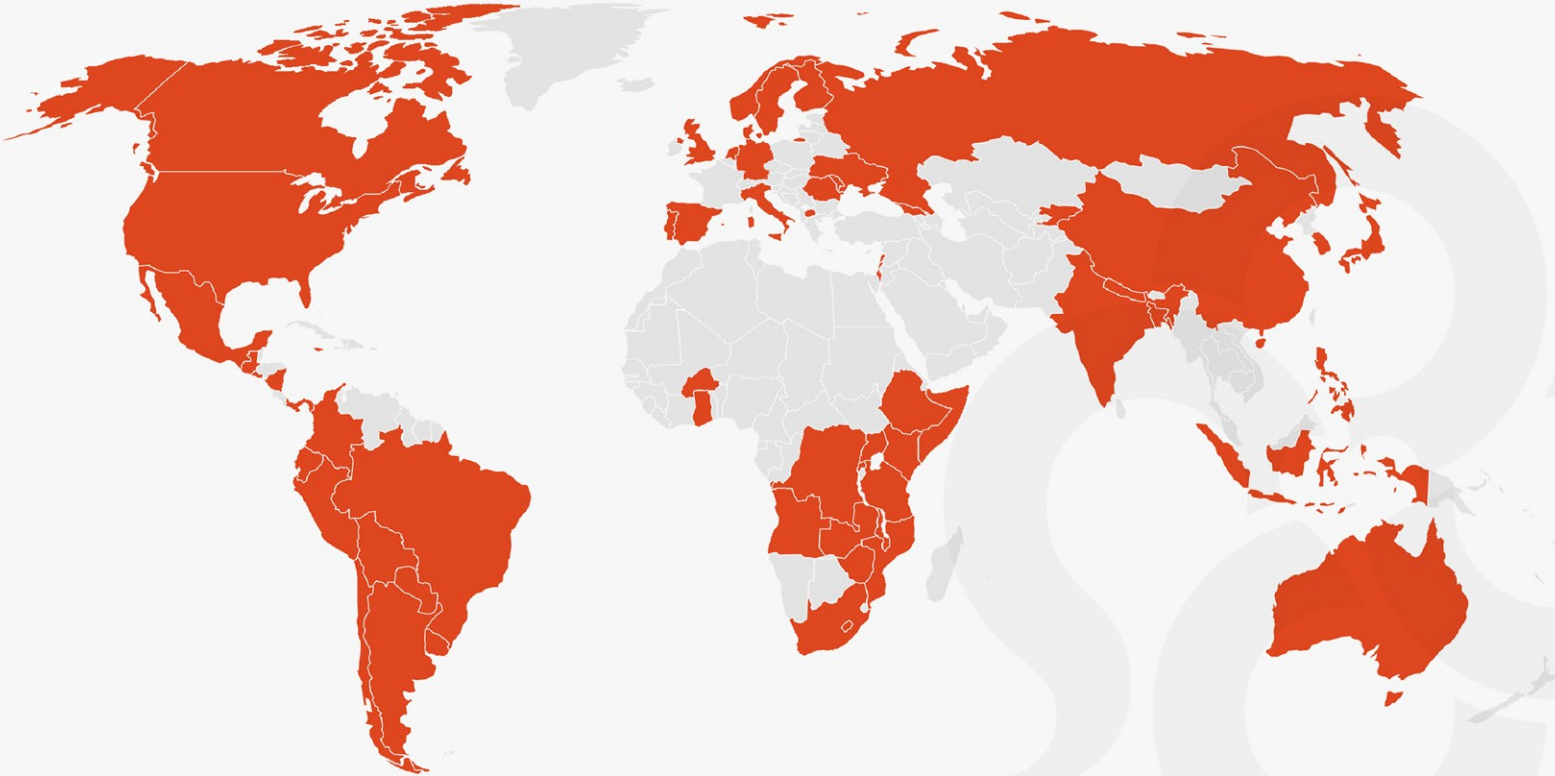




# ICDP ANNUAL REPORT 2018



Our reach so far





## COMMENT FROM THE CHAIR.

Welcome to the ICDP annual report for the year 2018 - another fruitful year that saw ICDP in action worldwide. In 2018, the ICDP programme had presence in 41 countries; in 11 European countries, 9 African countries, 3 countries in the Middle East, 12 countries in the Americas and 6 Asian countries. In two countries, Norway and El Salvador, ICDP is run as a government programme institutionalized at national level.

We held a very successful one week long international meeting for the Latin American ICDP Network; it was held in San Salvador, organized by the ISNA institute and UNICEF. The Scandinavian countries continue to hold yearly conferences with participation from Norway, Sweden, Denmark and Finland. In Ukraine the first ICDP network meeting took place in 2018 and it was very well received by all 60 participants. Similar networking events took place in China and Nepal gathering facilitators and trainers to exchange experiences and strengthen their ICDP work. In India, Save the Children organized a learning event at which we analysed the progress of their teams working with ICDP in Somalia, Burkina Faso, India, Nepal and Philippines.

2018 was also a year when a number of new evaluation studies were set up, and some of these have already been completed. For example, studies evaluating the impact of ICDP have already been carried out in India, Nepal and the Philippines and the reports will be ready in 2019. There are baseline studies in Somalia and Burkina Faso with plans for post intervention evaluation of ICDP. In Peru, a research project was testing out a new model for improving child development, by combining ICDP with health and nutrition interventions for children 0-3 in a low-income community of Pachacamac - their report will be available by summer 2019. In Sweden, two new research studies are under way. The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) has been recruiting ICDP facilitators for an ongoing RCT (randomized controlled trial) study of ICDP, which will be finalized in 2021. Several students are evaluating ICDP as part of their PhD

studies. For example, in Oslo, Norway, Line Constance Holmsen is carrying out a research project that for the first time evaluates the impact of ICDP in context of care for the elderly. A new paper addressing the use of ICDP by health professionals was published in Norway in 2018. We now have over one hundred studies about ICDP in the document ICDP Evaluation Matrix:

[http://www.icdp.info/var/uploaded/2017/11/2017-11-16\\_10-33-00\\_icdpevaluationmatrix2017.pdf](http://www.icdp.info/var/uploaded/2017/11/2017-11-16_10-33-00_icdpevaluationmatrix2017.pdf)

ICDP materials were adapted to local context in several countries where large scale implementation of ICDP is underway. For example, ICDP Ukraine developed a special course which adapted ICDP to fit in with the country education system. ICDP China has worked over three years translating and adapting their ICDP materials, which were printed in 2018. In Norway, the ICDP booklet for caregivers was translated into 20 languages. I prepared a new set of ICDP materials for working with families of adolescents and we tested them out in a pilot project in cooperation with UNICEF and a local ICDP team in El Salvador.

There are many other and diverse ICDP actions by partner organizations, local teams and in some cases individual trainers working alone. All are working very hard to reach out to caregivers and improve many children's lives and this report reflects some of these achievements. Thank you to all who are keeping the ICDP flame alive!

– Nicoletta Armstrong



### **National ICDP bodies and other partners:**

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

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

ICDP Denmark operates under the Institut for Relations Psykologi, UCN act2learn and Dansk Center for ICDP/ Center for Relationsprofessionalisme

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

ICDP USA operates under Changing Children's Worlds Foundation (CCWF)

ICDP Paraguay operates under Vida Plena

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

ICDP facilitators and trainers in India, Botswana, Georgia, Germany, Canada

ICDP project in cooperation with Save the Child in India, Philippines, Nepal, Burkina Faso and Somalia

### **ICDP workshops have taken place in 61 countries since ICDP started:**

Norway, Portugal, England, Sweden, Denmark, Finland, Holland, Ukraine, Russia, Romania, Moldova, Macedonia, Italy, Spain, Germany, Georgia, Kyrgyzstan, Colombia, Peru, Nicaragua, Brazil, Paraguay, Mexico, Guatemala, Bolivia, Ecuador, Uruguay, El Salvador, Argentina, USA, Canada, Angola, Mozambique, Lesotho, South Africa, Ethiopia, Somalia, Botswana, Congo, Zambia, Tanzania, Rwanda, Burkina Faso, Malawi, Ghana, Uganda, Kenya, Zimbabwe, India, Indonesia, Nepal, China, Philippines, Sri Lanka, Bangladesh, South Korea, Japan, Australia, Palestine, Israel and Lebanon.





## ICDP in Africa

BURKINA FASO SOMALIA TANZANIA MOZAMBIQUE KENYA GHANA BOTSWANA ETHIOPIA MALAWI



## Burkina Faso

Pedro Mendes trained Save the Children staff members in Ouagadougou. The objective is to eventually include the ICDP method in the Save the Children parenting package. By June 2018, 15 staff members had attended two ICDP workshops and carried out their first practical projects in the field as ICDP trainees. At the workshop in June, the trainees reported verbally and shared in detail about their field work, and there was clear interest and engagement from the rest of the group, triggering lively enlightening discussions. The workshop took place in Kaya, a small town 100 km northeast of the capital town. Most participants were male with only three women.

The workshop was well run, there was kindness and support from the staff and the trainees displayed a warm attitude throughout. All workshop sessions were conducted in French and all the ICDP material to be used in the sessions was previously translated. An important practical exercise was to ask trainees to translate the 8 ICDP guidelines for good interaction into national languages (Moré and Diúla) which naturally led to a very interesting discussion around the right way to define concepts in these languages. The translation is necessary to operate with populations that do not speak French.

Some participants shared their personal feelings and one of them said that: "I am trying to restructure my life style and apply what I have learnt in my family". The importance of networking was emphasized since expertise from different departments could provide support in difficult or critical situations. One of the issues they raised was the less positive role men played in the family dynamic, and it was suggested to try to include men in the ICDP sessions.

During one morning there was a field visit to observe one of the trainees Mrs Samporé, conduct a sensitization session with a group of 9 women. There was a good 'contract of trust' between the trainee and the participants. Some were so touched by Mrs Samporé that they started to talk with their neighbours and relatives about the ICDP messages.

At the June workshop 12 members of Save the Children staff completed their training as ICDP facilitators.



## Somalia

The Child Sensitive Social Protection project supports and engages the most vulnerable and marginalized IDP (Internally Displaced People) households in Hargeisa, Somaliland. The project is funded by Ministry of Foreign Affairs of Finland, through SC Finland. The project started in January, 2017 and will run till December 2021. It consists of the following key components:

- A "child grant" in the form of a cash transfer of \$ 20 per month over a period of 48 months, to 300 households in three IDP settlements.

- "Cash Plus" activities focus on improved parenting practices and increased investment in children's education, nutrition and protection.

- The project recognizes that a "child grant" alone is not sufficient to achieve positive outcomes for overall child development and wellbeing. It is within this approach that the ICDP parenting programme is considered a key component of the cash plus activities.

By December 2017, ICDP trainer Atnaf Berhanu had completed the training of a group of 12 people as ICDP facilitators. This group was comprised of Save the Children staff, as well as staff from their partners and the ministry.



In 2018 the ICDP facilitators trained and reached 150 parents /caregivers in IDP camps. The ICDP programme with its 8 guidelines for good interaction was embraced and accepted by community and targeted caregivers, who often reported dramatic and significant changes for the better regarding their ways of parenting. The training will continue and a new group of 150 families will attend the ICDP course.

Quote from a ICDP participants in Hargeisa:

“I used to beat my children but after receiving good parenting sessions I changed and improved my life and behaviour towards my children”.

