

NEWSLETTER



International Child Development Programme

July 2015

Progress in 2015

Dear friends and colleagues,

Here come more updates from different ICDP teams and news covering the period from April to July 2015.

This is a second newsletter this year and it is coming out a little bit earlier, as we normally send the second newsletter in late autumn. This year we decided to publish it in the summer due to so many people writing to us and the volume of news we seem to have received, which in itself is of course great news, meaning that we are expanding and reaching out to more and more families, caregivers and children!

Wishing you all the very best in your work and sending you our warmest greetings from the international board and office.

Nicoletta Armstrong, ICDP chairperson

- Bolivia
- Ghana
- Mexico
- Peru
- Colombia
- USA
- Sweden
- Paraguay
- Ecuador
- Romania
- Ukraine
- China
- Moldova
- Russia
- Nepal
- Norway
- Finland
- Rwanda
- Portugal

“The hope and wish that all children should grow up in an environment where care and upbringing could lead to a good life in accordance with basic values in their own culture, has always been central in our effort to develop ICDP”

www.icdp.info

For more information about ICDP or this newsletter and/or suggestions for articles for the next edition please email lailah@icdp.info

ICDP Regional Network Meeting in Colombia, 10-14th November 2015

Dear colleagues in ICDP, please note that we have been obliged to move the date of the Regional Meeting in Colombia, due to the local elections coinciding with the original dates.

The Latin American Regional Network Meeting will take place over four days, from the **10th to the 14th of November 2015**. The theme is: What does it mean to live ICDP at adult to child and adult-to-adult levels – ” to keep the ICDP flame alive”?

This is an opportunity for our colleagues in the ICDP Latin American region to exchange their experiences and share about the meaning behind the work with the ICDP programme.

The gathering will be in Spanish, except for the presentation of the results of the evaluation study of our work in the department of Choco, which will be in English.

We look forward to meeting some of you at Amanecer!

Booking form in English and in Spanish: <http://www.icdp.info/new-date-of-regional-meeting-in-colombia>



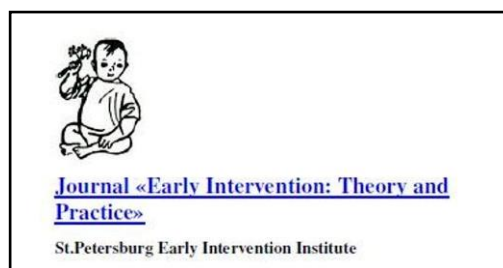
ICDP Article in Russian and English

An article about early intervention and ICDP was published in the Journal «Early Intervention: Theory and Practice» at the St.Petersburg Early Intervention Institute.

Skar, A-M. S., & von Tetzchner, S. (2015). Parenting support as community-oriented early intervention. Journal “Early Intervention: Theory and Practice”, 2. The full article on following links:

In English:

<http://journal.eii.ru/en/podderzhka-roditelej-kak-orientirovannaya-na-mestnoe-soobshhestvo-model-rannego-vmeshatelstva/>



In Russian:

<http://journal.eii.ru/podderzhka-roditelej-kak-orientirovannaya-na-mestnoe-soobshhestvo-model-rannego-vmeshatelstva/>

ICDP training in Nizhniy Novgorod

On May the 13th, the contents of the ICDP programme were presented to a group of early childhood specialists in the town of Nizhny Novgorod, Russia. The event was followed up by the ICDP training workshop, which was held during the last week of May.

A group of preschool teachers from the state pedagogical university Kozma Minin attended the workshops. Among the participants there were also some young parents. Psychologists Natasha Dunaeva and Oksana Isaeva who conducted the workshops, are in fact the very first ICDP trainers in Russia - they are receiving training and supervision by Nicoletta Armstrong.

“All participants said they liked the programme. It was pleasure working with this group.” – says Oksana Isaeva.



After the workshop, all participants will apply the programme in relation to the children in their care. Some of the preschool teachers will continue to attend ICDP training workshops in order to become facilitators of the ICDP programme. They will start their practical work with groups of caregivers during the summer months. A new group of parents will receive training in September 2015.

Progress for Children UNICEF

UNICEF launched the 11th edition of its flagship Progress for Children report. The report uses the latest available data to show not only where global and regional gains have been exceptional and gaps have narrowed, but also where disparities have remained unchanged or widened since 1990.

The Millennium Development Goals (MDGs) galvanized global efforts around concrete common goals. Nearly 15 years of concerted effort have resulted in tremendous strides to improve the starting conditions for millions of people – especially children. In many cases, however, the rush to measure global averages masked differences at regional, national and sub-national levels and so, despite significant achievements, millions of children were left behind by the tides of progress.

In presenting achievements over the MDG period and the challenges children still face, Progress for Children spotlights where attention and action must now be aimed in order to reach the most vulnerable children and achieve sustainable growth. It reveals inequities that – while not surprising – can no longer be ignored, including:

- Children from the poorest households are two times as likely to die before their fifth birthday as children from the richest households.
- Children from the poorest households are far less likely to

achieve minimum learning standards than those from the richest across regions.

In most sub-Saharan African countries, girls from the poorest households remain most disadvantaged in terms of school participation.

- Adolescent girls are disproportionately affected by HIV, accounting for nearly two thirds of all new HIV infections among adolescents in 2013.

This edition of Progress for Children comes at a crucial time of global change. As nations set a course for the next development agenda, Progress for Children provides a road map for reaching the children left behind, with a focus on action from policy makers, development professionals, donors and national statistics officers.

The report shows that unless we accelerate current rates of progress, millions more children will be left behind at the end of the next era of development. In education, for example, with population growth in lower-performing regions, there will be little reduction in the number of children out of school in 2030 as today. Current rates of decline in stunting will still leave 119 million children stunted by 2030. And, if we continue on the current path, half a billion people will still be practicing open defecation 15 years from now.

Claudia Gonzalez
Chief of Public Advocacy, UNICEF

Download the

report: http://www.unicef.org/publications/index_82231.html

ICDP IN EUROPE

Norway, Sweden, Portugal, Finland, Romania, Ukraine, Moldova

NORWAY

A new ICDP Article

A Norwegian newspaper published an article called "Father was king of the family" about the experience of applying the ICDP programme with the immigrant population in Oslo. The photo above is from this article.

Extract from the article:

Father was "king" of the family

Ethiopian Assefa Fikre Anara did not question the family elders. Maria Carmen Simonsen now shelves the tradition. At the Oslo Voksenoppl ering there is a small group of refugees and immigrants gathered in a horseshoe at the back of a classroom. The purpose is to talk about the role of caregivers and Norwegian culture and legislation in relation to child rearing.

