confident in what they are doing because of ICDP.

Due to this newfound empathy, not only in their parenting, but also in other relationships (romantic or work for some), they reported enhanced relationships and relationship satisfaction overall.

At session finish, nearly all parents expressed that they were eager for more sessions, which ICDP-USA encourages.

Although scores for parents' confidence and general well-being were most likely changed by the program, the report of their application with their children was lacking,

albeit increased.

Furthermore, reports of their children's behavior did not change from pre to post- program; however, reports of children's emotional difficulty did decrease, although non-significantly.

Note: Most programs were conducted with Hispanic parents in Spanish before the Children's Booklets were produced in Spanish, so these groups were conducted without that supplemental tool. (Parents in spring 2015 will have the books in English or Spanish).

Parents accounted their change in perception, confidence, and ability to both the program content and to the environment where they could learn from and be supported by one another. The ICDP approach with community-based, peer-facilitated and strengths-based learning groups is uniquely effective in this way.

AUSTRALIA AND ASIA

Australia: ICDP trainer Anne Oakley continued to work as a National Faculty Leader for Community Services at the Evocca college in Springwood, Queensland. As part of her day-to-day job 2000 community services and youth work students learned about ICDP. ICDP Australia has new facilitators in Melbourne, Brisbane and the Northern Territory.

Japan: Two trainee trainers finished their training in ICDP and in September they received their ICDP Trainer level diplomas. They formed ICDP Japan with other professionals and together worked on translating the basic ICDP materials ready for wider implementation of ICDP that is planned for 2015.

India: ICDP has presence in West Bengal since 2004, when Professor Karl-Peter Hubbertz started training in Athgara and Malda. Two regional ICDP-groups of facilitators were gradually established: the "north-group" and the "south-group". The local teams run two to four parent groups a year.

Nepal: ICDP, Early Childhood Education Centre (ECEC) and HimalPartner (HP) established cooperation on piloting ICDP in Nepal. The project aims to increase the psycho-social wellbeing of children in Nepal through improved parent - child communication. The first facilitator level workshops took place in 2014.

South Korea: Sangwon Yoon, a trainee facilitator is currently developing an ICDP project on the Juju Island, in cooperation with the Jeju Parents' Network for People with Disabilities (JPNPD).

China: ICDP and the Shincon Kunming Rep Office have agreed terms for cooperation on a project that will develop ICDP using structures and personnel of the Women's Federation (WF) which operates at all levels of Chinese society, from national down to village level.



NEPAL



International Child Development Programme (ICDP), Early Childhood Education Centre (ECEC) and HimalPartner (HP) have established cooperation on piloting ICDP in Nepal.

The project aims to increase the psychosocial wellbeing of children in Nepal through improved parent - child communication.

In Nepal out of every 100 children, 86 live in villages, 48 are malnourished, 40 belong to extremely poor families, 80 are admitted to school but only 51 complete primary levels, 41% of the population are children below 16 years. (www.ncn.org.np)

Encouraging parents to bring up their children in a warm and loving environment and making parents aware of the importance of their role for the healthy psychosocial development of their children could, in the long run, reduce the above mentioned problems among young people. This in turn could ultimately have a positive influence on the country's development.

The project will test the ICDP concept for Nepali context during 2014 and 2015. The first ICDP training workshop took place at the ECEC premises from 2-5 of June 2014.

The pilot will serve as a baseline for the application for a follow up programme; the intention is to expand the ICDP training during the period between 2015 and 2017.

The second period of training is crucial for securing sustainability of the project - by creating a team of Nepali trainers capable of spreading the ICDP methodology to new groups of facilitators.

HimalPartner is a mission organization based in Norway with experience in Nepal since 1954 in the areas of health, education and industrial development sectors.

ICDP is providing training for a local team, whereas the HimalPartner is working to secure external grants for the project through Digni and other funding bodies.

ECEC is the local organization with the intention of becoming the leading organization for ICDP training in Nepal.