Says Fardus (M.Moge IDP camp)

## Tanzania

### Project for children and caregivers

Egla Matechi and Vernynice Monyo became ICDP trainers in 2008 and since that time they have been applying the programme through the KIWAKKUKI organization. During 2018, KIWAKKUKI was developing a small project offering support to children with HIV and AIDS by paying for their bus fares to help them attend the Care and Treatment Clinic (CTC). ICDP trainers at KIWAKKUKI used that opportunity to invite children's parents and caregivers to attend an ICDP sensitization course, which was delivered through 8 weekly meetings. In total 72 parents and caregivers attended the course. The trainers also trained 16 new community facilitators in ICDP.

### Participation in the Tanga International Conference

In June, Egla and Vernynice participated in a conference at the Tanga International Competence Centre (TICC). TICC is a social business organization which empowers communities in the Tanga region, focusing especially on children and youth to help them realize their aspirations. At the conference, they

had an opportunity to present the work done with the ICDP programme in the Kilimanjaro region. As a result, the TICC Director, Ruth Nesje, showed interest in cooperating with ICDP for the benefit of poor children and their families in the Tanga region. ICDP trainers feel very motivated and hope that this will be realized in the near future.

## Mozambique

In the Manica province of Mozambique, ICDP is participating in a project managed and supported by IOM (International Organization for Migration). The project is in four districts of Manica province, which have been selected jointly by, UNICEF, ICDP Mozambique and the UN Agency for Migration - IOM based on existing vulnerabilities of displaced populations: Mussurize, Gondola, Vanduzi and Barué.

The project aims to strengthen the resilience in families and communities in these high-risk areas. The overall objective is to increase the access of vulnerable populations, in particular internally displaced and migrant children, to protection systems and services in crises affected areas in Mozambique. The project is managed and supported by IOM and their main partner in the intervention is ICDP. ICDP has been working in Mozambique since 2004 and its domain of work and expertise is competence building in the field of psychosocial and emotional care of disadvantaged children through upgrading the quality of care of their caregivers, parents, and networks of care. ICDP work has proved to be effective and has a wide outreach impact. ICDP uses a facilitative approach, and incorporates the local practices of child-care encouraging positive traditional values, aims to sensitize caregivers to the child's qualities and needs and make them aware of their own ability to provide loving care and guidance.

IOM and ICDP Mozambique have been and are continuing to work closely with the Ministry of Gender, Children and Social Action (MGCAS) at central and provincial level.



Building upon the positive experience from the previous project and focusing on building the capacities of the Community Child Protection Committees (CCPs), Local Committees for Disaster Risk Management (CLGRC) and to some extent District Reference Groups on Child Protection and Combating Human Trafficking (DRG), ICDP achieved the following results in 2018:

- Organized on 5 separate occasions joint multidisciplinary training on Protection in Emergencies for several organizations in the districts Gondola, Vanduzi, Mussorizi and Bárue and another at Provincial level in Manica;
- Trained 15 members of the risk management committee and their reference group;
- Trained 114 officials from the districts of Gondola, Vanduzi, Mussorizi and Bárue;
- Managers of resettlement and accommodation centres were sensitized in psychosocial care and support;
- A protocol that includes training, follow-up, monitoring and evaluation, was established at central, provincial and local level;
- Regular meetings were held at district level to plan psychosocial support and to create a database of the trained staff and activists who constitute the local protection group;
- 179 community activists from 4 districts of Manica received training and will offer support to the community;
- 13 open nucleus - Child Friendly Space (CFS) – were created to assist children in the community;
- The number of children involved in informal trade (on the streets) was significantly reduced.
- 179 officials, activists and reference group members in 4 districts were trained in psychosocial care and support activities in emergencies (Identification of the real emotional, psychosocial and affective needs of children, empathy, psychosocial and psycho affective recovery, rights of the child, identification of protective and risk factors, management of accommodation centers);
- ICDP held monthly follow up meetings for families to raise awareness about childcare, parenting skills, children's rights, gender, community risk and protection factors for the integrated development of children.

- 149 activists implement activities in the Child Friendly Spaces twice a week. Children are encouraged to play, tell stories, make drawings on card and cloth, play football and other collective games. As a result of the project children are better able to identify their communities in resettlement districts; they are able to identify potential hazardous places, and choose safe places and roads.

- 1,500 parents and community members in the 4 districts received sensitization in order to:

- Practice positive interaction and recognize the real needs of children.
- Become aware of the importance of play for children, not only as a way of safeguarding their basic right, but also to help them recover from trauma;
- Allow children to attend CFS;
- Permanently withdraw children from informal commerce (on the streets);

#### **Comments from the project:**

A delegate from the ministry for social action from Manica province spoke about the importance of joint efforts by stakeholders of the reference group and also said that psychosocial support had brought added value to the interventions. He said: "It will be necessary to cooperate with colleagues during emergencies to avoid re-traumatization or re-victimization. I think the service will be different thanks to the psychosocial tool".

"... When the trainer asked me when I last hugged my children, I felt a stirring in my feelings and thoughts because I could not remember – it was not my habit to hug. I grew up in a family that did not express feelings, where we did not bond. I feel that it is important to start developing the ability to express ourselves ... " - a Mussorizi district participant.

"... I want to request this training for the magistrates in my district attorney's section. I think it would greatly help humanize our interventions and decisions ... " - said the District Attorney.



"... It is a strong programme and I think it should continue, because for our change we need an activity like this continuously. I am speechless!

"... This training made me sad because I realized I made mistakes, but I am also happy because I was given the opportunity to improve my behaviour and interaction with children - I improved my relationship as a result...." said a participant from the Vanduzi district.

## Kenya

Panagiota Afaloniati has conducted a successful project for teachers in Kenya. Here is her report:

I am participating in an EU Aid Volunteer project called "Education and Awareness raising". The organization that is sending me from Europe is MONDO in Estonia and my hosting organization in Kenya is WEFOCO.



WEFOCO cooperates with various primary and secondary schools. One of my tasks is to implement ICDP sessions with primary school teachers. Until now I have completed the training in 4 schools where I have been conducting the ICDP sessions until April 2019.

I live in Shianda, East Mumias which is located in the west part of Kenya in Kakamega country. The schools are situated in the surrounding rural areas in a range of maximum 8 km. The trained teachers come from: Rise and Shine Special School, Eshimuli, Mun'gan'ga and Eubere Primary Schools. I am planning to continue with Khaimba, Khabakaya and Mukambi Primary Schools. So far 45 teachers received training.

The impact seems to be really positive as it is seen through the anonymous feedback they filled during our last session. Some of their statements are the following:

"My attitude towards caregiving has totally changed, I feel more free and closer to children"

"I can now appreciate the importance of being empathetic and human"

"I can value the needs and emotions of the child"

"I've been converted from a violent and non-sensitive person to a loving and understanding one"

"I changed my way of interacting with children from authoritarian to authoritative"

"I've become a better teacher and a better person; my interactions both in school and in society have improved"

"I am able to set limits on a positive way without the need of corporal punishment".

Corporal punishment is widely accepted in schools even though it was made unlawful in 2010 and 2017. What I tried hard during the ICDP sessions was to reactivate the caregivers' caring skills and boost their confidence about the existing positive features (resource-based approach). This was something very new for them and it turned out to be quite challenging, especially in a context where previous volunteers have been pointing out mistakes for correction so the environment at schools at the beginning vibrated fear and insecurity. I am very happy that I managed to gradually create a trusting relationship with the teachers so that we could exchange information by actively listening to each other's points of view. There was a lot of meaningful reflection during the sessions.

In the last session, apart from the distribution of certificates, I also gave each of the participants a handout as a "present/reminder" with all the ICDP guidelines and some other important aspects of the programme, to remind them of our sessions and to keep the positive spirit up. Some of these handouts will be put in the teachers' offices in their respective schools. Teachers were encouraged to spread the message of good caring and most of them took the handouts to their homes to show their neighbours!





I have created a WhatsApp group with most of the trained teachers to encourage them to continue to share their insights, experiences and questions. Teachers understood the great need for ICDP sessions to be conducted with parents, babysitters and others who care for children. Many teachers said they would like to be trained as facilitators of the ICDP programme to caregivers.

## Ghana

The ICDP Ghana leader is Joyce Larnyoh.

Over the past couple of years ICDP Ghana team have embarked upon a number of projects and actions:

1. ICDP Ghana implemented a project called "Improving Learners Access to Quality Public Education Services" (The ILAQPES Project) in the Akuapem north municipality of the eastern region of the country. The project was sponsored by STAR Ghana and its partners (UKAID, the European Union and DANIDA) and was implemented in 25 communities. The project sought to:

- Improve the interactive relationship between learners and teachers and among learners themselves toward effective teaching/learning in the classroom.
- Create a friendly school environment for children with physical disabilities to have access to school facilities including classrooms, washrooms, etc.
- Increase the commitment level of communities and the local authority stakeholders in child and school management toward improved parental support for children's education, particularly girls
- Enhance the creative skills/talents of learners (CSENs) so they become economically empowered after school.

2. Collaboration with Plan Ghana, Star Ghana and IDPF:

The ICDP empathy based approach to caregiving was applied in a number of communities with the aim of enhancing child development. It was also used to

train teacher in order to create optimum learning environment in schools. Teacher also received training on Inclusive Education.

3. ICDP Ghana joined the Civil Society Platform On Sustainable Development Goals and Joyce Larnyoh became the co-chair. They are seeking partnerships with the government, the private sector including development partners for joint collaboration on issues relating to the UN Sustainable Development Goals in Ghana.

4. ICDP Ghana in collaboration with Plan International Ghana, is implementing the Girls Advocacy Alliance (GAA) to tackle child marriage, commercial sexual exploitation and economic exclusion of women in 24 communities in the Eastern Region. It is a five-year project in two districts namely: New Juaben and Akuapem North Districts in the Eastern Region, which is expected to improve the level of education of girls and reduce teenage pregnancies and child marriages.

5. Strategic Approaches to Girls Education (STAGE) Project: The project aims to support marginalized girls to improve their lives through education by acquiring literacy and numeracy skills; relevant knowledge, skills and attitudes needed for life and work. The STAGE project was developed by World Education Inc and supported by UKAid targeting areas of extreme poverty, where deep-seated traditional social norms are having negative impacts on women and girls (early marriage, teenage pregnancies, neglect of persons with disabilities and other).

## Botswana

"ICDP has taken us from Egypt to Canaan"  
Parents in Botswana used this as a metaphor meaning that ICDP moved them ("from slavery to freedom"), from negative parenting to a joyful experience of parenting.

To read an update on the ICDP work in Botswana follow this link:  
<http://www.icdp.info/api/media/media/1367>



Comments from parents and facilitators:  
ICDP brings unity, peace and joy to families. The home tasks that we were given during our group meetings have brought us closer to our children. I used to have no accommodation now my child has built me a tiled house with modern amenities. My relationship with him motivated him to complete it. ICDP has taught us how to raise a child.

Our children's feelings towards us have become more positive than before.

We are now confident in our role as parents and understand the importance of our role in our children's lives.

ICDP has opened a new page in my life, it has increased my thinking capacity, not only for me as a parent but for the children as well. Our children are people with feelings therefore we need to include them in decisions that affect them and this is for the future of Thamaga Community.