Good role models

Seven men and six women meet at the training center. The ICDP course they attend runs for eight days and is voluntary. - Establishing a dialogue with my children is important to me. Not to only to say "yes" or "no", but talking together, so that one may arrive at a consensus, says mother of two Sirgut Yelm, originally from Ethiopia.

The circle of people nods approvingly while Yelm is talking. Attending the ICDP course is not about erasing culture and tradition, but about gathering the best experiences from other



countries, and this in order to create a safe upbringing of children.

- Equality in Norway and women's freedom is something I like. But there can be a bit too much freedom explains Yelm and refers to the fact that many youngsters are allowed to come home late in the evenings.

A sea of traditions

In Norway, there are immigrants from 221 different countries and autonomous regions, according to Statistics Norway (SSB). In other words, there are 221 different cultures and traditions from all corners of the world. Some are very different from Norwegian culture, and some are more similar.

Fikre Assefa Anara sits eagerly with a notepad in his lap. Anara is originally from Ethiopia, but stayed on in Norway after arriving to the country as a student. He is the father of a three-year-old

girl, and is committed to being a good role model. He grew up in an environment with strong family hierarchy.

Good feedback

Course supervisors Elisabeth Hellsén and Jamal Ahmed Abdi say that the feedback on the ICDP course has been very good. Several say they have come into closer contact with their children after attending the course. There are many men who participate, and many families are of Somali origin.

- This is good news since this group has some extra challenges in meeting with the Norwegian society, says project manager Eli Ø. Baardseth.

We want child welfare to be regarded in a positive way

Health and social workers want to erase fear around child protection. Many see the big bad wolf, also among immigrant parents, see Child protection.

- It is good that the ICDP course has child welfare as one of its topics. Many associate child welfare only with negative stories they heard. We want the child welfare to be seen as something positive, says health and social worker Øystein Eriksen Søreide. When he asked the participants on the ICDP course about their relationship to child welfare, it was obvious that the impression the social worker describes concerned many among the participants too.

- Very many people forget that the child welfare is there to give children the confidence and care they need. Child welfare contributes by providing support measures to the family, so that Child Protection Care of the child would only be used as the last resort, says Eriksen Søreide. Now we hope that the course can help to give parents a more positive outlook on child welfare.

Follow the link below to read the original article in Norwegian:
<http://www.dagsavisen.no/innenriks/far-var-kongen-av-familien-1.318961>

New Grant for ICDP expansion in Norway

The Norwegian Government is allocating funds for the development of the ICDP programme.



The Norwegian government is allocating NOK 2.5 million for further development of the ICDP parental guidance programme. This initiative is part of the Government's Action Plan against radicalization and violent extremism¹.

The Ministry will use the funds to spread the ICDP Parental guidance programme to more families, extending the scope of the current programme administered for Children, Youth and Family Affairs (Bufdir).

Solveig Horne, the Minister of Children, Equality and Inclusion proposes to strengthen the local prevention work against radicalization and violent

extremism.- It is important to support and help parents who are worried that their children are in danger of being radicalized and recruited into extremist environment. We therefore intend to strengthen opportunities for parents to attend the (ICDP) programme, says Horne.

¹ Link to the government announcement: <https://www.regjeringen.no/nb/aktuelt/10-millioner-kroner-til-lokal-forebygging-av-radikalisering-og-stotte-til-foreldre/id2411421/>

SWEDEN

Overview of activities in Sweden

In Sweden the ICDP programme (“Guided Interaction/ICDP”) has been ongoing in a number of services, including child health, preschool, school, social services and elderly care.

The ICDP training is given to different groups of professionals: principals in preschools/schools, preschool teachers, special education teachers, counsellors, psychologists, physicians, nurses, youth workers, career counsellors, school counsellors, school nurses, social workers, family therapists, therapy assistants, social workers, midwives, nannies, elderly care personnel, as well as others.

In 2014, the ICDP Sweden Foundation issued diplomas to 300 new facilitators and 21 new trainers and in addition approximately 1072 individuals received ICDP training at caregiver level.

A number of commissioned programs have also been conducted throughout the year and altogether 65 individuals attended level 1, 2 and 3 courses. These training courses took place in Göteborg, Sunne, Hagfors and Sigtuna and were held by representatives from ICDP Sweden.

Besides the training programmes other activities are taking place across the country:

- Inspirational lectures / seminars
- Information meetings for politicians, policy makers and management teams



- Introductory lectures for various professions
- Lectures at universities, colleges, specialist courses and conferences
- Network meetings for ICDP counselors
- Orientation of working groups in schools
- Parental guidance
- Guidance of educators in preschool
- Coaching and mentoring of working groups and individuals in the ICDP approach

A new book, “Dialogue and Democracy”, about the practical experiences in using the ICDP programme in Sweden over a period of 15 years will be released in the autumn of 2015.

PORTUGAL

Roda Viva Education Project

The photo above shows the team of professionals from Roda Viva. Roda Viva was created in 1981, by a group of people who decided to join forces and work together to help the social and educational integration of families who came to Lisbon from the former Portuguese colonies.

Roda Viva educational and community centre was designed to meet the needs of the refugee families and this project is still going strong. ICDP has been present at Roda Viva since its beginnings (the centre was initially called Alfragide). All staff still receives training in the ICDP programme.

Read more: <http://www.icdp.info/api/media/media/824>



ROMANIA

ICDP trainees at SOS Romania

“International Child Development Programme – strategy to prevent inequalities, social and family violence” (International Child Development Programme - strategie de prevenire a inegalitatilor, violenteisocialesifamiliale) is the name of the project developing in Bacau, 300 km north of Bucarest, Romania.

An ICDP visit to Bacau took place between the 16th and 21st of March 2015, with the purpose of starting to train a group of 5 professionals to become ICDP Trainers. These professionals were selected from a larger group who were trained in 2014 as ICDP facilitators.

Based on the report by international trainer Pedro Mendes:

The first part of the workshop in Bacau included trainees' presentations of their own fieldwork with analysis and discussion afterwards. The second part looked at the use of the ICDP programme in different settings, the sensitization principles and qualities required to improve the children's human environment, the monitoring and assessment tools and the test questions required to become a trainer.

The first session started with a brief review of key points of the ICDP programme. Special focus was placed on the more complex guidelines, such as giving meaning and how to regulate behaviour, and discussing examples based on trainees' own fieldwork experience did this.