ECEC has been working in the area of early childhood development and education in Nepal since 2001. Although Teacher Training is ECEC's core business, parent education is also very much part of ECEC's

services. The approach is that only if all the people who are directly involved with the children (parents teachers, caretakers, school leaders and other stake holders) understand the basic needs of children, will a child be able to grow up in a well-balanced, holistic way.

After the ICDP training has been completed, ECEC intend to train new teams working in the area of parenthood/children's education. One of these will be Education Horizon Nepal (EHN), also supported by HimalPartner, which hires technical support from ECEC. Their project is in Dhading and Parent Education is an important part of their work.

ECEC is also planning to continue to work with Save the Children, Unicef, UMN and other organizations in order to spread the ICDP programme to different areas of Nepal.

GEORGIA

Ana Lelashvili has worked as a special needs educator in school for more than four years. She has a keen interest in developing community based programmes that can improve the living conditions of children and young people by empowering their caregivers. During the summer 2014, Ana gave ICDP training to teachers at the state preschool # 16 in Tbilisi.

Report by Ana Lelashvili

The school has to be an arena for creating a caring and loving atmosphere that will contribute to high self-esteem and increased socio-emotional wellbeing of students. The "Georgian National Strategy Action Plan of Inclusive Learning Implementation 2009-2011" highlights the issue of preschool inclusion and states that the success of inclusive education at secondary level partly depends on preschool inclusion. It is evident that

inclusive education approach increases the teacher's role and responsibility in the educational settings.

Currently in Georgia pre-school teachers are expected to cope with large class sizes, teaching children of mixed abilities and from diverse cultural and linguistic backgrounds. Teachers have to be very well organized, highly skilled and adaptable to continuously changing conditions in the pre-school. Clearly, satisfying the needs of all pupils in a preschool setting is a challenging

task. In order to enhance the quality of education in public pre-schools the best way is to start by looking at opportunities and resources that are available and use them as a basis for further development. In particular, the attention should be directed towards the positive patterns of communication and interaction between teachers and pupils as the basis for children's socio-emotional and cognitive development.

With this intention in mind, during the summer 2014, I introduced the eight themes of the ICDP programme at the state preschool # 16 in Tbilisi.

My intention was to give training to preschool teachers who work with children, including those with disabilities, by exploring with them the importance of establishing positive interactions with their pupils. Moreover, the aim of the training was to demonstrate the importance of teachers' collaborative teamwork to develop a creative school for all, where everybody is welcome.

By trying to understand the most significant factors influencing children's social-emotional and cognitive

development, the emphasis was placed on the positive interaction sequences founded on a resource-based communication and mediation approach, developed by Norwegian scholars Henning Rye and Karsten Hundeide.

Over a period of seven meetings, the eight themes for good quality interaction of the ICDP programme were introduced to participants and they had opportunities to try them out in practice during role-plays. After each of the activities the floor was open for discussions among the participants. Moreover, in order to enhance teamwork and collaboration between the teaching staff, two research methods were introduced linked to the ICDP theme "Follow the child's lead", i.e. the methods of interviewing and observation. Teachers might never become researchers but they certainly can become observers of their own classroom activities and of the educational processes as a whole. Therefore, these two research techniques were introduced in order to better observe the child and gather more democratic information about the teaching-learning process.



AUSTRALIA

The ICDP trainer Anne Oakley is currently working as a National Faculty Leader for Community Services at the Evocca college in Springwood, Queensland.

ICDP at EVOCCA College

(<http://www.evoccollege.com.au/>)

In the course of Anne Oakley's day to day job, over 2000 community services and youth work students have been exposed to the ICDP programme.

These students are studying to work within the youth and community sector and the ICDP programme is delivered to them as a practice framework for working with vulnerable people in their local community.

There were other ICDP activities in Australia and the account below is based on a report from Anne Oakley and Renee Goetz, the ICDP Australia leader:

Ten courses in the ICDP programme were conducted in Brisbane:

1) Five courses took place at the Arthur Gorrie Correctional Centre. The work was with incarcerated fathers to encourage them to keep connected to their children during their time in prison. 50 people attended the courses.

