

# Annual Report 2015



## 1 ICDP's work in 2015

The ICDP programme has continued to spread all over the world through the devoted work of our partner organisations, with its presence in **36 countries**.

## 2 About ICDP

**ICDP** began its training programme 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, was the chairman until 2011.

*“Too often poverty and hectic environments children must live in, force them to take on certain adult responsibilities and watch in helpless silence as their families struggle to survive. But in spite of their difficult living conditions, children develop immense strength to endure their lives – reaching out to them with loving care is ICDP’s primary aim.”*

## Comments from the Chair

2015 was a year in which we witnessed significant developments in the applications of the ICDP programme to new target groups all over the world.

We note that there seems to be an increasing interest by ICDP trainers to apply ICDP concepts and methods, not only in relation to caregivers and children, but also in context of the care for the elderly.

In 2015 we also saw some innovative ways of working;. For example in the rural area of Colombia ICDP trainers visited groups of men in their working environments and successfully discussed the topics of the ICDP programme with them during break time or even whilst the men were still working.

On the other hand, the importance of our work is illustrated more than ever before by the discoveries in neuroscience that provide insight into the workings of the human brain, and demonstrating what a vital part interaction plays in shaping the brain.

In 2015, the work of our partners illustrated the immense flexibility of the ICDP programme, equally successfully applied in so many different cultures. The ICDP principles easily found expression through local child rearing practices and worldviews on all continents, in Europe, Africa, North and South America, Australia, and some Asian countries such as Japan, Nepal and China.

In this report we bring our readers some of the highlights from this international work, as well as a general overview of ICDP scope in the world - an achievement made possible thanks to the remarkable efforts of all our partners.

– Nicoletta Armstrong, ICDP chair





*"ICDP is of great significance in helping caregivers improve on their teaching styles and rearing styles for proper child development"*

## In this report

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# ICDP Development

The estimated number of children reached over the years is over one million and three hundred thousand....

Workshops have taken place in 52 countries since ICDP started:

Norway	Russia	Romania
Moldova	Macedonia	
Georgia	Italy	Spain
USA	Jamaica	
Kyrgyzstan	England	Sweden
Portugal	Finland	
Denmark	Holland	Ukraine
Colombia	Peru	
Mexico	Ecuador	Chile
Guatemala	Brazil	
Bolivia	Uruguay	Congo
El Salvador	Argentina	
Paraguay	Ghana	Angola
Mozambique	Lesotho	
Ethiopia	Malawi	Zambia
South Africa	Tanzania	
Zimbabwe	Kenya	Uganda
Rwanda	Australia	
Japan	India	Nepal
Indonesia	Bangladesh	
China	South Korea	



ICDP Norway, ICDP Finland, ICDP Sweden, ICDP Portugal, ICDP Ukraine, ICDP Mozambique, ICDP Ghana, ICDP Colombia, ICDP Peru

ICDP representatives elected in: Japan, South Africa, Malawi, Rwanda, Brazil, Mexico, England, Romania, Russia and Moldova

ICDP Denmark operates under GR-Psykologerne, UCN and Authenticus

ICDP Australia operates under Morningside C.A.R.E.

ICDP USA operates under CCWF

ICDP Paraguay operates under Vida Plena

ICDP Guatemala operates under Plan

ICDP El Salvador operates under UNICEF and ISNA

ICDP Bolivia operates under the Christian Evangelist Lutheran Church

ICDP Lesotho operates under Thaba Bosiu Centre

ICDP Nepal operates under the Early Childhood Education Centre (ECEC)

ICDP China operates under the Shincon Kunming Rep Office

ICDP initiatives in Kenya, Ethiopia, Ecuador, Uganda, South Korea, and Zambia

ICDP facilitators in India

## ICDP in the world 2015

EUROPE	AFRICA	S. AMERICA	N.AMERICA	AUSTRALASIA
NORWAY	MOZAMBIQUE	COLOMBIA	U.S.A.	INDIA
DENMARK	TANZANIA	GUATEMALA		AUSTRALIA
FINLAND	MALAWI	EL SALVADOR		JAPAN
SWEDEN	ETHIOPIA	MEXICO		SOUTH KOREA
UKRAINE	LESOTHO	PARAGUAY		CHINA
RUSSIA	GHANA	BRAZIL		NEPAL
ROMANIA	RWANDA	ECUADOR		
MOLDOVA	KENYA	BOLIVIA		
ENGLAND	UGANDA	PERU		
PORTUGAL	SOUTH AFRICA			
	ZAMBIA			