Each trainee was then asked to go through a colleague-facilitator's fieldwork report. They discussed weaker points or that which could be improved. This proved to be an interesting exercise because it brought up some important issues to light. It revealed the need to be more precise and comprehensive when

writing reports, as a report could become useful basis for further intervention work. In this exercise the trainees compared their findings with their own field reports, which was enriching. Discussion about lessons learned from the field showed that the 5 trainees shared some common difficulties, such as mobilizing and gathering caregivers. On the other hand they realized that there was a need to be flexible, to take caregivers background into account, as well as local cultural beliefs, e.g., the belief that children should be kissed only after they are asleep.

Work with videos:

Some videos of the trainees' fieldwork were watched and analysed. The trainees showed to be very sensitive in their approaches to caregivers. The viewing and analysing of the field work videos helped to clarify the difference between 'giving meaning' and 'expanding on the meaning' reinforcing the role of expansion as a key to children's symbolic and abstract reasoning, critical for learning maths. Clearly, there is always a certain degree of subjectivity about scoring a filmed adult-child interaction for it often involves personal feelings, concepts and judgements. As expected scoring of observed interactions on the five point Likert scale led to discussions, but it is interesting to note that the differences in individual scoring were narrower than before (i.e. at the previous workshop), meaning that their perception had become more accurate.

Field visit: The 5 trainees went together with Pedro Mendes to visit the day care centre in the SOS village. The purpose of the visit was to observe and make an assessment of interactions with children in a real context. This was a very interesting exercise and the children were very much at ease with trainees. The exercise demonstrated different styles of interacting with children by trainees. Back in the meeting room these interactions were analysed and scored and again there were only minimal differences of opinion among trainees. During the visit the trainees displayed good potential as ICDP trainers and it became clear that they all really loved children and cared about their wellbeing.

The importance of establishing a good contract of trust and how to use a personalised style with caregivers (ICDP sensitization principles 1 and 7) were discussed in great depth at the workshop. The use of empathy as the key to being able to modify caregivers' misconceptions was talked about as an important area of the ICDP work. Keeping a notebook with practical examples was also mentioned as important. The

meeting stressed how networking can contribute to overcome difficult or critical situations by working together.

ICDP and formal education was a topic that led to a more serious debate on how to implement the ICDP programme in school context when both both the teachers and the administration are rigid and reluctant to make changes. It became clear that unless there is a will to make changes from the top it is practically impossible to make a real difference and to improve things in a school, particularly when it comes to exclusion and stigmatisation.

Particular attention was also given to monitoring and assessment tools and the need to use them as a means to collect data to demonstrate the impact and efficacy of the programme and the quality of the work accomplished.

Over the next few months the trainees who participated in the workshop are requested to carry out another fieldwork as a condition to be certified as Trainers in the ICDP Programme.



First group of trainers in Bacau

On May the 12th, SOS Children's Villages Romania celebrated the end of the training programme, which culminated in the graduation of its first group of ICDP trainers.

ICDP issued Trainer level diplomas to Rodica Marinoiu, Mihaela Tabara, Andreea Petcu, Alina Vleanga and Marinela Pascu.

The SOS organization now has all the necessary expertise to apply the ICDP method

in their work with vulnerable families and foster parents. They can also begin to train other professionals as ICDP facilitators.



The ICDP method has already been promoted inside the SOS organization and there will be sessions for parents on regular basis each year. They also intend to train teachers and other specialists from the neighbouring communities. In fact they have already received a request from a local school to facilitate the ICDP programme in their institution - this training project will start before the end of May.

SOS is also planning to promote the ICDP programme at the IPSCAN conference, where Rodica Marinoiu, ICDP trainer, will be presenting the results of their work in using the ICDP method with vulnerable parents from rural communities in Bacau.

“We are very proud of our ICDP achievements. Through this project we have become more visible in the community and because of that we have a few proposals for partnership regarding the ICDP method. We are very glad that many specialists from the social field are showing interest to learn the ICDP method. We plan to provide them with ICDP theoretical and practical information and training in order to improve their relation with children and parents. SOS is signing new partnerships with schools and day care centers, where the training in ICDP will be given free of charge. We will be monitoring the training through face-to-face meetings between the participants and the ICDP trainer from SOS. The number of facilitators will gradually be increased in the future. SOS will continue to use the ICDP method in the future and we will monitor very closely its impact on parents - and based on these results we will prepare a new application to expand the use of the ICDP programme to more regions in Romania. This expansion will take place through our partnership with the National Authority for the Protection of Children's Rights and the Ministry of Education.” – Nikoleta Preda, National Programme Development Director and Adriana Birloi, Programme Development Expert, SOS Children's Villages Romania.



Humanitarian Foundation for Peace

Fundatia Umanitara Pacea (FUP), a non-political, non-governmental organization founded in 2000 by the Franciscan order in Romania, is a new partner of ICDP. A group of professionals linked to FUP are receiving ICDP training in order to become ICDP facilitators.

In addition to the current ICDP project that was developed in cooperation with the SOS Children's Villages Romania, ICDP is now cooperating also with the Fundatia Umanitara Pacea (FUP) and its sponsor the Norwegian Church Aid (NCA). This new ICDP project is called "Empowering Parenthood in Romania" and its aim is to increase the psychosocial wellbeing of children through improved parent - child communication.

This project will work with parents to increase their level of understanding of the psychosocial needs of their children. The rationale is that if parents are taught to bring up their children in a warm and loving environment and are made aware of the

important role they play for the healthy psychosocial development of their children, then there could be hope of reducing in the long run, some of the existing problems such as school drop outs, alcohol and drug abuse, rise in crime, human trafficking and mental health problems like, depression, suicide among the adolescents and the young.

Since 2005, Fundatia Umanitara Pacea (Humanitarian Foundation for Peace) runs a Social Centre in the city of Roman that offers assistance to poor and marginalized people. A special focus is placed on providing children and young people with education and vocational training. Assistance is given regardless of religion, education or ethnicity, in order to improve the quality of life and enhance integration and inclusion in society.

The FUP Social Centre activities include:

- Kindergarten

- Primary school, children from class one to four as preparation for entering into public schools
- Second chance school, literacy courses for children and adults, from 10 to 30 years of age
- Vocational training: carpentry, sewing courses, nursery, job search and preparation courses
- Medical, dental and psychosocial support services
- Advisory support about obligations and rights towards local, regional and national authorities
- Social and cultural activities

FUP has highly qualified employees and volunteers. Assistance is offered to about 1200 poor people (94% are from the Roma ethnic group).