ICDP was therapeutic to my emotions, my father always beat my mother, this destroyed my ego. As things stand we are able to discuss different issues freely in the household, no beatings. ICDP is a Godly thing it was prophetic to us, Thamaga is completely healed.

ICDP is like a mirror. It has reflected that we have been far from our children. They are there, but in a corner somewhere.

ICDP has given us the benefits of learning from one another and we realised that we all have diverse issues.

The program has drawn us closer to our children, now there is consultation in my family-open door policy.

My habit of bad parenting is slowly going away. Indeed small progress is still progress. My children always reminded me to do and discuss ICDP home tasks with them. My children were so interested in this. They have recruited other children from the neighbourhood to join our discussion. Parents from

the neighbourhood also joined. We are now a large group of ICDP mothers and children.

ICDP has helped me control my anger and be more open to my children.

## Ethiopia

Atnaf Berhanu Kebreab is continuing her work on spreading the ICDP programme in Ethiopia.



## Awasa

In Awasa, the training of the third group of facilitators started in February, 2018 and continued till October 2018. ICDP was very well received and the new facilitators said that seeing the child as a person, playing and talking with their children has changed their relationship with them for the better. In the Ethiopian culture to play with a child is to lose authority and respect. But the facilitators said this was not the case for them - after practicing "seeing the child" as a person it changed their perception. They explained that as a result of their improved interaction, their relationship with their children is much better now. Their children became happy and more peaceful at home.

In addition to practicing ICDP with their children, the facilitators have already recruited and worked with 50 parents. There were positive responses from many participants. As an example of the effect of ICDP, one mother said that prior to the ICDP programme she used to think that her parental responsibility consisted only in providing food, clothing and taking her child to school.



After attending the ICDP group she explained: "My relationship with my children is different now. I discovered what seeing a child as a person means; how to show empathy and love, the power of touching. I know how to focus and explain about things. I have learnt new things that I did not think about before."

### **Harar**

In Harar, a workshop for a new group of facilitators was conducted from 3 - 5 May, 2018. The participants were engaged and showed keen interest in the ICDP programme, particularly when they discussed about the caregiver's conceptions of the child. On the second day of the training a participant mother told the group that she had asked forgiveness from her daughter. She told her story: "My daughter is a very active child and tends to ask many questions at school; the teachers called me several times because of this; they told me that my child asks too many questions. I was annoyed with my daughter because of this and whenever my daughter asked for a hug after school I used to refuse it, saying that she was not a good girl. After the very first day of ICDP training I realized what I was doing to my daughter, so when I got home I asked for her forgiveness. I told my daughter that she is a very clever girl and that she should not stop asking questions whenever she does not understand something."

### **Addis Ababa**

In Addis Ababa, an ICDP sensitization session for 150 participants took place on the 27th of October 2018. The participants were members and representatives of several local organizations and churches who expressed interest to have ICDP introduced in their own settings.

### **Future prospect**

"In Ethiopia 42 % of the population (about 46 million) is under 15 years of age. The country is trying to change the attitude of youngsters, to help them learn to value each other as worthy individuals, to show respect to one another, instead of fighting. In this

context ICDP is very relevant as it can help parents establish meaningful conversations and dialogue with their children early on, developing in their children respect towards others and teaching them to explore their different ideas through dialogue. The Lutheran church in Ethiopia is interested to apply ICDP and they have applied for funding to their partner in Norway. If they manage to obtain funding we will start working together on a strong programme for Ethiopia." – Atnaf Berhanu Kebeab.

### **Malawi**

Paul Mmanjamwada is one of Malawi's four ICDP trainers. He achieved the formidable task of integrating the ICDP programme as a permanent part of the strategic plan by the Malawi Norwegian Church Aid organization. On 13th of April 2018, an ICDP meeting was arranged with Paul who was at the time visiting Oslo, Norway. The meeting gathered a team of people interested in ICDP. Some had previously been involved in the ICDP project in Malawi, but in addition there were professionals interested in possible future ICDP developments, particularly in the area of research. Participants came from different institutions:

- Norwegian Church Aid, Malawi and Norway
- The Directorate for Children, Youth and Family Affairs
- Regional center for children and young people's mental health
- University of Oslo
- Oslo municipality
- VID Specialized University

At this meeting Paul made a presentation about the current ICDP work in Malawi.

Paul said the Alinafe Community Hospital has been doing brilliant work. Particularly effective in using ICDP is the Nutrition Unit at Alinafe. Several partners received ICDP through existing projects and this makes ICDP more sustainable, particularly from the financial point of view. The meeting discussed ways of forging new partnerships and obtaining funding for research projects in Malawi.



# ICDP in Americas

BRAZIL GUATEMALA NICARAGUA BOLIVIA PARAGUAY COLOMBIA PANAMA MEXICO ECUADOR PERU EL  
SALVADOR CANADA USA



## Brazil

Asociación Civil de Articulación para la Ciudadanía (ACARI) is an organization operating in the north east of the country in the department of Pernambuco. It has adopted ICDP as part of its work on protecting children and promoting children's rights.

Polyanna Magalhães is the ICDP representative for Brazil who has been working on ICDP with Nicoletta Armstrong since 2010; since then ICDP reached 36 municipalities of the Pernambuco department. In 2018, ICDP trainers from ACARI trained 16 new facilitators.

## Guatemala

Julio Martinez was for many years working for Plan Guatemala and as part of that work he applied the ICDP programme widely, reaching over two hundred communities during the last ten years. In 2018, his work with ICDP focused on training students at the university (Universidad de San Carlos) where he is currently teaching a course in neuroscience.

## Nicaragua

ICDP with children sent to prison  
There are 4 new facilitators: Patricia Libertad Almendárez, Nelsy de los Angeles Suárez Méndez, Itza Karelía Quinónez Ruis and Giulia Foletti received their ICDP diplomas at the workshop in April 2018, conducted by trainer Monica Andersson.

The new facilitators had implemented the ICDP programme with 42 parents of children who had been sent to prison. The parents' participation in the ICDP group was a condition set by the court – i.e. the decision was to let the children go free upon the condition that their parents attend an ICDP course. The ICDP course consisted of 10 meetings, with one meeting being held every second week. The facilitators noticed that the attending parents had gradually become very supportive of each other and those among them who assimilated the programme

faster started to reflect and change – and began encouraging other parents to follow suit by offering explanations and support. At the end of the course ten parents became very positive and committed and said they would like to continue the ICDP process with other parents.

Future perspective: The four facilitators expressed the wish to implement the ICDP programme with a group of young parents, as a preventing programme. In addition, two facilitators, (social worker Itza and psychologist Patricia), who work at a special home for children victims of violence and rape, want to try to use ICDP with the families of the young girls they work with. The families often make these young girls feel guilty – it is hoped that this could change after participating in the ICDP sensitization course and that the families would start to understand their own children better and show more empathy towards them.

## Bolivia

As a result of an agreement between ICDP, the Lutheran Church and the PEFAC "Educational project, Family and Community", the ICDP programme strengthened the competences of local agents at ICDP facilitator and trainer levels, to guide families in practices of positive and harmonious interaction with their children in the municipalities of Cochabamba, Santa Cruz, Potossi and Sucre. Nine PEFAC project agents became ICDP trainers and they organized facilitators groups who voluntarily transmitted the programme to families, reaching 328 families as direct beneficiaries that impacted 984 children.

During 2018, parents and caregivers continued to be strengthened in their capacities to interact positively with children under the age of 12, reactivating principles and values that contribute to children's psychosocial development. Training of 190 parents and caregivers in 4 municipalities, took place, achieving significant changes in the interaction with their children. Nineteen facilitators developed their second self-training activities.





Assessment of the process of implementation was based on:

1. Group work
2. Interview
3. Survey
4. Dialogue
5. Dynamics of animation, reflection and evaluation

The above-mentioned techniques allowed the evaluation of the ICDP programme to be carried out in a quantitative and qualitative manner. The aim was to identify barriers that hinder good adult-child interaction and to define expected changes in the target population regarding the relationship caregiver - child. Facilitators' logbooks also provided useful information. Virtual meetings were held with the team of facilitators to consolidate the information and prepare the initial and final reports.



Several new activities are planned for Bolivia: The ICDP programme will be implemented in health centers with pregnant mothers, with staff and parents in educational units, and with women in shelters victims of intra-family violence. The new project will also provide training, reinforcement and monitoring to a core team of 9 professionals in Cochabamba. There will be follow-ups in each of the three municipalities where the facilitators have been working, namely in Cochabamba, Santa Cruz and Potosí.

The local trainers have also made plans for a series of sensitization and training workshops for officials of government organizations and NGOs that are involved in early childhood care - the aim is to invite them to enter into cooperation agreements with the

ICDP Bolivia Network. An important aspect of the project is its focus on developing and agreeing on a strategy with participating institutions for future sustainability of ICDP work.

### Paraguay

The ICDP training was carried out at the "Rev. Father Dr. Antonio Terstiege" school, in Julian Augusto Saldivar, situated 23 km from the capital Asunción Paraguay. The key ICDP trainer was Elisabeth Gavilan, from "Vida Plena" foundation in Asuncion.

Comments from the trained teachers:

During this course, I learned how to relate to my students, to use dialogue and provide deeper meaning; to involve them in the process of understanding; to accompany them daily by putting myself at the level of each individual student – and I learned to do the same with my own children. I reflected about empathy and the meaning of putting oneself in the place of the other person. This course has helped us a lot for a better relationship between children at school and also at home with my children.

I have learned about the types of dialogues that are having a great impact on our behaviour. I am a mother of two. What my children need the most from me is to be present for them, to share dialogue and for me to listen to them. I need to do this in a deeper way than I used to.

I realized I need to be more attentive, show understanding, and maintain children's motivation, go down to their level. They need my love to become confident, secure. I need to listen to children, guide and make them feel important.

I learned that children need for adults to pay attention to them, talk with them and show understanding. I feel I need to be more patient with children in order to better listen to their needs. Many times due to lack of time or because I prioritize other things, I leave aside the practice of empathy. This I need to improve.



I realized we need to pay more attention and provide more support to our students. Students need to have good dialogues with adults; I personally need to practice empathy.

We need to observe their actions, their requests, their ways of being and their behaviour; to notice when they are sad, quiet. I need to work more on the comprehension dialogue, because children want to be understood.

I need to put more emphasis on the 3 dialogues of the ICDP programme, which are in fact all interlinked. They are of essential importance. It is important to apply the dialogues both at home and at school. The change in the relationship with my children is that there is a lot more dialogue now - they want to tell me about things that happened, about their peers.

At home and at school we keep trying to apply this - but there is much to improve still.

There is more understanding and communication now. The course has helped my son in this stage that is now entering. I have benefited very much. Hopefully we will continue with it later. God bless you!

Practicing these guidelines helps the children work harder to achieve better results. I felt very good participating in the course; one feels motivated. The course helped a lot; I have been applying the dialogues with the children every day and have observed a positive change.

## Colombia

ICDP Colombia has initiated projects in three departments of Colombia. The ICDP work in Colombia during 2018 benefited over 2000 children. To read their short report follow this link:

<http://www.icdp.info/api/media/media/1371>

## ICDP as a key strategy against violence in Boyacá

At the Summit of the Mayors of the department of Boyacá, the ICDP programme was recognized as the key departmental strategy (strategy called Soy Como Tú - I am as you are) that helped reduce violence against children and adolescents.