# ICDP per continent

## EUROPE

### ICDP in Moldova

The 2015 trainer's team from Moldova has been involved in promoting ICDP in Ukraine, together with the Ukrainian trainers. It is encouraging that all new facilitators have worked with the parents groups and have found ICDP very useful and easy to implement. Two groups from Vinnitsa, one from Kharkov and one from Svyatogorsk showed special enthusiasm and creativity. Participants reported that ICDP helped to improve relations not only with children but with colleagues and relatives as well. A Local TV Company from Vinnitsa showed particular interest in ICDP.

*"I have got a feeling that I am a good mother"*

*"Showing and sharing love with your child – it is so joyful"*

*"ICDP is a programme on how to make your child happy"*

*-ICDP participants.*



# EUROPE



## Denmark

A new Center for ICDP opened in Denmark with twelve ICDP trainers. The educators are independent consultants or they may be employed by different education institutions and healthcare centers. During 2015 the Centre certified nearly 600 people in ICDP. In addition, the Center is participating in the largest national education project for the training of childminders. About 500 childminders were introduced to ICDP. The Centre has been developing a project in a private kindergarten, called "ICDP in Wonderful World". Anne Linder and her colleagues have also been active writing articles, as well as a book.

The Institute for Relational Psychology has been working with the ICDP method for over 15 years, continuously seeking new knowledge, research and theory to improve their courses. They work together with municipalities, institutions and schools.

The University College North (UCN) is continuing to offer ICDP courses for teachers.

ICDP facilitator Aisha Inge Holm implemented the programme with a group of immigrant families in Copenhagen and translated ICDP materials into Danish.



# EUROPE

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## Sweden

In Sweden, ICDP has been spreading for fifteen years and the experiences of those who used the method demonstrate that there are many children in Sweden who benefitted as a result. The book “Berättelser” contains twenty interviews with individuals and teams who have used the ICDP programme in maternal child health care, pre-school / school and social services. Karin Edenhammar, one of the founders of the ICDP Sweden Foundation, conducted the interviews and wrote the book. The experience of using the programme is consistently very good. The book may serve as inspiration for further development of the ongoing ICDP work. Two booklets were also published, one about empathetic leadership and the other on guiding interaction in preschools.

## Finland

In many different parts of the country, ICDP facilitators were busy rolling out the ICDP programme to groups of caregivers, while at the same time ICDP trainers in several organizations completed the training (at ICDP level one and two) of new groups of colleagues/staff. In addition, the ICDP Finland Association conducted several ICDP training programmes for professionals in Kajaani, Pargas and Porvoo, whereas in Sipoo the ICDP Camp for Families proved to be very successful. ICDP facilitators from all over Finland gathered in Helsinki for a “Facilitator inspiration day”. ICDP Finland also hosted a meeting in Turku that founded the ICDP Nordic Research Network, with participants from Norway, Sweden and Finland.





# EUROPE cont.

**England:** An ICDP training project started in England, linked to the Sarah Nicco Training Centre in north London. Three professionals were trained to deliver ICDP to groups of parents from the local community in Edmonton, north London.

ICDP sessions were conducted at Ashridge house near London for professionals from Russia.

**Romania:** SOS Children's Villages Romania celebrated the end of the training programme with the graduation of its first group of ICDP trainers. The SOS organization now has all the necessary expertise to apply the ICDP method in their work with vulnerable families and foster parents. In addition, the Fundatia Umanitara Pacea (FUP), a non-political, non-governmental organization, became a new partner of ICDP. A group of professionals linked to FUP received ICDP training in order to become ICDP facilitators.

**Russia:** In 2015, the contents of the ICDP programme were presented to a group of early childhood specialist in Nizhny Novgorod, Russia. The event was conducted by Dr Oksana Isaeva and was followed by several ICDP training workshops during May. In August, ICDP training began of a group of specialists from the social-rehabilitation centers in the Nizhny Novgorod region.