In 2002 FUP came to know about a settlement of 200 Roma families in the outskirts of Roman. The Municipality of Roman moved them into four buildings, which under Communism used to be cowsheds in a large cooperative. Water and sanitation facilities were extremely inadequate and partly non-functional. These families became an important target group for the work of the FUP Social Centre. Their main goal was to include them in public services and education system and to enable them to earn money for a decent life in dignity. FUP has proved over the years capable of both empowering the families and also challenging the Municipality of Roman to commit and take responsibility to improve their living conditions and their access to public education system. FUP use a participatory approach to ensure codetermination and ownership by the target group.

The future intention of FUP is to apply the ICDP programme in their current projects working in the area of children's education and parenthood. ICDP international trainer Elsa Døhlie, assisted by Aud Marie Almås will carry out the ICDP training of a group of professionals linked to FUP. FUP will also be cooperating closely with the team of ICDP trainers from SOS Children's Villages Romania.



FINLAND

ICDP Training in Kajanissa

The education manager Merja Leinonen, from the Kainuu Social and Health Services, is sharing this photo from an ICDP event that took place recently in the north of Finland.

The photo below shows participants of the ICDP training workshop, which was conducted by Petra Zilliacus, from Åbo; Petra is a trainer from the ICDP Finland foundation.

The workshop was held in Kajanissa, and the photo was taken on the 21st of May 2015.

This event marked the beginning of an ICDP training programme for a selected group from the Kainuu social services, with the aim of enabling them to start implementing the ICDP programme with families and children in their respective communities.



UKRAINE

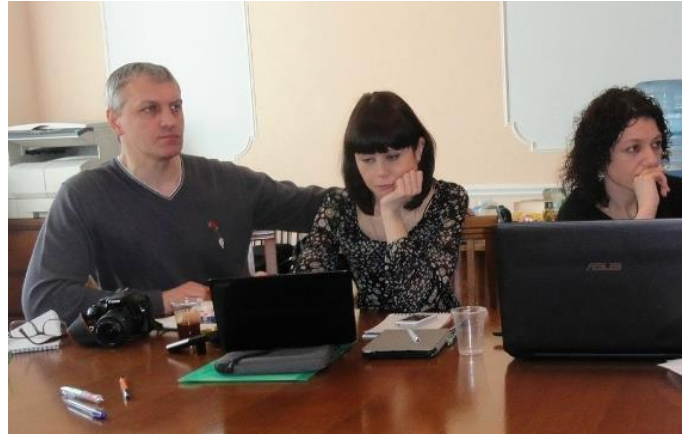
ICDP Ukraine, first steps of a new initiative

The ICDP programme will be implemented by teams of professionals working in the area located near the conflict zone. This is a territory with the highest concentration of internally displaced persons (IDPs) and their children.

The ICDP plans for Ukraine, which were developed in Chisinau, together with the president of ICDP Nicoletta Armstrong and Marianne Fresjara Abdalla from the Norwegian Peace Association, began to be put into action as soon as the trainers returned from the Chisinau workshop, which was held during the first week of March 2015.

The president of ICDP Ukraine, Anna Truhan (on photo, in the middle) and the President of the "Association of Child and Family Psychologist of Ukraine", Sergey Krasin (on photo, on the left), met in March with Olga Klimovskaya, head of UNICEF for the eastern region. The meeting was held in Kharkiv. They discussed the first steps of cooperation. The ICDP training will begin in the UNICEF centres in Kharkiv, where groups of facilitators will be established over the coming months. In addition, they are currently discussing possibilities for ICDP training to take place in other cities.

Anna and Sergey also had a meeting with the representatives of the International Charitable Fund "Caritas Ukraine". The meeting was held at the head office of "Caritas Ukraine" in Lviv. They discussed the need for the ICDP programme and a plan was



formulated for the training of the psychologists from Caritas in ICDP.

At the end of March, the ICDP training programme for psychologists begins in Druzhkovka (Donetsk region). The city is near the conflict zone. In early April, the training of volunteers-psychologists will start in Slavyansk (Donetsk region). The training is also planned for groups of social workers and psychologists in Kharkiv, Kiev, Zaporozhye, Dnipropetrovsk, Odessa, Vinnitsa and other cities.

According to the official data 776, 950 people left the temporarily occupied territories and other regions of military action. Most of the internally displaced persons (IDPs) moved to Kharkiv (146, 660 people, including 14, 968 children and 88, 901 disabled), Lugansk region (141, 333 people, including 9, 390 children and 99, 224 disabled), Donetsk region (102, 006 people, including 20, 917 children and 29, 182 disabled), Dnipropetrovsk (80, 879 people, including 13, 895 children and 36, 710 disabled), Zaporozhye (59, 909 people, including 14, 589 children and 17, 519 disabled), Kiev (35, 775 people, including 7, 393 children and 1, 279 disabled) and Kyiv

region (39, 047 people, including 9, 291 children and 5, 680 disabled). And this is just what has been officially recorded, the actual number is likely to be much higher, because many people do not receive the status of IDPs.

ICDP Ukraine is starting to work in the cities mentioned above. Its partner organization, the "Association of child and family psychologists of Ukraine", was founded with the main objective to give ICDP training to specialists who work with IDPs and with residents in the cities where military actions took place.

Both Anna and Sergey have extensive experience of using the ICDP program in their work with IDPs. Last year they used the program at "Kharkiv Station", the largest reception point for IDPs in Ukraine. In October 2014, Anna worked for the International Charitable Fund "Caritas Ukraine". That experience is proving

useful for all social workers involved in assisting the IDPs. In August 2014, Sergey visited Slavyansk where he shared previous ICDP work experience with Slavyansk volunteers. During September he worked with the international, independent, medical humanitarian organisation "Medecins Sans Frontieres" (MSF).

Anna and Sergey also conducted regular ICDP seminars and workshops for psychologists, social workers, teachers and educators in different cities around Ukraine.

There are other ICDP trainers currently active in Ukraine and their work is focused on developing a new ICDP training programme in Antratsit, where ICDP was used extensively during 2013 and 2014

ICDP on Ukrainian TV

The work of ICDP attracted the attention of two TV stations in Ukraine. ICDP trainers, Anna Truhan and Sergey Krasin were interviewed about the ICDP training currently developing in the conflict zones of the country.

The ICDP empathic approach with its simple but profound sensitization method has been reaching out to many adults and children to alleviate their suffering through healing human touch. The ICDP programme is being sought after and eight ICDP trainers are fully occupied; they had to decline some interested groups. ICDP training is proceeding at full power with courses for parents, students and professionals linked to UNICEF, "Caritas Ukraine", "Medecins sans frontieres" and other partners in the Lugansk and Donbas areas. A total of twenty groups of professionals are in process of receiving ICDP training as facilitators of the programme, and they will be training groups of caregivers and children. ICDP Ukraine also signed an agreement of cooperation with the Donbas National Pedagogical University.