The Summit of Mayors of Boyacá was held on 26th of October 2018, at the Hotel Sochagota in Paipa, department of Boyacá. It had 350 participants.



The “Summit of Mayors: We create a friendly Boyacá , free of violence for the children and adolescents”, was led by Engineer Carlos Andrés Amaya Rodríguez, governor of the department and the secretary of Human Development, Adriana del Pilar Camacho León, from Unicef Colombia, the Attorney General's Office and the Municipalities Management, the Mayor administration Yamit Noé Hurtado Neira, with the presence of the representatives from family commissions and municipal representatives for childhood and adolescence from the 123 municipalities of the department of Boyacá and the management agents of the National Family Welfare System.

The meeting between the local, departmental and national authorities, and the members of the newly formed and established Departmental Board of Children and Adolescents, served to sign a pact for a life free of violence for the present and future generations of the region.



## ICDP for parents of children in an after school programme

ICDP Colombia carried out a sensitization project in partnership with Fundación Amanecer, near La Tebaida, Quindío. The project targeted parents of children who attend the after school programme run by the Amanecer foundation. The project was launched by the mayor in August 2018 and was carried out in the period between August and December. Due to positive results, a follow up is being considered. For Spanish speakers, follow this link to see a video from this project which was placed on YouTube:

<https://m.youtube.com/watch?v=Inuy2yCn7bY&feature=youtu.be>

Summary of project observations:

Playful exercises and games, as well as plenty of humour helped create an environment of trust, friendship, harmony, respect and empathy in the whole group. The exercise on the 'inner child', followed by many reflections, songs, as well as references from research and theories, raised the participants awareness and brought to surface their own feelings and sensitivity, expressing many emotions, stopping to reflect on their own lives and their families. They reflected on their child-rearing patterns, analyzing both the positive and negative aspects. Sensitivity, reflection and self-esteem increased in the participants, and they recognized their own value, strength and skills for the upbringing of their children.

Many participants remembered negative aspects experienced in their own childhood, and also reflected on the negative aspects in their present relationships not only with their children but also with their close relatives – after reflecting on these they chose to seek better ways of dealing with themselves and their family.

The caregivers said they had discovered new and subtler aspects through self-observation and

self-assessments of their own interaction with their children in daily situations. This made them more aware of the value of their daily interactions with their children as opportunities for closeness that can lead to developing reciprocal understanding and joy in their daily lives.

Another important realization made by the participants was that they became more attentive to the feelings and emotions of their children, making an effort to interpret their children's wishes and desires with more patience and respond to them positively, all of which lead to better communication and listening to each other's' opinions. They said that they felt they had developed confidence in their role as caregivers of their children and understood how important the process of guiding and supporting their learning is, in addition to providing emotional security.

Caregivers managed to discover that there are new and better ways of correcting their children, that screaming and abuse are not effective in this process; that their children will respect them more if they can be firmer, giving clear rules depending on the children's age, without using any form of abuse.

The children participated and discussed with their parents to what extent their parents applied the 8 guidelines for good interaction and helped their parents make the interaction profile – it was interesting to see how children helped their own parents find out which of the guidelines they should pay more attention to practice more.

Comment from ICDP trainer, Blanca Cecilia Garcia: "It was a very interesting and rewarding process for me personally. The course was a satisfying experience for participants who maintained good disposition throughout; they felt free to express their feelings, sometimes there were tears and other times laughter; it was good to see changes reflected in their faces and to hear them talk about how they adopted new ways of relating with their children, the members of their families and in their lives in general."



## Panama

A new ICDP development started in the province of Chiriquí, in Panama.

The first introductory workshop was conducted by ICDP facilitators Yirli Plaza and Antonio Mendoza. It was attended by teachers, church fathers, parents, caregivers and others from the community of Bugaba. The ICDP programme was well presented through theoretical and very practical tools, which activated the participants and gave them opportunities to feel the content of the programme in a personal way. ICDP received a warm reception from the participants, as well as support from Father Obaldia.

The new project represents cooperation between ICDP and Father Erik Obaldia from the Parish of the Inmaculada Consension. The Bugaba district of the Chiriquí Province was selected and prioritized by Father Obaldia where the ICDP programme will be rolled out targeting community parents and children. In order for the planned ICDP work to have a wider reach, a local team of professionals will receive training to become ICDP facilitators. Having a local team of facilitators is important as it means that ICDP could be sustained in future and later expanded to reach more families.

## Mexico

Jose Luis Flores, psychologist and ICDP trainer in Puebla reports:

- I have received many invitations to attend professional conferences in Puebla in 2018 and each time I attended I made a presentation about the ICDP programme. The conferences were usually attended by teachers, social workers and parents. However, although there was good demand for ICDP, I often did not find the time to follow up those individuals who showed interest to attend the 12 ICDP meetings - so I decided to change my strategy. What I started to do is to create a team of ICDP facilitators, from those who at the conference show interest in ICDP. This means

that they can subsequently take ICDP further, whereas I just supervise.

In line with this strategy I attended a conference in 2018, where I presented ICDP to 120 people. After the conference I put together a group of 12 facilitators, although in the end only 7 people, (4 psychologists and 3 social workers) completed their ICDP process to become facilitators. Nevertheless, the 7 facilitators brought very good results, because this team applied ICDP in 11 schools. Each school has more than 300 students.

## Ecuador

In 2018, ICDP became part of the "Programme of integration for refugees and migrants in Quito of the University of the Two Hemispheres". The programme seeks to promote learning of the Spanish language, lessons and practices of entrepreneurship applied to gastronomy, education of migratory law, learning of Ecuadorian culture and history and this year for the first time there is a psychosocial component represented by the ICDP Programme. The project has many components and it is characterized by an intercultural approach. Students participate from different faculties that make up the University, such as political and legal sciences, pedagogy, business, gastronomy, communication, among others. Many of the beneficiaries of this project come from the Middle East and North Africa, as well as from other regions. The aim is to improve their quality of life within a framework of inter-cultural and social inclusion.

The ICDP programme is implemented with refugee parents by ICDP trainer Ilaina Ramirez. Refugee children are often facing situations of discrimination because of their culture, especially in their schools, which poses a great challenge and requires cooperation with educational institutions. The promotion of inter-culturalism leads to respect and true integration, by recognizing differences and valuing them to generate a new learning space.



ICDP put a special emphasis on this and has been working in cooperation with the UN Refugee Agency (UNHCR), NGO called "RET" (Specialized in education issues), the Mennonite Church, The International Organization for Migration (IOM). The overall implementation of the different components of this programme of integration for refugees and migrants was coordinated by the University of the Two Hemispheres.

## Peru

The Wawa Illari project continued to develop in 2018. Ana Sofia Mazzini, chair of ICDP Peru, is coordinating the implementation of all the components of this project - a demanding task as this is a complex multidisciplinary project. In addition to ICDP there are three other components that are led by colleagues from Canada and Ecuador: nutritional and health programmes, as well as teaching families to grow vegetables in community gardens and at home.

Wawa Illari is a research project with Canadian sponsorship. The overall aim is to improve the psychosocial, nutrition and health development of the children in Pachacamac - an area south of Lima, characterized by desert conditions whose population has a very low socio-economic status, with high incidents of malnourishment in children. During 2018 the ICDP training process of a team of facilitators was completed. In the second half of 2018, one hundred families attended the ICDP weekly sessions over a period of three months. The same families and children that receive ICDP were also involved in the other components of this project and each component will be evaluated by comparing pre and post data. A report of the research study will be published in 2019.

## El Salvador

### **Latin American ICDP Network meeting The second meeting of the Latin American ICDP**

Network took place in San Salvador, El Salvador, during the week from 5th to 9th of November 2018. It was coordinated by ISNA, UNICEF and ICDP. To see photos of the event follow this link:

<http://www.icdp.info/api/media/media/1354>

On 5th of November 2018, the inauguration of this event was held at the "San Oscar Arnulfo Romero" hall, in San Vicente de Paúl, San Jacinto, San Salvador, El Salvador. In addition to members of the ICDP network, the inauguration was also attended by Elda Gladis Tobar, the Executive Director of the Salvadoran Institute for the Integral Development of Children and Adolescents (ISNA); Nadine Perrault, the Representative of UNICEF of El Salvador; Ticas Vice, the Minister of Health; Luis Roberto Flores Hidalgo, Vice Minister of Social Prevention; Erick Romero, the Representative of EDUCO; and Jaime Chinchilla from the PNC (National Civil Police).

ICDP participants came from Colombia, Ecuador, Bolivia, Peru, Mexico, England, Canada, Sweden, Denmark, Nicaragua, Brazil, Paraguay and El Salvador. The event was attended by representatives from the following institutions in El Salvador: National Civil Police, UNICEF, EDUCO, ISNA, SOS Villages, MINED, Integral Childhood and Save the Children.

The meeting learned about the work carried out by different governmental and non-governmental organizations that had added the implementation of the ICDP programme to their ongoing projects or programmes.

The 3 main objectives of the meeting were to:

- Maintain "live the ICDP flame" by holding international or regional meetings periodically;
- Inform about the progress of the application of the ICDP programme;
- Establish new goals and intervention strategies.





The achievements in the region are impressive and high numbers of people have benefited from the content and tools of the ICDP programme. Throughout the meeting, participants witnessed the versatility of the methodology and also the ability of facilitators to reach out and assist families living in complex and difficult situations. It was moving to see how many lives had gone through positive transformations thanks to ICDP. In 2018, the work on the adaptation of the ICDP pack of material for use with families of adolescents was carried under the guidance of Nicoletta Armstrong and this material will be published by UNICEF El Salvador in early 2019. It will be offered to other countries in the region, as many are already working with adolescent population.

On the fourth day participants went on a field visit to the City of Childhood and Adolescence in the department of Santa Ana and afterwards enjoyed a tour of the Lake Coatepeque.

A declaration of commitments and projections for the implementation of ICDP was formulated and agreed by all present on the last day. The closing ceremony included cultural displays and dancing.

Presentations from different countries confirmed that ICDP is still alive and that it is having a significant impact where it is being implemented, leading to changes in those who participate in the ICDP training processes.

### **ICDP, as a violence prevention strategy**

El Salvador is a country where the ICDP programme has been inserted into public policies and it is rolled out at national level. The ICDP programme has been consistently used in El Salvador for 12 years now – during that whole time its implementation has not ceased to expand and spread to new target groups. In 2018, the national police started to receive ICDP training and members of the police have delivered ICDP to different communities with success.

The most recent initiative involves UNICEF, ISNA (The Salvadoran Institute for the Integral Development of Children and Adolescents), the NGO called EDUCO and the Police (PNC) – they are all cooperating together on a new ICDP project to be implemented over a period of two years (2018 and 2019). The objective is to strengthen the capacities of the PNC to develop programmes using the ICDP method to prevent violence against girls and boys within the family, encouraging respectful parenting practices and the creation of functional relationships within families.



The ICDP intervention has been taking place in selected communities that were prioritized in 26 municipalities in different parts of El Salvador. During the first phase, the ICDP training was focused on creating teams of facilitators within the police (PNC staff members were trained as ICDP facilitators) and in the second phase these facilitators will be working with families.

There are already 94 trained facilitators within the PNC, of which 47 belong to the Prevention section and 47 are from the Police Welfare department.