In St. Petersburg, the Early Intervention Institute included ICDP in their intervention work for children with disabilities. Ten professionals started their training to become ICDP facilitators.

**Portugal:** Roda Viva Education and Community Centre offers services to children, families and young people in Alfragide, a poor area of Lisbon. Their work is guided by ICDP principles, with the continuous support from Teresa Mendes, one of the ICDP founders.



**Belgium:** Nicoletta Armstrong was invited to present ICDP and participate in the conference *Conflict Matters Conference: learning across the differences* that was held in Brussels from 21 to 23 October 2015, organized by the Evens Foundation. The invitation was linked to the written application she had previously sent to the Evens Foundation for the Evens Prize for Peace Education – her application passed the first two rounds, putting ICDP in the small group of selected candidates for the prize. All candidates met at the conference to share and inform about each other's work, as well as to participate in the workshops and discussions at the conference.

**Ukraine:** ICDP training is proceeding at full power with courses for parents, students and professionals linked to UNICEF, "Caritas Ukraine", "Medecins sans frontieres" and other partners who are assisting the internally displaced families in the Lugansk and Donbas areas. ICDP Ukraine also signed an agreement of cooperation with the Donbas National Pedagogical University and is cooperating with "Caritas Ukraine".

Since the beginning of June 2015, "Caritas Ukraine" has been developing a new project called "Child Friendly Spaces" (CFS) and is opening special centers for children of internally displaced families. Teams of psychologists, teachers and educators are employed to provide education to children at such centres in six cities: Kharkov, Dnipropetrovsk, Svyatogorsk, Slavyansk, Odessa and Kiev. At the same time, these professional teams have been receiving training in ICDP.

The ICDP programme is being sought after and eight ICDP trainers are fully occupied; they had to decline some interested groups. A total of twenty groups of professionals are in process of receiving ICDP training as facilitators of the programme and they have already started to work with parents or other caregivers.



## Norway

The Haug Resource Center in the Baerum municipality, near Oslo, acquired a new team of twenty-six ICDP facilitators who received specialized training by Hilde Tørnes and Berit H. Johnsen to work with caregivers of children with and disabilities and special needs.

During 2015, the ICDP sessions continued to be held as part of the studies of new groups of MA students at the Department of Special Needs Education, at the University of Oslo.



In 2015, the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) developed three projects:

1. Crisis Centres for victims of domestic violence and abuse: 22 facilitators applied the adapted version of the programme in six Centers.
2. The Norwegian Government: *Action plan against Radicalization and Violent Extremism*, June 2014: in this context an ICDP pilot project was developed with parents and caregivers in 9 communities. The ICDP facilitators attended special competence training for this purpose.
3. ICDP was used in 11 Centres for Refugees, by 22 facilitators. The programme was adjusted to the specific situation of these parents and their needs.

Bufdir also started to work on improving the ICDP implementation model in the country by changing the way the training of facilitators is organized in local communities.

In 2015, 272 facilitators and 5 new trainers completed training. The total number of trained facilitators in Norway so far, is 3511.



# AFRICA

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## Rwanda

From March to June 2015, Niwagaba Gilbert facilitated a course in the ICDP programme that was attended by parents and teachers of disabled children in the Musanze district. The pilot was approved and launched by the local authorities, who signed an agreement with ICDP.

## Malawi

In addition to the ongoing work by ICDP Malawi, an ICDP course for caregivers took place in Mgoni. It was conducted by Local trainers in the Chichewa language. This ICDP training was organized on the initiative of a trainer from Bergen, Maries Custers. It took place over 9 days. A group of 20 women attended – they were selected by the community leader to participate in the workshops.

## Mozambique

ICDP Mozambique is a fully registered Association operating under the name of “Associação ICDP Moz” with 50 national trainers. It is a technical partner of UNICEF and a member of the Psychosocial Group and it also belongs to the Inter-sectoral Group for OVCs, which plays an important role in influencing children policies. Scope of training:

Thirty teachers received training in ICDP and they provided counselling to students at the School in Maputo, once a week. In 2015, 200 facilitators completed their ICDP training, 1963 caregivers attended ICDP sensitization courses, 8370 children were reached and 148 orphaned children were reintegrated with their biological family thanks to the support from ICDP trainers. In addition, 70 foster parents received training in parental skills and family law and 15 nurses were followed up in their training.