Follow the links to see the interviews in Russian and Ukrainian.

TV Channel "S-PLUS": <http://s-plus.com.ua/do-slovyansku-pri%D1%97xali-treneri-mizhnarodno%D1%97-programi-rozvitku-ditini/>

TV Channel SAT TRK: <https://www.youtube.com/watch?v=LrFLB8Q254c>

MOLDOVA

New trainers at Moldova workshop

In order to earn their ICDP Trainer diploma a team of eight professionals from Ukraine and Moldova, implemented the ICDP programme in Ukraine, Moldova and Russia. The Moldova team also introduced ICDP to a group of Romanian specialists.

After a period of two years of receiving training in ICDP and subsequently piloting small scale projects in different contexts and with different target groups, this group of professionals received their ICDP Trainer Diplomas at the workshop held during the first week of March, at the Voinicel Early Intervention Institute, in Kishinev, Moldova.

Nicoletta Armstrong, who conducted the training explains:

“Marina Calac, Silvia Breabin, Ala Benderschi and Mariana Jalba are a group of professionals that have been working together for a number of years at the Early Intervention Institute in Kishinev and they included the ICDP programme in their work with parents and children with different types of disability. At the recent workshop they told moving stories about the changes they had observed in parents who attended the ICDP groups. They also presented the ICDP methodology to other groups in Kishinev and even introduced ICDP through seminars to their Romanian partner, the Romania Inocenti Foundation. The certification workshop for trainers was held at their beautiful premises where they made everyone very welcome.

The Ukrainian team of trainers included Anna Trukhan, Sergii Krasin, Marina Skliar and Sarachan Elena. During the past year all four were obliged to abandon their homes due to the conflict and war in the Donetsk region of Ukraine. They moved to conflict free cities and managed to rebuild their lives in Kharkiv,

Rostov and Moscow. Marina and Elena found jobs as teachers in Rostov and Moscow respectively, and soon thereafter they started to run parent groups in the two schools that employed them. The school directors who became interested in the methodology and asked them to give ICDP training to most of the other schoolteachers noticed their work. Anna and Sergii are both psychologists and after moving to Kharkiv they too continued with their ICDP activities, by conducting ICDP workshops and giving talks at professional conferences and by contacting different groups linked to universities; as a result they trained many groups of professionals and university students in ICDP.

Rarely has ICDP issued diplomas to a more deserving team. Theirs is an example of courage, human spirit and resilience, and their story is also one of great commitment to ICDP. Faced with enormous upheavals in their lives these ICDP trainers managed to find a way to continue their ICDP work taking the ICDP messages to many new groups of parents and children, caregivers, psychologists, social workers and teachers.

PROJECT WITH UNICEF: At this workshop, we also made plans for ICDP developments envisaged to take place in Ukraine during 2015 and this was done together with Marianne Fresjarå Abdalla from the Norwegian Peace Association. Marianne secured funding from the Norwegian Foreign Ministry and in fact she has been supporting the work in Ukraine for many years

now. Another important development is establishing a link with UNICEF. UNICEF is behind the initiative of setting up twenty new centres for children in the conflict affected areas and it was agreed that ICDP training is to be given to the staff in these centres. This means that the newly certified ICDP trainers will be busy in 2015 training new groups of facilitators who in turn will

apply the ICDP programme with families and children victims of the conflict.”



ICDP AMERICAS/ LATIN AMERICA

Bolivia, Mexico, Colombia, Paraguay, Ecuador, Peru,
USA

BOLIVIA

ICDP starting in Bolivia

ICDP and the ICEL (Christian Evangelist Lutheran Church) have signed an agreement for cooperation to develop the “Education Project, Family and Community” in Cochabamba, Bolivia.

The ICDP sensitization programme promotes good quality interactions between adults and children, strengthening caregivers' competence and confidence. The project will offer ICDP courses to families, to promote an ethos of love, respect, democratic coexistence and to enhance the psychosocial development of children.

The ICDP programme "I am a person" will be rolled out in 4 municipalities, Cochabamba, Santa Cruz, Chuquisaca and Potosí. Groups of agents will be selected from local education networks to be formed as ICDP facilitators. Ilaina Ramirez, an experienced ICDP trainer from Colombia, will travel to Bolivia to undertake the training.

The aim is to train fifty educators as ICDP facilitators who will implement the programme with 1,500 families and their children.



ICDP monitoring visits will take place in the middle of each phase of the training both by the international trainer and by the local team of six supervisors who will maintain high quality

delivery. Approximately 4,500 children, aged between 0-11 years old will benefit from this intervention. Plans are in place for this project to continue developing for a period of five years, and thus ensuring a significantly large impact on the target communities.

The first training will be held in the city of Cochabamba, in August 2015. This urban area is characterized by violence, crime, illegal settlements suburban subdivisions with families in conditions of social disadvantage. Unemployment is on the rise, and so is migration from rural areas to the city, and there are shortages of basic necessities. State policies are not promoting values of education and meaningful learning. Within the family there are mechanisms that perpetuate inequality and discrimination, which generates violence within the family and community situations. Disintegration of the family and neglect of vulnerable members are frequent phenomena. There are high levels of breakup, divorce, and child abuse. The family has

institutionalized abuse as a form of discipline of children and adolescents.

While legal regulations recognize equality between men and women, as stated in the State Constitution of the American Convention on Human Rights and the 1674 Act against violence in the family, everyday discriminatory practice at all levels proves otherwise. High levels of domestic and family violence committed against women, children and adolescents have not diminished, 7 out of 10 women are victims of some form of domestic and family violence. The data indicate that the risk of violence in Bolivia is 55.8%; Cochabamba is 57.7 and Tiquipaya, 58.6%.

"Many live in fear of becoming victims of violence at home, in school, on the street. Violence against children represents one of the most widespread violations of human rights, according to statistical information (SID) ", (REPORT 1st. Semester, 2012).

MEXICO

Guadalupe Higalgo Highschool

An ICDP sensitization project was successfully completed in the Guadalupe Hidalgo High School, in the state of Puebla, Mexico.

Guadalupe Hidalgo is a town located in the south of the state of Puebla. ICDP was first introduced through an ICDP conference held at the High School in the autumn of 2014, which was attended by 117 people, including parents, teachers and some students. The psychologist, José Luis Flores Jiménez, presented ICDP.



After this conference, it was agreed to run an ICDP sensitization group for parents. The teachers, who agreed that there was a need for this type of intervention, welcomed the ICDP sensitization project. The objective of the CDP project was to promote good quality relationships at home and at school, with a particular focus on improving the relationships between the parents and their teenage children - strengthening the relationships between parents and their children was understood to be a factor that could prevent future problems and could help avoid some of the difficulties that are being faced at the moment, such as school desertion, unintended pregnancy in girls and drug problems and vandalism by the boys.