The work in stage II is planned to reach 1,000 families in selected communities, and this includes families linked to the police corporation.

“On my visit to San Salvador, I was able to participate in one ICDP workshop session conducted by local trainers – the participants were members of the police. These were police leaders attending the ICDP course in order to better understand and facilitate the work of their staff who have been implementing the ICDP programme in different communities and



areas of El Salvador. It was a surprising and touching experience that revealed aspects of the police one does not normally see - I was moved by the sensitivity expressed by all participants who spoke with deep understanding of the importance of activating and expressing empathy towards children and of creating loving relationships inside the family. They referred to their own childhood experiences - some had quite harsh ones, but all seem to have a positive vision for the future. It is the first time that the ICDP programme is going to be rolled out by members of the police and on such a large scale - so El Salvador is pioneering something new, special and important. Furthermore, the police academy has shown interest in carrying out an evaluation study about the impact of ICDP - this will take place at a later stage. The other interesting development here is the work we are starting now on the adaptation of ICDP for families of adolescents." - Nicoletta Armstrong, ICDP chair and international trainer for El Salvador.

### Canada

Claudia Marcela Rojas is an experienced ICDP trainer who has been working with the ICDP programme for almost twenty years in Colombia and is currently living in Montreal, Canada.

Claudia has been training a small team of four professionals to become ICDP facilitators. They are close to finishing their self-training projects by training groups of caregivers and will soon become certified as ICDP facilitators. The trainee facilitators are on the photo above: Consuelo is from Colombia, Helen, Edward and Ophelia are from Venezuela. This ICDP team is able to work in three languages: French, Spanish and English. Claudia is also working on forming an ICDP organization, which she hopes to register with the Quebec government. The aim is to work on spreading the ICDP programme by making agreements for training and cooperation between the newly formed ICDP organization and the relevant local partners who work for the benefit of children and families.

### USA

The Changing Children's Worlds Foundation (CCWF) delivers ICDP in the USA.

The "ICDP-USA Best Start for Families-A Health Equity Approach" programme is delivered to parents and children, as well as to professionals.



Report from ICDP USA, which operates under CCWF: Since 2010, we have trained 475 professionals, and paraprofessionals (social workers, educators, home visitors, childcare providers, school support service staff, psychologists, nurses) who work directly with Parents and Children. The training teaches the community based practitioners to implement the ICDP guidelines: empathy-based, trauma-informed communications, interactions and relationship into their work practice. It further trains them on how to facilitate community based parent/caregiver learning groups to strengthen parents' empathy based communications, interactions and relationships with children, so that children are surrounded by consistent support for their positive development and well-being.

CCWF also provides "ICDP: The Best Start" Community Workshops, Professional Development & Public Awareness on Health Equity & Empathy-based Family Relationships (Programming / Education); Community-based facilitated Learning Groups; Corporate or Institution-based Learning Groups for Staff. This helps to ensure a consistent culture of empathy-based interactions and supportive team building in partner institutions. Professional Development through "ICDP: The Best Start" Training Workshops is offered at Facilitator and Training levels.



CCWF provided nearly 40 parent programmes and professional workshops in 2018, collaborating with community centers, school districts, juvenile facilities, and parent groups. To-date we are running programmes in adult justice center/jail, mental health facilities, community organizations and schools. CCWF is proud of collaboration with partners and sponsors, local, national, and international - American Legion, Wells Fargo Corporation, Rotary International, Kiwanis-St. Charles, Kane County authorities, the Bright Promises Foundation and others.

CCWF ensures that programme activities are supported by scientific research. For evaluating the effectiveness of the "ICDP: The Best Start", the TOPSE tool is used, measuring parental self-efficacy by following categories related with parenting statements: emotion and affection, play and enjoyment, empathy and understanding, control, **discipline and boundaries**, pressures of parenting, self-acceptance, learning and knowledge, resilience and hope. We also measure using the SDQ, Parent-Child Tactic Conflict Scale, Kessler Psychological Instrument, and others. Evidence consistently demonstrates that parents and caregivers improve with participation in the "ICDP: The Best Start" program. Most importantly caregivers demonstrate a reduction in self-report Psychological Aggression and Physical "Assault" of children in their homes.

This is a result of changes where parents showed significant improvement in ICDP Guidelines such as showing positive feelings, sharing experiences, responding to child's initiatives, holding meaningful dialogue, giving praise, showing enthusiasm enriching child's experiences, setting boundaries and routines etc. while their concerns on child's difficulties have decreased, and strengthened parent-child relationships - an important protective factor!

In February, Dr. Kimberly Svevo-Cianci, the founder of the ICDP USA, and her colleagues have won the National Foundation to End Child Abuse and Neglect (EndCAN) First Place Award in category "Prevention". Their paper "Achieving Comprehensive Prevention of Child Abuse & Neglect" was recognized as the best among more than 50 applications. They presented their paper at the First EndCAN's National Summit held this March 2019 in Denver, CO.

In March, the Kempe Center, a national research/education center on the prevention of child abuse and neglect, received a 2019-2020 grant for \$100,000 from the Kempe Foundation. This money is planned to bring "ICDP-USA: The Best Start for Families: A Health Equity Approach" to Colorado in partnership with the University of Chicago-Chapin Hall, with training by the Changing Children's Worlds Foundation.



## ICDP in Asia

NEPAL PHILIPPINES INDIA BANGLADESH CHINA JAPAN GEORGIA



## Nepal

### ICDP Nepal

ICDP activities by the ECEC organization have been ongoing for four years now and in 2018. ICDP international trainers led by Helen Christi trained a local team as ICDP trainers and they have been training successfully new groups of facilitators. Over 1000 caregivers have been reached.

### From the ICDP report by Risohani Pradhanang



The ECEC organization obtained the ICDP Nepal status in 2018 and during the year four new groups of facilitators, one in Pokhara and three in Kathmandu, were formed. This brought the total number of ICDP certified facilitators to 287. A group of 69 new ICDP facilitators conducted 8 ICDP meetings to a total of 333 caregivers.

These facilitators came from different organizations like Save the Children Nepal, SOS Children's Village Nepal, Tiny Hands Nepal, Seto Gurans National Child Development Services (SGNCDS), CWISH, Self-help Group for Cerebral Palsy (SGCP Nepal), Rise and Shine Nepal, Asha Bal Bikash Sewa (ABBS) / (HDCS), Asal Chhimekee Nepal, ECEC and different churches and schools.

In addition, through private funding ICDP Nepal trained 37 new facilitators – these were school teachers, principals, trainers, from different private and government schools and NGOs. They sensitized in ICDP 170 caregivers.

The geographical areas that they covered with ICDP training include Kathmandu, Lalitpur, Bhaktapur,

Saptari, Mahattori, Sarlahi, Dolakha, Kavre, Jajarkot, Itahari, Gorkha, Dhading and Dhankuta.

ICDP facilitators who had graduated in previous years continued to conduct meetings for caregivers and in 2018 they gave ICDP training to 548 caregivers.

### Network meeting

On the 26th of October 2018, the first ICDP Network Meeting was organized which was attended by 116 facilitators.

### Parent conference

On the 2nd of December 2018, ICDP Nepal held their first Parent conference and 206 caregivers were present. They were able to share their newly gained insight on parenting skills.

### Testimonies from caregivers:

- Anita Limbu is a single mother with a daughter called Unisa. Unisa suffers from cerebral palsy. Anita does not receive support and love from her family and relatives, so all the responsibility for Unisa lies on her shoulders alone. This mother used to feel a great deal of frustration and burden, but then she had the opportunity to join the ICDP caregiver meetings where she met other mothers whose children were also suffering from cerebral palsy. During the first ICDP sessions she cried a lot, as she was becoming more and more aware of Unisa's needs that she had been ignoring. She started to see her child as a person rather than a burden and this made her behave in a much more positive way towards her. Anita reported that one day Unisa asked her why she was not beating and scolding her as she used to do before - Anita's eyes were full of tears while telling about this and realizing how negatively she had been treating her daughter. Her daughter can't speak but can express her emotions and feelings with her gestures. Anita is now caring and expressing love towards her daughter more than before and she said that Unisa is a great deal happier now. Anita is thankful to the ICDP caregiver meetings and wants to be an example for other mothers with children with disabilities.





- I am working as a caregiver in the Nepalgunj day care centre for disabilities children in the Banke district. I had the opportunity to take the ICDP caregiver course. At work I used to take care of a Down syndrome child called Rizan Lamichhane. He was hyperactive and I was annoyed with his behaviour and I used to tie and leave him with food while I would go for lunch. At first I could not talk about this but in the third ICDP meeting while discussing about putting ourselves in our children's shoes, I broke down and cried, and told my story. I realized how Rizan must have felt inside. After ICDP, I have now started to play, talk and understand every child who comes to the centre. This knowledge and change was only possible because of ICDP. Thank you ICDP.

- Words from Sushila Shahi (on photo below)

- My son is studying in the Yasodhara Boudha Higher Secondary School. This school is one of the project schools of the Nepali organization called the "Children and Women in Social Service and Human Rights" (CWISH). My eleven year old son used to get hold of things around him, such as bottle tops, bottles, electricity wires, clocks, batteries, etc., in order to make boats, cars and many other things from these. I would become very agitated and would throw these things away while ridiculing my son. I would use bad words in relation to my son, such as "filthy and junk collector". After the ICDP training, I came to understand that these activities of my son are actually creative activities of great importance for his development. After this I started to collect and store all sorts of junk material for him to play. Thank you for this ICDP training.

- Words from Meena Pariyar.

## Philippines

### Facilitators receive their diplomas

Save the Children staff has been receiving training in ICDP for over one year and in October 2018 they completed their Facilitator level training. The ICDP Facilitator level certification workshop was conducted by Nicoletta Armstrong in Ormoc, from 8th to 12th of October, 2018.

### Feedback from Ormoc

On the island of Ormoc, in the Philippines, the ICDP programme was delivered by Save the Children staff as part of their Child Sensitive Social Protection (CSSP) package. The ICDP programme was included in a new parenting module and piloted in four areas: Barangay San Marcelino, Barangay Mansalip, Barangay Cansoso and Barangay Naulayaan. The project Coordinator Zenona Gread organized a number of meetings with participants from the pilot areas in order to receive feedback about their experiences. The module will be rolled out to other areas in the future, by including the experiences and lessons learned so far.

Participants of the new module included parents and other family members of children up to 16 years of age. They attended 13 group sessions, 8 were CDP sessions and there were some home visits; a part from ICDP the other sessions include nutrition, budgeting and gender topics.

The facilitators worked hard on conducting sessions as well as submitting written reports. The parenting module made an impact on the lives of the parents and caregivers; it helped them to deal with their children in a more sensitive way.

Some of the participants' comments:

There are changes in our attitudes as parents. These changes include the tone of our voices, we don't spank or hit our children easily, we have adjusted our attitude in handling our children, we do eye to eye contact and we show our love towards our children.



We will apply our learning from the sessions such as the topic on empathy where we learn how to put ourselves to the situation of the child. We also learned how to praise our children.

We learned how to show love to our children and let feel love.

Give time to our children. Give guidance. We learned to control ourselves.

There is close communication. Our children are no longer ashamed to talk about their problems with us. We now know how to empathize with our children. We have changed our views towards our children by giving them importance.

Discipline in a good manner. Set limitations in a positive manner.

We now look at our children positively and we avoid giving negative labels to our children.