# AFRICA cont.

## Ghana

ICDP Ghana partnered with Plan International (Ghana), World Vision Ghana and Ghana Education Service on diverse projects and also received support from the ICDP (International) Foundation.

With World Vision Ghana they have developed a project named KIDS READ aimed at strengthening the processes of learning in a number of schools situated in the Volta Region.

Through the ICDP programme, the teachers in the rural communities (both male and female) now know how to handle and interact with children. The project helped teachers to successfully deliver their lessons and to meet the educational standards, preparing the ground for poor rural children to compete with children from urban areas.

ICDP Ghana also attended a workshop on enhancing participation of marginalized groups in elections, which was organized by the Electoral Commission in collaboration with the United States Agency for International Development (USAID).



## Ethiopia

In Awasa, in southern Ethiopia, the ICDP training of a group of twenty social workers and psychologists was completed. They received Facilitator certificates from their ICDP trainer Atnaf Berhanu Kebreab, who is working on voluntary basis, but is hoping to find funding to expand the ICDP work in the country.

The newly qualified professionals are linked to six evangelical protestant churches whose aim is to spread the ICDP messages to families and children in their respective communities. The churches cooperate with local organizations, so there is potential for expansion. The feedback concerning the impact of ICDP on parents was positive.

The ICDP training of a new group will start in Addis Ababa in 2016.



## ICDP starts in Zambia

ICDP signed an agreement with the Primary Health Care Education and Training Trust (PHC-ETT) in Lusaka. This project seeks to train teachers with the view of transmitting the ICDP skills to students in schools and more particularly in tertiary educational institutions, where on graduation students are more likely to get married and begin to raise their own families. ICDP will help prepare such parents to raise their children within the context of the ideals promoted in this project.

The vision for the future use of ICDP is to help as many Zambians as possible have an appreciation of the importance and necessity of a positive relationship between parents and children.



## Tanzania

ICDP training by the trainers at the KIWAKKUKI organization has been taking place in the Kibosho area, in Kilimanjaro. It is involving teachers, home based providers and parents. The training is part of their project called Improving Learning Outcomes to Children Using the ICDP Approach. The ICDP methodology is being applied in 5 schools. The Firelight Foundation is funding this project. A total of 250 parents/caregivers attended the ICDP courses, which focused on their practical use of the three ICDP dialogues (emotional, meaning creating and regulative) in relation to children.

### Improving Learning Outcomes to Children in Kilimanjaro Using the ICDP Approach



Training teachers and caregivers

## ICDP in the world

*"It is important to strengthen the capacity of the new ICDP facilitators in their understanding of the programme so they can continue to go on strengthening their ability to care for their children"- Carmen Lucía A., ICDP trainer.*

# AMERICAS

## Colombia

**Regional meeting:** The meeting of ICDP colleagues working in Latin America was a very successful event that took place from the 10th to the 14th November 2015. It was held at the Amanecer International Centre, near Armenia, in the region of Quindío, Colombia. The title of the meeting was "Keeping the flame alive: What does it mean to live ICDP at an adult-child and adult-adult level?" Participants from 9 countries exchanged experiences in a very warm and friendly atmosphere created by the ICDP Colombia hosts. ICDP (international) chair and two board members joined this event.

## Older people and men included in ICDP strategy

In Cañasgordas, Antioquia, trainers discovered that ICDP not only works well to support the family by providing a new space for interaction, but that it is also a way of strengthening trust, productivity and motivation in working men and the elderly. "Our experience consolidates ICDP as an effective and dynamic strategy working in line with the local needs." - Sergio Mauricio Osorio Ospina, ICDP trainer.

## Students receive ICDP

During 2015, 55 university students received training in the ICDP programme in Envigado, Antioquia.

## Two developments in Medellín:

A very enthusiastic group of thirty retired teachers embraced ICDP. They gave courses to parents and students in Medellín and are working on a new ICDP project in education, for which they are seeking local government sponsorship.