The ICDP programme was delivered in ten weekly meetings, which were held on each Tuesday, from 8:30 a.m. till 11:00 a.m. The participants were all parents of children (ranging in age from 12-16 years old) who are pupils at the Guadalupe Hidalgo High

School. Thirty parents attended all the meetings; another thirty attended less than the ten meetings. This group of parents named its own ICDP team "Corazones Unidos y Alegres" (United and Cheerful Hearts).

Click here to see a photo report:

<http://www.icdp.info/api/media/media/787>

"As a result of attending the ICDP group, we have become interested in the activities of our children the way we were not before. We realized that young people do bad things when they do not feel appreciated and supported enough. The important thing is to listen, share with and accompany our children. There is a feeling of togetherness; our hearts are united and happy. We feel very glad to have come across the ICDP programme. We are more confident in ourselves." – parents' group "Corazones Unidos y Alegres", 2015

COLOMBIA

Embera Chami and ICDP

ICDP has started activities in two Indian settlements in the municipalities of Quimbaya and Buenavista, in the department of Quindio, Colombia.

Carmen Lucia Andrade, an ICDP trainer and chairperson of ICDP Colombia, leads this new project. She is providing training, monitoring and general supervision for the implementation process. Over the last few months, she has been visiting the two settlements in order to obtain support for ICDP from their leaders. Both settlements belong to the Embera Chami population and their leaders were interested in cooperating with ICDP. They have provided access and contact with the families, children and young people living on these settlements. The

settlements are well organized and have a number of well-qualified young leaders. Many of the young leaders managed to complete high school and some continued their technical studies and/or attended university. Six young leaders from the two settlements have now started to attend ICDP workshops. They will be trained as facilitators of the ICDP programme, which means that they will be able to implement the programme with families. Their task will be to deliver the programme in 12 or more meetings as required, to about 30 families and around 90 children living in their respective communities.



Some of the young leaders had heard about ICDP from their neighbours – from the traditional doctors who had witnessed the ICDP experience firsthand in an earlier project. They have understood that the ICDP programme represents a support tool to strengthen and improve their community system of care and education for their children. These leaders consider the ICDP methodology as an asset for the Embera Chami community, as a way of upgrading parenting skills, supporting families through positive and constructive approaches that promote self-knowledge and shared experience. This is why they asked to be trained. They want to develop the ICDP strategy inside their reserve as a first step, however their vision is to afterwards continue implementing the programme by working in other settlements nearby. In order for this to happen they are determined to obtain the approval of the governors of the indigenous councils (who hold political and administrative powers), authorization without which one could not advance any initiative.

“In this project we will apply the ICDP programme without imposing a model of care from outside but rather by working inside the cultural conceptions and practices, hoping to strengthen the local care system and give confidence to caregivers in their own roles. The ICDP programme will be working in accordance with the Convention on the Rights of the Child (CRC), the Article 30 which says: *children from minorities or indigenous groups have the right to learn and practice their own culture, language and religion. The right to practice their own culture, language and religion applies to all; the Convention emphasizes this right in cases where most people in the country does not share the practices.* We have already worked with a similar Indian group in the past and many lessons were then learned about how to adapt the approach so that it is in line with their specific world vision and cultural context. The ICDP sensitization tools and the training model will be further adapted to fit in with the needs of these two specific communities.” – Carmen Lucia Andrade.

Background information:

The trainers from ICDP Colombia have had a number of opportunities in the past to use the programme with families from indigenous communities. They worked in different parts of the country, i.e. in the Ipiales indigenous reserve located in the Nariño department, with Guambia Indian population in the department of Cauca, with the Embera Chami in the Choco department and with Embera families in La Tebaida near Amanecer (Amanecer is the headquarters of ICDP Colombia), in the Quindio department. The ICDP methodology proved to be sufficiently flexible and adaptable to fit in with the native cultures in all of these communities. The recipient families found the ICDP guidelines to be simple and effective when they applied them in their homes.

When the government relocated the Embera families from La Tebaida to the town of Córdoba, the ICDP trainers from

Amanecer continued to support them and to kept in touch, by visiting and working with them for a further couple of years. Ever since the resettlements, the leaders of the indigenous organizations have been fighting for their territory and defending their rights. The Indians located in the municipalities of Quimbaya and Buenavista are particularly economically disadvantaged, although the government is providing some help through health plans, food programs, education etc. So far they have managed to survive by organizing their lives in villages or rural settlements through their indigenous organizations. Their families have been maintaining traditional values and have continued to nurture their capacity for collective work. Characteristics of Embera Chami community: They have a non-stratified egalitarian society. Kinship is the

basis of their political organization. Families who tend to be related to each other constitute the villages. Property in settlements is communal. The family is monogamous. The women are in charge of food, clothing and basket making. They also take part in planting and harvesting. The men cultivate the land, go hunting and fishing. Before marriage couples live together for a period called the Amane.

The Chami family is patriarchal; the newlyweds start their lives by living in the house of the father of the husband and then later on may gain independence to live elsewhere. The ceremony called Paruka symbolizes female initiation and it represents the transformation of a girl into a woman. The mothers' task is to care for children, but it is common for older sisters to provide care - they learn from small to take their siblings on their backs.

Retired teachers take up ICDP

A group of thirty teachers decided to take up ICDP and to become a voluntary group with the task of giving ICDP courses to parents on an ongoing basis.

Forty years ago a group of young people attended together La Normal de Envigado, a college in Antioquia, Colombia, where they studied to become teachers. Once they finished their studies they worked in schools on local, regional and national levels and eventually reached retirement age. This year this group of thirty teachers decided to be trained in the ICDP programme.

They heard about the work of ICDP from one of their colleagues, Carolina Montoya, an ICDP trainer. They met at the party that celebrated forty years since their graduation. At this party, they shared about their lives and current activities and on this occasion Carolina spoke about ICDP. She talked with such conviction and enthusiasm that she lit a spark of real interest in

the programme among all present. After the party they kept the correspondence via email and she invited them to read more about ICDP. The more they read the more they liked it and eventually they all decided to become facilitators of the ICDP programme themselves.

Since early May this group of women has been receiving training in ICDP on weekly basis. From July onwards they will be giving courses in ICDP to groups of parents and that work will be part of their own self- training required for certification as facilitators.