It brought a lot of changes to us as parents. We learned to understand the personality our children, we learned how to control ourselves as well as the behaviors of our children and most importantly we learned to give love to them.

We learned about love, empathy, for example calling children's attention in a gentle manner, helping them in their assignments and spending ample time with them.

Learned to appreciate all the success accomplished by the children.

The time we spent in attending the session was never wasted. It was a big help to us parents.

Before attending the parenting sessions, we used to scold our children very often. Our children could not even finish what they wanted to tell us because we immediately scolded them. However, at present we learned to talk to them gently.

We became close with our children. I now praise my children always.

Before we only praised our children during graduation or closing of classes. Now we learned that we must praise our children every day because this can help in building their self-confidence.



We have better relationship with our children. I don't raise my voice to my children anymore that is why we became close.

My children are no longer shy in telling me what they need because we are now open to each other.

I learned how to properly support my children. We also need to listen to the side of the children. We learned how to put ourselves in shoes of our children.

We learned how to show our love to children most especially to our husbands.

Our children need our support. If they come to us parents asking for assistance we must not reject them instead we must help them.

We learned a lot such as, following child's initiative, close communication in the family, understanding the child's feelings and giving love to the family. Through this we could share with our children, our neighbours, with the entire community until the next generation develops new norm of parenting.

Joining parenting program brought a lot of changes in our lives. We learned to say I love you, I am sorry and I love you to our children.



## India

The ICDP work in India has been ongoing for over two years now and there is a strong team of ICDP facilitators working in and around Dungarpur, focusing on the poor tribal families living in the surrounding villages. Several team members are being trained to become ICDP trainers.



### **An ICDP learning event was held in Dungarpur, Rajasthan, India, from 31st of October to 2nd of November 2018.**

The meeting was attended by Nicoletta Armstrong, ICDP chairperson and by members from Save the Children Finland. One of the key organizers of the event was Disa Sjoblom from Save the Children India who is also an ICDP trainee trainer.

For two years now, Save the Children has been working on including the ICDP programme as one of the elements of the Child Sensitive Social Protection (CSSP). They selected the ICDP programme because of its focus on improving the quality of care for children and as a global parenting programme that has already been proven to be effective across several countries. Save the Children have implemented ICDP as part of their pilot parenting programme, in five countries: Nepal, India, Philippines, Burkina Faso and Somalia. At the meeting in Dungarpur, participants (ICDP facilitators) from these five countries gave presentation on their CSSP projects, and focused especially on their work with the ICDP programme which they have been delivering to parents in different communities.

In all five countries, ICDP was used in parallel with nutrition, gender, child work, and family budgeting - all together they represent a larger parenting/child sensitivity package. The main idea of the learning event was to analyze processes of implementation and identify areas of strengths as well as ways to improve on the weaker points.

The meeting agreed that the strengths of the ICDP approach lies in its simplicity, it is easy to learn, relevant for all ages, effective and culturally adaptable (for example, in Somalia, ICDP is seen as a culturally appropriate approach for Muslim context). Some of the challenges that were identified included: time needed to develop sessions, lengthy training process and drop-out of trained facilitators and caregivers.

The participants were divided into small groups to discuss training, implementation and scaling up, which was an opportunity to create future strategies for sustaining parenting groups and replicating the parenting programme on a wider scale. Some of the questions/comments that were raised during sessions:

- How to work and engage with national partner organisations? In Nepal and Burkina Faso, both partner and SC staff are trained at the same time and work in pairs in delivering the sessions.
- To prevent drop-out of facilitators can you provide incentives (not necessary money)? In India, they are planning to ask the government to make parenting sessions mandatory for those who get the orphan cash transfer and also adjust special sessions for migrating populations. In the Philippines, parenting is a mandatory component of the social protection programme that CSSP focuses on.
- ICDP guidelines exist for the home visits that are to be followed. The gender of facilitators has so far not been an issue. In India the majority are male facilitators working well with women groups.



- Nicoletta emphasized that ICDP is a flexible approach and the details can be adapted by the facilitators to fit in with the specific group; facilitators and caregivers should be rewarded in some way; strategies should be developed to attract those who are more difficult to reach (e.g. fathers).
- Scaling up the ICDP approach – how to deal with the cost and capacity issues? Could we have a minimum package (minimum sessions needed) for scaling-up? India is already working on this. In South America, the adaptation was carefully prepared for successful scaling up; very good materials were important, as well as roll-out of good trainers as a mobile team. In-build system for follow-up and reward system are also important.

The general consensus among the C SSP project team members implementing ICDP sessions across Asia and Africa is that it provides an extremely constructive base for improving parenting. In all countries, a quantitative and qualitative pre and post assessment was carried out to understand changes in parenting practices after the sessions have been implemented with the parents/caregivers. The reports of results will come out by the end of 2018.

## Bangladesh

In 2018, ICDP was contacted by a Gerd Eli Haaland, a Norwegian medical doctor working in Dhaka who explained her vision for ICDP: "I would very much like to explore the possibility to start ICDP here in Bangladesh. I have seen an enormous need of betterment in the interaction between parents and children. In my work among the poor people in Dhaka I am observing severe child abuse in all its forms in my daily work. There seems also to be a common understanding in Bangladesh that children need to be disciplined by physical means. I would like to start ICDP through the Norwegian mission organization called Normission. They have worked in Bangladesh for more than 50 years and they have a broad outreach through schools, hostels, churches and different development projects."

Several months later, Gerd Eli Haaland started to work on her vision and she has already accomplished the first two stages of ICDP training. During the last week of October, she attended ICDP training in Dungarpur, India, conducted by Nicoletta Armstrong, and afterwards started running parent groups in Dhaka. She will continue her training up to trainer level.

## China

From the report by ICDP China leader, Jean Qin: ICDP in China has been expanding rapidly and continually, and they have been receiving training and support from a small team of international trainers living in Norway. The local team has become strong and as a result the organization of ICDP China was successfully established.



In 2018, in Kunming, the ICDP trainers conducted programmes for 63 new facilitators who all completed their training and received their ICDP diplomas. The ICDP courses were attended by 280 caregivers and 3327 children benefitted from the programme. There are plans for more facilitators and caregivers to complete their training.

ICDP China expended its work to reach two new provinces during 2018: Sichuan and Guizhou. The training was given to leaders and staff working in a Children's Home and to kindergarten teachers. Participants loved the ICDP training and as a result the local kindergarten invited ICDP facilitators to establish long term cooperation.



At college level, an ICDP pilot project was established for Master level students from the department for social work. In June, 2018, two ICDP trainers, Mrs. Gao Wanghong, Dean of the department and Mr. Wang Menghu, teacher of the department, conducted workshops for 20 graduates. All participants received their ICDP diplomas and they were subsequently invited by the government to deliver the ICDP programme to families in poor communities and to caregivers working in children's homes. As a result a total of 36 families and 60 children benefitted from ICDP and in addition 13 social workers from the children's homes attended the training and they applied ICDP with 500 children. The pilot project forged good links between ICDP and the social services in China.

On 24th of June 2018, the ICDP China network meeting took place in Kunming. It was attended by 50 people, including facilitators, trainers, and football coaches for children. The aim was to encourage sharing and to exchange experiences. Jean Qin, the ICDP China leader, presented the latest news about the work of ICDP in other countries and areas. The college representatives, the representatives from different local communities and from the Women's federation, all had an opportunity to present their work and talk about their achievements as well as challenges of running ICDP training in China. Several professionals gave talks on participatory teaching and effective communication and there was also a short capacity building session involving all participants.

The ICDP China annual board meeting took place on the 12th-13th November 2018.

### **New materials**

After three years of hard work the ICDP training handbook was finalized and printed in October, 2018. It contains translations of Karsten Hundeide's book "The Essence of Human Care: an introduction to the ICDP programme" (Part one and Part two) and of the ICDP booklet for caregivers "I am a person" by Karsten Hundeide and Nicoletta Armstrong.

### **Video Testimonials**

ICDP China produced a very good video with testimonials from caregivers/parents who had received the ICDP programme in the Yunnan province. It has English subtitles. It can be found on this webpage under Downloads, section Videos. Or to see it follow this link:

[http://www.icdp.info/var/uploaded/2018/12/2018-12-03\\_12-23-31\\_20181130\\_025047\\_icdp\\_china\\_caregivers\\_2018small.mp4](http://www.icdp.info/var/uploaded/2018/12/2018-12-03_12-23-31_20181130_025047_icdp_china_caregivers_2018small.mp4)

### **Japan**

ICDP Japan is represented by a team that has been working on voluntary basis, investing spare time, funds and a lot of positive energy. The team has been led by Dr Hitoshi Maeshima for several years now. They trained teachers, children's caregivers, parents and also staff working with older people. In 2018, eight ICDP workshops for facilitators and one follow up meeting took place in Tokyo. Comments from Hitoshi:



A participant mother talked about her experience, as follows: - One day, my son's whole body became red, in a state of severe eczema, so I took him to see a doctor, feeling very anxious. The doctor confirmed that the redness of the skin was caused by an insect bite. I laughed and said to my son that he must have enjoyed playing in the long grass and has learned something. Before ICDP, I would have reacted very differently; I would have scolded him telling him that he should never have been playing in the long grass. A participant of the meeting pointed out that it was very good that the mother recognized that her son took on a new challenge and that she did not scold him.





Another mother explained how she started to express love to her son and daughter, but found that they were reluctant to accept her loving expressions – this puzzled her. At the ICDP meeting there was a short discussion and she was advised to try to listen harder to her children and try to discover what they really needed from her. The participants shared about trust – how a trusting relationship has to be established first of all and how it can be difficult to establish trust if parents only express their point of view about how things ought to be. A facilitator said that he talks frankly to his children about his own faults and limits; as a result his little ones started to build confidence and gradually a relationship of mutual trust emerged between them.

Professor Shun Nakamura from the Tokyo University of Agriculture and Technology, has been a researcher at the National Center for Neurology and Psychiatry for a long time. He conducted research in the field of human communication and Integrative Brain Research. He participated with great enthusiasm in an ICDP meeting. At the end, he said that the ICDP facilitation method was excellent, far better than transmitting knowledge to caregivers by lecturing. He also said that the content of ICDP should be spread more widely in Japan.

### Georgia

Nino Margvelashvili gave ICDP courses to parents and formed a group of facilitators who were busy applying ICDP throughout October, November and December 2018.

They attended ten ICDP meetings which were conducted at the Tamar Gagoshidze's Neuropsychology Center, in Tbilisi, Georgia. This group consisted of neuropsychologists, educational specialists, and mothers who had attended an ICDP course before. Their ICDP trainer Nino Margvelashvili, a neuropsychologist commented: -I endeavoured to create an atmosphere of open-mindedness during the training, and encouraged participants to be receptive for new experiences and to consider each other's different perspectives. Right from the start,



the unique struggles that mothers face in relation to their children set a point of challenge and interest for the whole team. After each ICDP home task the participants expressed their astonishment at the level of awareness it brought to their relationship with children and the whole team. The exploratory process of the ICDP themes and dialogues, video analysis, role plays and engaging games brought immeasurable rewards enhancing positive aspects of their relationship with their children as well as their spouses, promoting self-confidence and activating empathy.

Here are some of the reflections from two participants.