An evaluation study of the ICDP project that was developed in 5 communities (Remedios, Segovia, Costeñal, San Antero and Tuchín) showed positive results. Trainer was Abel Salazar and Santiago Morales was the researcher, both from Medellín.





## Santander

In the town of Charala, the health authorities have been responsible for rolling out the ICDP programme to families in the local community particularly focusing on families and children at risk. There are 10 trainers and 36 facilitators certified by ICDP. Each facilitator held parent groups with 5 to 10 families and as a result 600 families and 1800 children received the programme. During 2015, 7 new trainers and 14 facilitators finalized their training and their work was evaluated by ICDP and the partner organizations. There were 160 participants (fathers and mothers) and 480 children benefited from the programme.



*"We apply the ICDP programme without imposing a model of care from the outside but rather by working inside the cultural conceptions and practices hoping to strengthen the local care system and give confidence to caregivers in their own roles"*

## Embera Chami facilitators in Quindio

An ICDP pilot project took place in 4 indigenous Indian communities in Quimbaya, Buenavista, Cordoba and Calarca, sponsored by SD USA.

On the 8th of August there was a celebration marking the end of the ICDP project, which was attended by the governor of the four communities. He expressed strong interest in continuing with ICDP, in order to reach more families, because he said the programme has proved to be easy to understand and it has been improving the caring skills and promoting dialogue within the Embera Chami community.



## Brazil

Psychologist Gleice de Oliveira Cordeiro finalized an evaluative report of the ICDP project carried out in the town of Juazeiro, in the state of Pernambuco, Brazil. The Brazil Foundation sponsored this project. Among the changes reported by participant mothers and fathers, two were the most frequent: the use of dialogue in the interaction with their child and the reduction of corporal punishment.



## Peru



ICDP is starting a training programme at the Garcilaso de la Vega University in Lima, ICDP chair and the University rector signed an agreement for future cooperation.

ICDP will be incorporated as part of the official curriculum of the student nurses. The ICDP programme will be part of their activities aimed at promoting quality care, prevention of domestic violence and respect for children's rights.

## Bolivia

ICDP and the Christian Evangelist Lutheran Church (ICEL) signed an agreement of cooperation for the development of the "Education Project, Family and Community" in 4 municipalities in Bolivia.

The aim is to train 50 educators as ICDP facilitators who will implement the programme with 1,500 families and their children. The expectation is that approximately 4,500 children, aged between 0-11 years will benefit from this intervention.



## USA

The Changing Children's Worlds Foundation (CCWF) has been implementing the ICDP programme in Kane and Cook Counties, Illinois, with partners such as public schools, early childhood centers, mental health agencies, county jails, public health departments, community family and children organizations and faith communities.

In 2015, the CCWF published an evaluation study that helped them gain insight both about the growing effectiveness of ICDP, as well as some areas of improvement. The study was funded by the Pritzker Early Childhood Foundation. The purpose of the evaluation was to measure the initial outcomes, immediately following the completion of the ICDP programme. Evidence suggests that ICDP is connected to positive outcomes for parents, including significant increases in confidence and efficacy, mental health, and health and wellbeing. Statistically significant increases were also found in parent perceptions of their application of the ICDP guidelines. Based on the findings, ICDP outcomes demonstrate positive effects on parents' sense of self, and their reported parenting skills and relationships.

In addition to producing ICDP sets of materials, the CCWF also provides 100-Book Libraries to partners to give to parents as incentives for their group attendance, with the goal of helping parents to create traditions of book-reading time with their children. These books are possible through generous donations by publisher sponsor Houghton Mifflin Harcourt Corp.



*"I have learned how to better communicate with my son, to have visual contact, more patience, and to understand him."*

*- Parent from Melrose Park*

## EL SALVADOR

ICDP is used on a national scale and the ICDP methodology has been institutionalized by the Salvadoran Institute for the Integral Development of Children and Adolescents (ISNA). They are responsible for the coordination of ICDP implementation in the country.

In 2015, a video was produced by UNICEF that show the impact of ICDP through the eyes of fathers, mothers, and other caregivers who participated in ICDP training.