The results of the ICDP meetings have been positive. The men reported that they have thought more about their children and have gained an insight into the impact their behavior has had on their own children. Sometimes these experiences are very difficult, as suddenly as a result of the ICDP programme, they understand that their children are suffering from the stigma of having a

father in prison.

In light of this, Anne Oakley has managed to arrange for additional emotional support to be provided by the Prison Chaplains for the men who struggle with the new perceptions and insights they have received.

2) Five courses were conducted in Moonyah Alcohol and Drug Rehabilitation Service.

There were 100 attendees. It was much easier to monitor the success of ICDP at Moonyah as Anne Oakley has the opportunity to keep in touch with participants after they leave the center.

There are many success stories where parents have re-connected with children they have been estranged from as a result of attending ICDP meetings.

Project work by ICDP facilitators in Alice Springs, Melbourne and Cairns:

In Alice Springs, Central Australia, Heidi Raven delivered the ICDP programme within the indigenous community working with young people. She also delivered a small program to friends and relatives.

Theresa Kozar delivered ICDP to a small group of migrant women in her community in Melbourne. This proved to be challenging as English was not their first language but she reported great success.

In the Cairns region Emmaline Anderson delivered small successful ICDP courses, some of which were held at the Machans Beach community hall and at the Machans Beach school library.

ICDP IN THE WORLD - ESTIMATED NUMBERS OF CHILDREN REACHED 1,045,919

COUNTRY	FACILITATORS	TRAINERS	CAREGIVERS	CHILDREN
Norway	3,100	90	25,000	53,000
Sweden	1,864	175	11,000	35,000
Denmark	1,442	50	10,000	32,000
Finland	29	17	307	2000
Portugal	32	7	350	1500
Ukraine	113	9	900	2400
Russia	24	3	200	700
Macedonia	104	32	400	2000
Colombia	21,000	2,510	205,000	507,000
Guatemala	1020	92	9,765	30,000
El Salvador	2,339	200	24,367	71,000
Brazil	1454	168	33, 745	23,946
Paraguay	20	4	335	1000
Peru	20	2	100	430
Argentina	100	15	250	1,000
Mexico	7		92	315
Angola	1000	105	10,000	210,000
Mozambique	950	27	6200	58,000
Tanzania	143	12	1070	4000
Lesotho	25	3	300	1200
South Africa	40	3	300	1500
Malawi	39	4	152	1550
India	30	2	600	2300
Australia	6	1	150	1500
USA	100	1	210	420
Japan	2		19	50
Nepal	16		83	350
Uganda	6		30	90
Romania	15		60	150
Moldova	4	4	8	70
Kenya	2		30	100
Ethiopia	12		100	300
Georgia	1		9	30
South Korea	1		6	18
Ghana	30	1	160	1000

1,045,919

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ICDP was founded in Oslo, Norway on 6 January 1992. Founding board members: Karsten Hundeide (chairperson), Amund Hoff-Berge, Nicoletta Armstrong, Pedro and Teresa Mendes, Henning Rye, Wilbert Verheyen and Pnina Klein

ICDP current board: Nicoletta Armstrong (chairperson), Santana Momade, Penelope Villar, Ane-Marthe Solheim Skar, Guillermo Navas, Karl-Peter Hubbertz and Einar Columbus Salvesen

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ICDP is a private foundation operating under the Norwegian Foundations Act of 15 of June 2001.

The objectives of ICDP are to work for the healthy development of children and youth worldwide.

The work of ICDP is based on the principles that are laid down in the UN Convention on the Rights of the Child.

ICDP may participate directly or indirectly in activities run by other humanitarian organization having corresponding objectives.

ICDP is non-political and non-denominational.

The ethos of ICDP is to provide human care through activating empathy, sensitivity and education of both caregivers and their children and by strengthening and sustaining local competence and initiative. The point of ICDP training is to sensitize, build competence and confidence in members of a community or an existing child caring system so that it becomes possible to withdraw after some time and to transfer the project to the local resource persons.