Mother of four children: "Our meetings and the experience I went through here is helping me to rediscover the charm of motherhood, to savour positive emotions more than the struggles and to feel pleasure from everyday routines..."

Mother of special needs child: "I started to imagine myself in my child's place, consequently, to consider his interests and to avoid "ignoring" his initiatives. I started to overcome the difficulties in our relationship that were caused mostly by the lack of "emotional dialogue."

The next phase of training future facilitators will start in February 2019.



## ICDP in Europe

RUSSIA UKRAINE MOLDOVA ROMANIA PORTUGAL NORWAY SWEDEN DENMARK FINLAND ENGLAND GERMANY



## Russia

The ICDP activities are ongoing in the Nizhniy Novgorod region.



ICDP at the university: At the end of February 2018, Dr Oksana Isaeva, ICDP representative for Russia, had a meeting with the Chancellor of the Minin University in Nizhniy Novgorod. As a result, the ICDP training was included as part of the Master level programme and during 2018, Master level students in Crisis Psychology at the Minin University received training in the ICDP programme. The plan is also to form groups of ICDP facilitators at the university who will subsequently work with parents and specialists in pre-schools, schools and social centers. There is also great interest in organizing international meetings (conference and education sessions) together with ICDP. Oksana Isaeva would like to link up with academics worldwide who are working with the ICDP programme at different universities. Her idea is to establish collaboration in order to explore some scientific questions relevant to the ICDP parenting programme.

To read the article on ICDP "Early psycho-social intervention program WHO/ICDP as an effective optimization method for child-parental relationships", by Oksana M. Isaeva and Elena N. Volkova follow this link:

<http://www.icdp.info/api/media/media/1288>

ICDP at the kindergarten: Oksana Isaeva and Natalia Dunaeva have started conducting ICDP training workshops at a private Kindergarten in Dzershinsk, in the Nizhniy Novgorod region.

The head of the Kindergarten and all staff, including nurses and teachers, showed to be very interested in the ICDP programme – some of them appear on the photos above.

Link to ICDP Russia pages in VK and ICDP Russia facebook:

<https://vk.com/club117351685>

<https://www.facebook.com/icdpRussia/?ref=bookmarks>

## Ukraine

ICDP Ukraine hosted a network conference in Kharkov, the first one held in the country.

It took place on the 8th and 9th of October 2018. It was attended by 60 facilitators and the local team of trainers. Ana Truhan (on photo above), ICDP Ukraine chair reports:

-ICDP in Ukraine continues to develop. There are already many people who are familiar with the programme and ICDP receives consistently positive feedback. We are invited to many events dedicated to family and upbringing of children. We do not have enough time to attend all events. Therefore, we ask facilitators who already have sufficient work experience to present ICDP at various forums and conferences. This became possible after we established a structure for ICDP in Ukraine with coordinators in different cities. This is important for the exchange of information and experience. On 22 and 23rd of September 2018, the Psychology Global Forum was held in Odessa, where ICDP facilitator Irina Ilinova (from Odessa) conducted a workshop on ICDP "Three Factors for Effective Dialogue with the Child". On 29th of September in Kharkov, the First Parent Forum was held. ICDP facilitator Irina Sergeeva (from Kharkiv) conducted a workshop on the "Eight ICDP principles for a good dialogue with the child".



We have facilitators who conduct parent groups in Kharkov, Odessa, Kiev, Severodonetsk and Vinnitsa. Two new groups of the facilitators received training this year in Kharkov and one group in Odessa. These groups included school psychologists, psychologists and teachers at children's development centers, medical clinical psychologists who work with children in medical institutions, psychologists from charities and the International Red Cross organization. One new group of facilitators received training in Vinnitsa and in this group there were psychologists from different educational institutions.



Coordinators from different cities asked us to organize meetings for facilitators to share their experiences and achievements. After receiving this request we organized an exchange through an online conference, which was held on the 21 and 22nd of August. ICDP trainer Sergey Krasin and I together with the facilitators conducted master classes for 9 hours (three days for 3 hours each day). We shared our experience in the webinar room. Each evening, 28-30 people attended the event.

We are very pleased that thanks to Marianne Fresjara who raised the necessary funds in Norway, we had an opportunity to meet facilitators in person and to work with them at the conference in Kharkov. On the first day of the conference the trainers gave master classes and the facilitators were able to observe the work of different trainers who worked in pairs. Then on the second day the facilitators conducted master classes and shared their experiences. Special time was allocated for discussion and exchange of

### ICDP workshops in Antratsit, Lugansk region

ICDP trainers from Ukraine, Marina Sklar and Helen Sarachan conducted ICDP training for caregivers and parents during autumn and winter 2018. The ICDP workshops were held in the occupied territory in the city of Antratsit, in the Lugansk region. They made a video asking several children to express what it means to be praised by parents. The children's parents had attended the ICDP course.

Helen and Marina are currently developing special diaries for parents to record their thoughts and observations about each ICDP theme. The diaries will be used in parallel with the standard ICDP booklet with the 8 guidelines for good interaction. They have already piloted some of diaries with a group of parents who found them very useful. The first diary from their "Secrets of Successful Parenthood" series of 8 books has already been published. It is devoted to the analysis of interaction with the child within the framework of the basic principles of the ICDP programme. And the second part invites parents to express what they felt in different situations during their own childhoods.

### Moldova

ICDP started to develop in 2012 with the training of a local team of professionals, led by pediatrician Marina Kalak, at the Centre of Early Intervention in Kishinev. Ever since then they have been successfully implementing the ICDP programme with children, parents and caregivers at their institute. They have also offered training to colleagues from other organizations.

Silvia Breabin was part of the original team trained by Nicoletta Armstrong but she is currently living in Romania. Together with the Romanian trainers she sought support from ICDP to establish an ICDP Romania Association that will act as a vehicle for spreading ICDP more widely and systematically in Romania.



## Romania

Fundația Umanitară Pacea (Humanitarian Foundation for Peace) is a non-political, nongovernmental organization founded in 2000 by the Franciscan order in Bacău, Romania. It was set up in order to assist poor and marginalized people and focuses especially on providing education opportunities for children and young people.

ICDP, FUP and the Norwegian Church Aid (NCA) established cooperation in 2015, to bring the ICDP programme to FUP staff. NCA has been providing administrative and financial support to the ICDP training process at FUP. A team of international trainers from Norway carried out the ICDP training.

In 2018, FUP has gained four new ICDP trainers: Cornelia Disca, Michaela Moraru, Dana Smerea and Lucian Mihai Bobarnac. "All their tasks and requirements for ICDP certification were carried out in a satisfactory way. We had a small celebration with champagne, cakes and speeches. Silvia Breabin, ICDP trainer from Moldova was also present and she made a good and professional contribution to the group. There are six trainers now and they hope to organize a gathering of all the ICDP facilitators in Romania to brush up on ICDP and hold an inspirational day." - says Elsa Dohlie, their ICDP trainer.

## Portugal

Teresa Mendes, one of the founders of ICDP, continues to support the application of ICDP with the staff in the Roda Viva education center, in the Alfragide area of Lisbon – the project was started over thirty years ago and it has been ongoing in serving the local communities parents and children, including young people.

## Norway

ICDP is still used as a national parental guidance programme by the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) and the

Office for Children, Youth and Family Affairs (Bufetat):

In June 2018, the Norwegian government launched their first parental support national strategy called "Safe Parents - Safe Children" for a three year period (2018-2021). The strategy consists of thirty four tasks and three of them involve the implementation of the ICDP programme: 1. with immigrants, 2. with parents experiencing domestic violence and 3. ICDP for parents with concerns related to their adolescents – this third task was decided upon after the publication of the Fafo report called "It takes a village", Evaluation of group guidance for parents concerned about their adolescents (Fafo-report, 2018:23).

In 2018 Bufetat established a new Centre of Expertise for Parental Support (SKM) which took over several of the ICDP tasks from Bufdir. SKM is now responsible for the implementation of ICDP in Norway, its task is to provide sufficient numbers of ICDP trainers, by arranging training of trainers and their network meetings once a year. SKM is also responsible for several projects adjusting ICDP to new target groups.

SKM is executing the plan for the implementation of ICDP in Crisis Centers - a plan that was formulated in January 2018. The Crisis Centers are shelters for people experiencing domestic violence and ICDP facilitator training for their staff will take place every year.

In the period between 2016 -2018, the ICDP programme was applied in several municipalities as part of the two-year mandatory programme for newly arrived immigrants. Because ICDP was found to be very useful for this target group, the Norwegian Government decided in June 2018 to include parental guidance on nationwide basis. This means that all municipalities starting from 2019 will be obliged to arrange parental guidance as part of the mandatory programme. SKM representatives are part of a working group planning the national scale programme implementation for newly arrived immigrants.





Buifdir arranged 11 gatherings (each lasting two days) for ICDP facilitators in order to recruit the and motivate them to participate in the ongoing RCT (randomized controlled trial) study of ICDP. The study will be finalized in 2021.

The work on translating the ICDP 8 themes booklet for good interaction continued in 2018; the booklet has so far been translated into 20 languages.

In January a group of experienced trainers started the process of revising the teaching material connected to ICDP facilitator level training. The material contains three power point presentations. The idea is to maintain the quality of the ICDP training. The work is ongoing and will be finalized in spring 2019.

### ICDP in the care of older people

The ICDP project for caregivers who are working with older people is starting to take shape. Two ICDP trainers from Oslo, Line Constance Holmsen and Eli Østberg Baardseth, have been working on the project that adapted ICDP for caregivers working in nursing homes. The project is in its second phase. Having completed the initial basic ICDP training in October 2018, there are twenty candidates for the ICDP Facilitator level certification. They have started to conduct five ICDP groups for their colleagues/caregivers who are working in different nursing homes in Oslo.

With regards to research, thirteen focus groups were conducted and participatory observations of twenty different groups have taken place so far.

“The first indications are that both the employees and their leaders in the nursing homes seem to be very positive about the ICDP programme. They said that it helps them to become more conscious and reflective about their behaviour in different caring situations. Some of the participants in the interviews reported that they have started to look forward to going to work. There are also some challenges, especially with regards to their extremely hectic days at work. I hope that they will get the opportunity to

apply for financial support in the future, and that the implementation of the ICDP programme will continue. I will present some of the results from all my qualitative data at the ICDP conference in Finland in May 2019.”

– Line Constance Holmsen.



The photo is of the trainee facilitators and it was taken on the last day of the ICDP workshop held on 12th of October 2018.

### ICDP in public health

A new paper about the ICDP programme has been made available. The paper is addressing the use of ICDP by health professionals in Norway; it is in Norwegian and this is the link to it:

<https://sykepleien.no/forskning/2018/06/helsesostre-bruker-program-foreldreveiledning-aktivt-i-praksis>



Below is a summary in English:

Public health nurses use Parental Guidance Program actively in practice

Good interactions between children and their caregivers are essential for the development of children. Health policy guidelines emphasize the role of health clinics in strengthening such interaction. It is therefore important that (public health) nurses have the competence to promote good interaction. The purpose of the study was to examine experiences and skills gained through training in the ICDP parental guidance programme. The research questions were:

- What experiences do public health nurses have in using their ICDP facilitator skills?
- How do the public health nurses think they can promote good parent-child interaction?

The study was based on seven semi-structured, individual interviews with public health nurses that had training in the programme, but who only use parts of it in their work at the health clinics.