*“The ICDP experience has been very successful and innovative. The participant institutions realized they needed a sensitization programme such as ICDP to strengthen their work in the area of Early Childhood Development. ISNA discovered the importance of inter-agency cooperation as a way to expand the implementation of the ICDP methodology and to secure its sustainability”*

- **Marta Navarro, consultant in education UNICEF**

## ECUADOR

In 2015, the fathers from the Capuchin order invited ICDP to Quito. They organized the first training at their centre called Club Amigó de Cotocollao in the north of the city. The ICDP workshops were held there for the benefit of vulnerable families and children who live in poor areas of the city. A total of 380 people participated, and these participants came from five different communities. The programme was very well received. Training will continue.



## PARAGUAY

ICDP in Paraguay operates through Fundación Vida Plena. The Vida Plena foundation is serving children and adolescents by running a support center for them in the Municipal Market of the capital, Asuncion. It is an ongoing project since 2008. The director is ICDP trainer Elizabeth Gavilan.

Approximately every two months there are ICDP workshops for the staff, as a continuous effort to strengthen and deepen the application of the ICDP guidelines in the daily work with children. The concept of empathy is also central to this work.

In 2015, Vida Plena established collaboration with a local NGO named Callescuela, which offers assistance to children, adolescents, workers and their families. ICDP competence building workshops were offered to Callescuela employees/educators. There were six workshops, each lasting 7 hours and attended by 10 Callescuela educators and 10 volunteers from the same organization. The training was realized thanks to the support received from SD Germany.



# ASIA

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*“Shincon staff had prepared everything really well and took very good care of us. We were even invited to a cultural event”*

## China

Forty five Chinese educators are receiving training to become ICDP facilitators in Kunming, in the Yunnan province of China.

They were recruited by the Women’s Federation, whereas Shincon is the local organization acting as a contact point for ICDP in China. Shincon signed an agreement with the ICDP foundation to collaborate on the development of ICDP in the Yunnan province. The Shincon Kunming office is responsible for the overall organization of the workshops, including the translation of ICDP materials. The Women's Federation has a very wide network of teachers and caregivers all over the Yunnan province, in rural areas as well as in the cities, and this means that the ICDP project can more easily be sustained in the long term.

So far all participants showed great interest in ICDP and have embarked on first pilot projects by implementing the programme with parents.



*“ We are looking forward to 2016 with great anticipation, excited about the impact ICDP might have in China...We have a long-term goal in mind, that many children will grow up in a loving and stimulating environment with good boundaries”- Magnus Aanestad, Director of the Shincon Kunming Rep Office in China.*



## Nepal

ICDP, the Early Childhood Education Centre (ECEC) and the HimalPartner organization have been cooperating on piloting ICDP in Nepal. The project aims to increase the psycho-social wellbeing of children in Nepal through improved parent - child communication.

Three workshops were successfully completed over a period of nine months in 2015. It was an enriching experience both personally and professionally for all the participants.

Sixteen facilitators and 91 caregivers received the ICDP certificate. The group trained as facilitators came from various organizations that are working directly or indirectly with children in various fields, such as education, health and children homes. Two ICDP international trainers, Elsa Doehlie and Astri Johnsen conducted the workshops.



*Graduated ICDP facilitators with ICDP Trainers*



*One group of graduated caregivers*



# Australia

ICDP in Australia is operated by Morningside C.A.R.E. Inc.(MCI) - a charity registered in the state of New South Wales.

MCI is currently undergoing some major changes. It has some new Board members and the previous Chairman has stepped down to become its first CEO.

MCI is also selling its major asset in the hope of releasing funds to broaden its charitable activities.

In Australia seven ICDP trained facilitators implemented the ICDP programme with groups of caregivers, but most have become inactive due to a lack of adequate support and encouragement from MCI over the last couple of years as it has grappled with problems in other areas.

The one exception to this is the work of one very active person who has taken the ICDP programme into the prison system and is working with men to rebuild their relationships with their children. The heart-warming stories of success show how ICDP can operate to change lives.

The MCI Board is investigating a range of options to reinvigorate ICDP in Australia and is in contact with ICDP chairperson to develop a sustainable plan to get things moving again.



# Japan

The Japanese team has translated some additional ICDP material, such as posters and leaflets.