They said that they wish to pass on the ICDP messages to as many families as possible and that they will be working on voluntary basis, under the motto SERVE TO BE HAPPY. When they were student they were inspired by their teacher Lucy Mejia who taught them to teach children with love and this motivation is still within them – ICDP is an opportunity to put it into practice through positive social action.



PARAGUAY

Ongoing work in Paraguay

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

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



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

understand their own responsibility, instead of falling into covert rebellion against the leader and the reigning hierarchical system in their society. The constant challenge is the low understanding of adults in general, and including parents, about the true emotional and psychosocial needs of babies and children of all ages. Because they are not receiving proper care and positive regulation many teenagers are not able to set goals or have enough discipline to achieve them. They are often unable to say no to drugs."

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

About ten young people have been attending the Centre for over 10 years now, since their early childhood. Significantly, two teenage boys decided to study psychology in order to later on come back and work at the Centre and thus "give back what they have received from the Centre".

The director Elizabeth Gavilan changed her role in 2015 and delegated the technical coordination and logistics to one of the educators. The main focus of her work now is on issues of good interaction with children and continuing with the ICDP training of all the staff. She also wishes to spread the ICDP programme more widely in Paraguay and is looking out for organizations that might be interested in ICDP sensitization and awareness raising courses. Two organizations are already have already shown interest to receive ICDP training in 2015.

ECUADOR

380 families attend ICDP in Quito

From the 16th to the 21st of March 2015, the Capuchin Order organized ICDP events at the Club Amigó de Cotocollao, in the north of Quito. 380 participants attended the ICDP training sessions.

The ICDP training sessions gathered 120 participants, including the directors Father Alberto Gómez and Father José Antonio López, (who are the coordinators of the four Capuchin institutions in Quito), four professional psychologists (who work at the Capuchin youth clubs and the youth centres), thirty teenagers, parents and relatives of the teenagers, teachers and



professionals from neighboring schools. An estimated 60% of

women and 40% of men participated. The ICDP Colombia trainer Carolina Montoya, who acted as an international consultant on behalf of ICDP, conducted the seminar.

The Fathers hope to use the ICDP programme to work with vulnerable families that are experiencing greatest difficulties, such as family disintegration, authoritarianism, alcoholism, family abuse, labor exploitation of minors and high levels of school dropouts.

About the work of the Capuchin order in Quito:

Twenty years ago the Capuchin order established two centres for young people: the Virgil Guerrero Centre for juvenile offenders and the La Dolorosa Centre for vulnerable young people. They also set up two youth clubs (Clubes Amigó) in the sectors Guamaní (south of Quito) and in Cotocollao (north of the city) that provide technical training to adolescents (14 to 18 years of age) who are not otherwise engaged in studying or working. A total of 400 adolescents attend these clubs.
<http://www.terciarioscapuchinosecuador.org/index.php/instituciones/centro-de-orientacion-juvenil-virgilio-guerrero>
<http://www.terciarioscapuchinosecuador.org/>

Central to the work of Capuchin fathers is a project aimed at influencing and supporting the processes of transformation of a juvenile justice focused on repression to a juvenile justice that respects the principles adopted in the Convention on the Rights of the Child (Articles 37 and 40), the Beijing Rules for the Administration of Juvenile Justice in the Riyadh Guidelines for

the Prevention of Juvenile Delinquency, and the Tokyo Rules on Non-Custodial Measures of Liberty.

To reach this goal and improve the dissemination and implementation of socio-educational measures in Latin American juvenile justice, the project aims to promote, at local and regional level, opportunities for training and exchange of good practices open to professionals responsible for the administration of juvenile justice; develop lobbying and advocacy in the countries of project implementation and in regional and international arenas; inform and sensitize civil society on this issue and work with families and communities of young offenders.

Specifically, the proposed activities include a reflection on respect for the legal guarantees and alternatives to imprisonment (restorative justice, probation, providing community service, etc.), work on patterns of parenting with family and community of origin, making room for advice (legal, psychological, etc.), the use of information and communication tools such as radios and local press, promotion of networking as a method of continuous training and instrument of pressure to put the issue on the public agenda.

Photo gallery: <http://www.icdp.info/api/media/media/768>

Read in Spanish the full report with participants' evaluations:

<http://www.icdp.info/api/media/media/797>

Follow this link for more background information:

<http://www.icdp.info/icdp-seminar-in-quito-ecuador>

PERU

ICDP at the University in Lima

ICDP is starting a training programme at the Garcilaso de la Vega University in Lima, Peru. On the 14th of May, ICDP and the University signed an agreement for cooperation.

Training in ICDP is incorporated as part of the official curriculum of the student nurses attending the Garcilaso de la Vega University. The primary care networks are in constant contact with the families from the community, and the ICDP programme will be part of their activities aimed at promoting quality care, prevention of domestic violence and respect for children's

rights.

Link to the announcement on the university webpage:

<http://www.uigv.edu.pe/noticias/detalle-noticia/ic/universidad-garcilaso-firma-convenio-con-importante-ong-internacional>

The signing of the agreement took place in the office of the university chancellor, Luis Cervantes Linan. The other signatories included the ICDP president Nicoletta Armstrong, ICDP Peru representative Ana Sofia Mazzini Salom, and the dean of the faculty of nursing Sonia Gonzales Vela



USA

ICDP in Chicago

The ICDP programme is being used in Kane and Cook Counties with partners such as Chicago Public Schools, Mental Health Services, Children's Home and Aid Societies, Community Organizations, and Faith Communities.

The ICDP programme is a tool for capacity development of community professionals and leaders who in turn, facilitate ICDP sessions with parents and other caregivers over a period of 8 to 16 weeks, on weekly basis. The program was found to be valuable to all parents, but it has also been implemented successfully with targeted groups of parents; single, teen, of children with special needs, immigrants, incarcerated, military-connected, parents at-risk, etc.

To read the executive summary of the ICDP USA evaluation report: <http://www.icdp.info/api/media/media/777>

To read the full report: <http://www.icdp.info/api/media/media/778>



Ghana, Rwanda

GHANA

The Kids Read Project in Ghana

ICDP Ghana is working closely with World Vision Ghana on a project aimed at strengthening the processes of learning in a number of schools in Kadjebi, Nkwanta, Krachi East and Krachi West, situated in the Volta Region. The focus is on improving children's reading capacity by enhancing the teachers' skills and their interaction with the children.

Taken from the ICDP Ghana report:

Reading is the foundation for other learning enterprises and projects one's intellectual capacity. Studies have confirmed that children's literacy skills in kindergarten are strongly related to later intellectual achievements, hence the establishment of The Kids Read Project, a project of the International Child Development Programme (ICDP) Ghana, with support from World Vision-Ghana (WVG).