Result: Participants seem to use ICDP in consultations, both as a conceptual device for interaction, and as a tool in observation, conversation, guidance and documentation. The experiences can be summarized in three main categories:

1. ICDP provides a useful conceptual framework.
2. The nurses emphasize that the programme is strengthening the parents' experience of their own competence.
3. The nurses emphasize the parents' ability to see and understand the child

Conclusion: The nurses that didn't conduct the ICDP programme in the form of structured meetings over eight weeks still used the knowledge and way of thinking of the ICDP programme in their communication and guidance to children and parents.

## Sweden

Report from Annelie Waldau Bergman:

The ICDP Guidance Programme has been growing steadily since 2000 and the intention is to continue. This means, among other things, a continuous improvement of material, booklets, literature and the website links to the community.

In 2018, the Swedish ICDP foundation published a new book "Dialogue and Democracy", by Paul Bergman. The book highlights in particular the ICDP programme's ethical core and links the child's early development, in accordance with the ICDP programme's dialogues and themes, to the child's participation in the development of our society. The book will serve as a supplement to other literature in the ICDP programme.

Our foundation has also made some changes to the Swedish ICDP logo, (which now resembles the ICDP International's, but with the Swedish text for guiding interaction), and to the home page. We have published new editions of our guidance books for school and family home care, and reprinted the parental guidance booklet for different age groups (0-5 years, 6-12 years and 13-18 years). Over the next couple of years, starting in 2018, the foundation will be developing a section called Community on the website. We have also started a Face-book group for the Swedish members of the ICDP organization. Other developments include the reorganization of certified trainers at Level 3. This will mean, among other things, that the foundation will increase communication with the trainers; it will sign revised cooperation agreements and arrange regular training meetings in order to contribute to increased competence and development of the trainers. This started in 2018 and will be carried out up to the end of 2020.

During the autumn of 2018, the Board decided to apply for funding from Allmänna arvsfonden (the Heritage Fund) for the purpose of starting an Integration project based on the ICDP programme. The work is underway and the Swedish foundation



will apply the funds for a 3-4 year long project together with several municipalities in Sweden.

Research: There is an ongoing development of the new instrument assessing the caregiver's sensitive responsiveness based on the ICDP programme. The instrument is called SOL (Estimation of the Caregiver's Responsiveness). The project is linked to Linköping University and is led by Paul Bergman, 2018 and will finish 2020.

In the municipality of Haninge, a research project was initiated in 2018 which will look at the connection between quality of the pedagogue's guidance and a change in behaviour of the pupils in pre-school. The project is led by the psychologists Malin Ryen and Jenny Jakobsson.

## Denmark

ICDP Denmark is represented by three local institutes: the Institut for Relations Psykologi, UCN act2learn and Dansk Center for ICDP/ Center for Relationsprofessionalisme.



ICDP has a strong presence in many different fields, with a particular focus of training teachers in ICDP.

To read the report from the Danish Centre for ICDP follow this link:

<http://www.icdp.info/api/media/media/1383>

ICDP Denmark held their national conference on 4th and 5th of October 2018.

Annette Groot from the Institut for Relations

Psykologi, describes the event:

It is with great pleasure that we look back at an excellent conference that lasted over two days. The conference had full attendance with 150 participants, including educators, teachers, municipal leaders, day care workers, child nurses, etc. We gathered at the Fyn training centre on Thursday morning at 10 am, and started by listening to a singer's rendition of "You raise me up".

This was followed up by a very enriching and instructive talk by psychologist Dr Susan Hart, who has been teaching and working with neuro-active pedagogy for many years. With illustrative video clips, she explained how relationships shape children's emotional development and talked about the importance of good emotional development for children's well-being and learning – in other words she focused on how adults apply the emotional dialogue and the ICDP themes for good interaction. After a nice lunch with time to network, participants were given the choice of attending a workshop on one of the following four topics: neuro pedagogy, parenting, partnerships or mentalization.

On the second day we had the great pleasure of listening to Dr Louise Klinge, who fascinated us with experiences from her research in schools. She has been studying different aspects of teacher - student relationships for several years now, and how important such relationships are for students' well-being and learning. And, in line with ICDP's basic notions illustrated in the 8 themes for good interaction, she found that the teacher's ability to form strong relationships and unity is crucial for students' safety, motivation, self-esteem, as well as personal, social and professional learning. Her presentation was very practice-oriented including exercises that the participants could use in their own daily lives.

After the conference, we asked all participants to fill in an evaluation form, which confirmed our own experience, namely that the participants had an enriching and delightful experience - and many expressed a wish to attend the next conference.



## Finland

The ICDP association in Finland looks back upon an active year: “The level of activity is especially remarkable considering that nobody is employed by the ICDP Finland association; all work is voluntary. First, we are happy to announce that we launched our new web site, where the programme is being presented in Finnish and Swedish (both national languages in Finland). During 2018, ICDP Finland was part of a national project with NGOs, thus increasing the visibility of the programme. In addition, there were four caregiver level training processes in different parts of the country with 49 people from day care, child protection and different NGO workers. Slowly but surely the programme is catching on even in these northern spheres.

ICDP Finland also hosted the Nordic countries board meeting and arranged a network meeting for 16 ICDP trainers. One of the events keeping us really busy lately is preparing for the biannual Nordic ICDP networking conference, which will be held 9-10th of May 2019 in Espoo, Finland. This is the first time ICDP Finland will host the Nordic conference so we have a lot to learn.

## ICDP in Turku

A totally engaged group of professionals completed their basic course in ICDP in Turku, Finland. Participants came from both North and South of Finland and from different professional arenas: school, day care, social family work and mother-infant rehabilitation.



The participants especially delighted in the strength based approach of ICDP: to promote health and wellbeing by focusing on resources and the positive qualities in every child and parent.

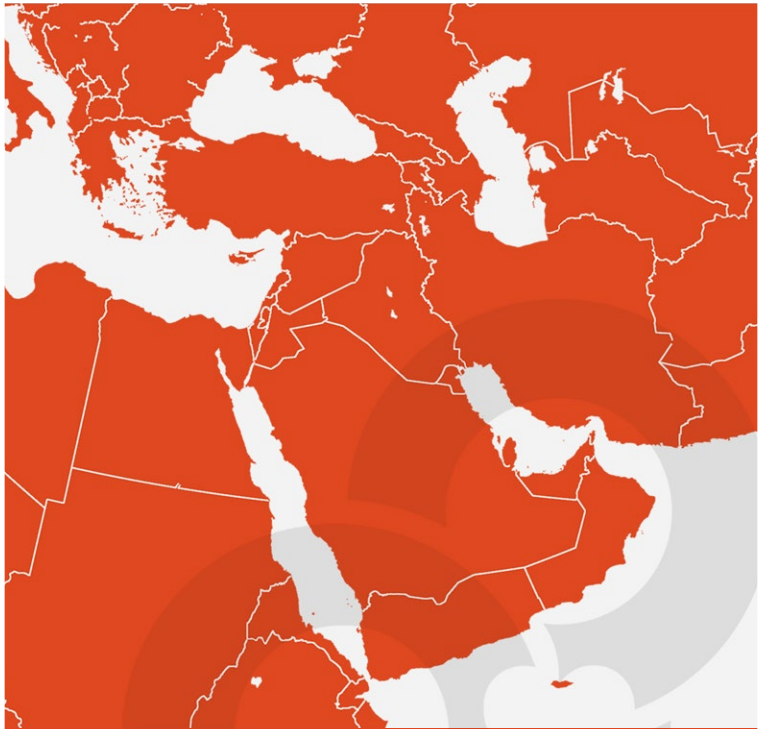
Trainers were Saija Westerlund-Cook and Petra Zilliacus.

## England

Rita Chawla-Duggan, a lecturer in education at the university of Bath, has been introducing ICDP to her 1st year undergraduate students, as part of their studies in ‘Education with Psychology’ in the unit called ‘The family as educator: cross cultural issues’.

## Germany

An ICDP course for caregivers was conducted by Rita Crecelius in Hameln. Participants included two mothers and four professionals (three caregivers of special needs children and one childminder). It was the first ICDP course to take place in Germany. “We had a wonderful meeting, in which we successfully engaged in building shared awareness, bonding and creating the ground for future ICDP work together. I am very happy with this group and to have finally started with ICDP. Some institutions are interested in the ICDP programme and my plan is to offer ICDP training to different groups, i.e. parents of autistic children, education of childminders, and also to caregivers of older people.” – comment by Rita.



## ICDP in Middle East

ISRAEL LEBANON





## Israel

Alla Magidson has been giving ICDP courses to parents and preschool teachers for over ten years now and her commitment is continuing and unwavering.

## ICDP prospects for Syria and Iraq

Al Khansaa Ahmad Al Khalil is a Syrian professional living with her husband and two children in Oslo, Norway. She has previously lived in Syria and Iraq, where she worked with children in preschools and helped manage an NGO organization. Al Khansaa is keen to take ICDP to both Syria and Iraq and she has started to receive ICDP training from Nicoletta Armstrong.

## Lebanon



During 2018, ICDP training was delivered to staff members at SOS Children's Villages –Bekaa. Comments from ICDP trainer Michelle MacDonald: - We discussed the need for psychosocial support within the Syrian refugee context in Lebanon and the main points of ICDP were introduced, its objectives and how the ICDP approach - focusing more on sensitization rather than instruction - differs from other programmes. Through group-work, analyzing videos and various activities we discussed the importance of caregivers' conception of their child and of their own role as caregivers. Then the participants reflected on the local child rearing practices within (the host and refugee community), and identified negative conceptions and prejudices that block sensitive communication.

The "inner child" exercise brought back memories of their own childhood and helped activate their empathy, seeing the child as a sensitive 'person' with feelings, intentions and needs that require a sensitive response. We worked on caregivers image of the child - breaking negative pre-definitions and defining the child in a new positive way. Particularly important were the exercises in empathy and attunement:

1. interpreting different expressions and body language on provided photos;
2. creating a story/narrative with emotional expressive content interpreting the photos;
3. interpreting feelings and non-verbal communication on video samples (what was the caregiver feeling; what was the child feeling);
4. sharing of personal experiences analyzing feelings of both caregiver and child/ren.

Finally there was also a group-work activity to discuss the 8 ICDP guidelines and create interactive profiles. All participants had to complete a home task given in relation to answering the questions in the ICDP booklet and recording a video of their interaction with a child. The second part of the ICDP training addressed how to get the ICDP approach across to caregivers, how to become an ICDP facilitator after having done the caregiver level, and how the participants are going to fit what they learned into their private as well as professional life. The participants were engaged in general after a slow start the first day and their interest grew as we got through the training. They were comfortable expressing their opinions as well as participating in role-play and other activities. Some who seemed reluctant at first actually became very enthusiastic about the workshop. Others will need a bit more time and support to integrate the ICDP principles. Certainly the core group of participants displayed qualities of sensitivity, respect, patience and empathy which would make them good candidates for implementing the ICDP programme. Although the level of engagement was good, it is only when the trainees start using ICDP in the field that a true evaluation can be carried out. An ICDP club was formed and follow-up continued in the autumn 2018.



Overview of books, book chapters,  
peer-reviewed papers, reports, and master thesis





**International Child Development Programme (ICDP): Overview of books, book chapters, peer-reviewed papers, reports, and master thesis**

Last updated by Ane-Marthe Solheim Skar, May 2019

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