ICDP trainers Setsuko Kobayashi and Hitoshi Maeshima conducted eight ICDP workshops during the period between June and September 2015.

“All participants were very active in expressing their experiences in relation to the ICDP guidelines during all our sessions. By hearing each other’s story and listening to each other’s experiences, new and deeper meanings in relation to the ICDP guidelines emerged. I thought that the group dynamics that developed in our ICDP workshops was especially nice.” – Hitoshi Maeshima.

"We hope that some of the participants will have real enthusiasm for ICDP to continue the training to become ICDP facilitators. Our first target is to produce more facilitators in order to expand the ICDP work in Japan." - Rozak Tatebe, ICDP Japan member.



*“Discussion in our ICDP group went, from time to time, quite deep, which went beyond practicality of ‘how to be an effective care-giver’. Our group, for instance, was able to relate the guidelines to our own childhood experiences, drawing philosophical meanings of the guideline’s themes. For me, this was most valuable part of my ICDP experience, as I was allowed to explore the meaning of my own childhood alongside with the guidelines, in a communal setting of facilitators and participants.”*

*- Lima Kimura, High school teacher, Yokohama*

# Stories from the field

## UKRAINE

### Case of a migrant grandmother from Gorlovky, residing in Shchurovsky camp

This grandmother complained about the deterioration of her relationships with her granddaughter. After being forced to move, the girl became irritable, stopped responding to contact, losing her temper easily and making spiteful remarks. Grandmother in turn responded by getting angry, blaming her granddaughter. Having explored the 8 ICDP guidelines for positive interaction her behaviour changed in relation to the granddaughter. She began to use the guidelines for the emotional dialogue, by showing support for positive activities and sharing in her granddaughter's feelings and experiences. The relationship with her granddaughter became much better. The girl stopped arguing, began to help her grandmother with the house chores and she stopped going out in the evenings.

### Case of a mother from Belovodsk town

One mother complained that her 13 years old son is frightened to go out into the street. He was emotionally closed and had no wish to share his problems with his mother. The mother received training in the ICDP three dialogues for good interaction and began to apply them in communication with her son. At a later meeting she told about her success in applying the ICDP guidelines and with some help from the ICDP facilitator she carried a positive analysis of her own interaction. On the following consultative meeting, she said that her son had begun to change; that he was more open, sharing willingly about his experiences, was much calmer and stopped being fearful about going out of the house.



**Tatiana Kakhiani, Psychologist.  
Child-friendly environment Group,  
Caritas Ukraine (Dnepropetrovsk)**

"Through ICDP I received a perfectly structured system of knowledge, which can be easily integrated into my own knowledge.

The ICDP concepts made me feel very comfortable with my professional activities.

ICDP is an invaluable tool when working in groups as well as with individual work or directly from a mother to her child."



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**Anna Mazur, ICDP facilitator,  
Caritas Ukraine (Slavyansk)**

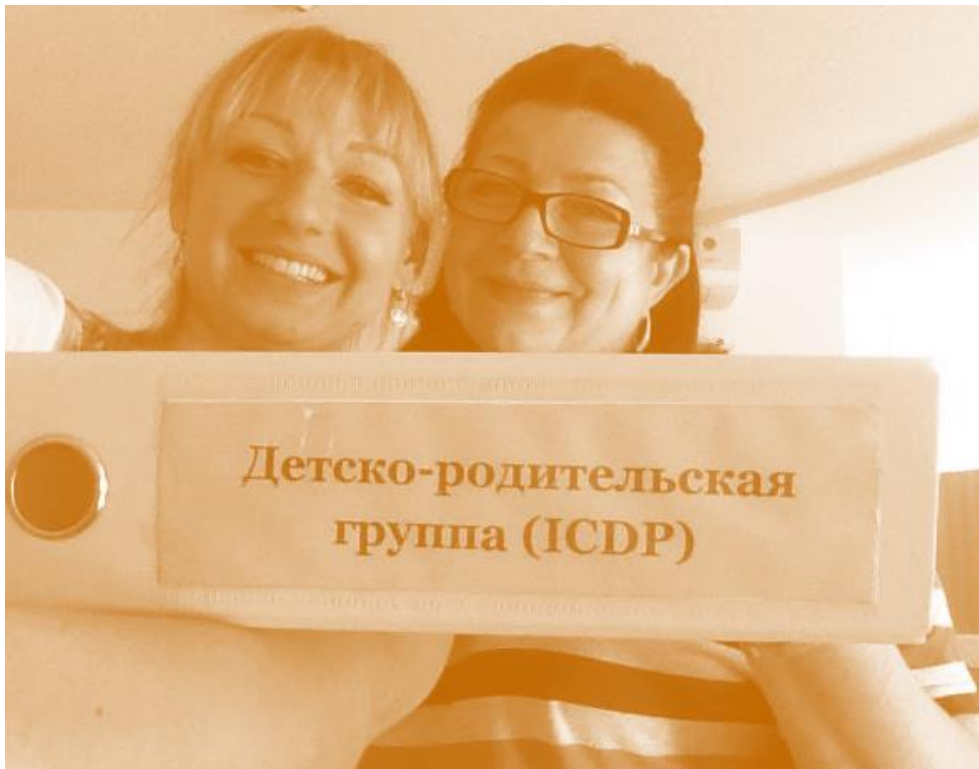
"When I grasped the idea behind ICDP I got an efficient tool to solving most of my educational problems.

Now my view of a mother –child interaction as well as a mother’s mission in general is absolutely different.

I drew up a totally new way of personal contact and communication with my own child.

Thanks to this wonderful programme I better understood the priorities for raising children. I also learned the new, ways on how to help parents in getting to know their children better so that they can perceive, sense and feel what is happening to their children. "





### **Realizations made during ICDP training**

One of the tasks during the ICDP training is for participants to evaluate and score their interaction in relation to their child, using the five point Likert scale. One mother was evaluating how well she was applying the ICDP guidelines for the emotional dialogue, in relation to her two children, when she suddenly uttered loudly "Ah-ah." She then explained: "I have just realized that I show less love towards my older child and I use negative regulation with him."

### **Case of a mother from Donetsk who was displaced to Slavyansk**

This mother was aware that her relationship with her child had deteriorated. She was looking for a way to improve it. The answer came to her during the ICDP exercise called "The inner child." The essence of the exercise is that caregivers are asked to remember a pleasant episode ("happy moments") with an adult from their childhood and describe this to others. After the exercise this mother thought of her own son and decided to give him happy moments. At the next meeting, she said that her relationship had become much better.

## Reflections from caregivers whose children have disabilities, after attending the ICDP course

*“At first I used to isolate my blind children from the sighted children. I had four blind children in my care, but I accepted them as my children. What I do is to love them.”*

*“I show love to my child by taking care of his needs like any other child. He spent four years being passive, but now he is active. Most of the time I speak to him in a soft and calm manner.”*

*“What I love about my pupils with hearing impairment is that they always seem to want to give joy to friends and people.”*

*“I am a teacher of two deaf children who don’t speak, these children use some sign language though I don’t understand their communication - therefore I am now trying to learn sign language, by following their lead and learning from them.”*

*“My child likes to build things and so I took him to school, even though people were telling me that there is nothing he can do because he is disabled – however, I did not give up and after taking him to school he has greatly changed.”*

*“When I praise my blind children, they become happy and this way they are developing hope for the future.”*



## Excerpts from two caregivers' testimonies

Ms. Binita Karki shares:

*"I used to treat my son as it is prevalent in our culture- with contempt just like an animal, but ICDP made me think about putting myself in my own child's shoes and how it feels to be treated that way - it made me feel like crying. But then during the course of ICDP group meetings, I started applying what I learned in the meetings by showing him love, setting limits for him, following his lead - it is bringing a change in his behaviour"...*

Ms. Seema Rai shares:

*"I became aware of how important it is to spend time with children and understand their feelings, which we often tend to overlook in the course of doing our businesses. My son once asked me, after returning from his school, about the physical development of females and males, and if I had not done ICDP, maybe I would have badly scolded him for asking such a shameful question. But I took the time to think about it and then discuss it with him. After I explained it to him, he felt very happy and hugged me, he was very encouraged by this."*



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ICDP Charity Registration number 92/04227  
Org.no. 971259906N

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