This project is designed with the understanding that, providing training specifically to teachers on how to support, handle and deliver reading lessons is the best way to ensure kindergarten children develop good reading skills.

The design of the programme is in line with the 'Education Strategic Plan' (ESP, 2010 – 2020) of the Ministry of Education. It also embraces the language policy to help children learn to read in the dominant local language alongside the English language. As a result, a four-day community entry and inception meeting with stakeholders was held in Kadjebi, Nkwanta, Krachi East and Krachi West, all situated in the Volta Region.



The Kids Read Project is intended to bring an improvement in reading skills of children through the design and provision of in service training to the teachers and equipping their classrooms with requisite teaching and learning materials for teaching reading. The project will take into consideration creating a fun filled learning activity that teachers can take advantage of, to ensure appropriate learning environments for children in their classrooms.

At the end of this project, ICDP hopes that teachers will be able to create a more child friendly atmosphere to support children to acquire reading skills and hence improve their ability to learn other subjects from the kindergarten to the primary levels and

even higher educational ladder to further support them to achieve their full potential in life.

Read the full ICDP Ghana report about the start of this project <http://icdp.meatdigital.no/api/media/media/793>

RWANDA

A pilot ICDP Project

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

Recommendations from the report of the pilot project:

"ICDP is of great significance in helping caregivers improve on their teaching styles and rearing styles for proper child development. There is a huge demand for ICDP in Rwanda, especially to offer training to parents, teachers and head teachers of genocide survivors to enhance their nurturing competences. Most parents and teachers are very poor to the extent that they cannot provide and cater for their lunch and transport costs to attend the training. This needs to be addressed in order for ICDP Rwanda to achieve further outreach.

ICDP training should be given to army schools to the parenting soldiers and even organizations that work and deal with children directly, such as World Vision, Save the Children and UNICEF in Rwanda."

Some of the reflections from the participants of the ICDP course:

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

"I show love to my child by taking care of his needs like any other child. He spent four years not active, but now he is active. Most of the time I speak to him in a soft and calm manner." "My son is always sad so I have to find means of making him happy, sometimes using dolls."

"My child with partial blindness appreciates those who love him and this impresses me."

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

"I have four blind children and two of them go to school, whenever they bring their reports I give them praise to show my appreciation, and also small prizes for their performance".

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

"My child likes building and so I took him to school, even though

people were telling me that there is nothing he can do because he is disabled – however, I did not give up and after taking him to school he has greatly changed which gave me hope that he can one time meet his wish.”
“When I praise my blind children, they become happy and this way they are developing hope for the future.”

Post assessment:

D. acknowledged that he learnt how to look after and give advice to his blind children.

A. said that he learnt that the disabled children need effective and proper regular follow up to develop properly.

D. expressed that she did not know that the disabled child can go to school and study but now she will follow her child and provide all the necessities for schooling.

J. stressed that she learnt that she needs to follow her child to determine his better future and learnt how she can help any

disabled child she might meet in her community and neighbourhood.

T. noted that she knows some parents who have disabled children like hers and in case they don't look and care for their disabled children well in the future she will always intervene.

F. acknowledged that she learnt that disabled children are always like any other ordinary children and can contribute to the society.

A. realized that he has to look after deaf children properly and teach them so that they can have a better future.

A. realized that she has to work hand in hand with parents to determine a bright future of deaf children and also learn the sign language so as to communicate with them effectively.



ICDP IN ASIA

China, Nepal

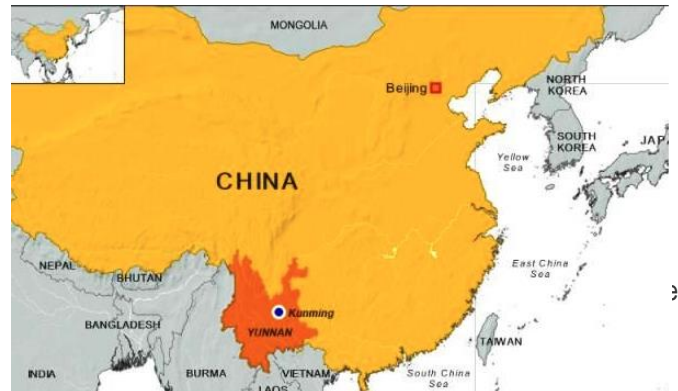
CHINA

“The head has found its pillow”

In China, the Women’s Federation has become very interested and enthusiastic about the possibility of implementing ICDP in their country. “The head found its pillow”, they said, meaning that ICDP fits in perfectly with their organizational aims.

The Women’s Federation (WF) is an organization with the responsibility of promoting human rights and developing services for the benefit of women and children throughout China. They agreed to develop ICDP through their existing system, i.e. their structures and personnel that operate at all levels of Chinese society, from national down to village level. WF will also provide premises for the ICDP training, including accommodation at reduced rates.

Three ICDP pilot projects will be rolled out in Kunming, Zhaotong and Xishuangbanna. Kunming is the capital of the Yunnan province with many migrant workers; Zhaotong is a poor mountainous area with a large percentage of children who have been left behind by their parents in search of work; and Xishuangbanna has a population with more than 13 minority groups. The plan is to build on the experiences of the pilot projects in order to establish a system of ICDP delivery that can be used in the entire Yunnan province and then be applied in other provinces as well.



implementation of the ICDP programme in China will be a major part of a project called "Breaking the circle of leaving children – to reduce the numbers of children that are left by their parents and to improve the quality of life for children". This project will take place from 2015 to 2019 and it represents a cooperation between the Women’s Federation Zhaotong, the Xishuangbanna Legal Aid Centre and the Shincon Kunming Rep Office. It is supported by the Norwegian government development funds, with matching funds from the Women’s Federation.

The project hopes to contribute to the psychosocial development of children through interventions for their parents and caregivers.

Parents' awareness will be raised about the irreplaceable role they play in their children's development and they will receive help to raise their children in a loving way by applying the three dialogues of the ICDP programme. The expected result is that parents after attending the ICDP training will know how to spend time with their children in a way that would positively effect their children's development and will observe and report about changes in their children's behaviour.

ICDP and the Shincon Kunming Rep Office are signing an agreement for cooperation; ICDP will be providing international trainers and general consultancy for the duration of the project. The ICDP developments on the ground will be coordinated by a non-profit organization, whose board will have representatives from the WF Yunnan, the WF Zhaotong, the Xishuangbanna Legal Counseling Centre and the Shincon Kunming Rep Office

NEPAL

Graduation Ceremony

The first group of facilitators received their ICDP diplomas, at a ceremony held at the Preschool Teacher Training center in Lalitpur, Nepal.

There are now 16 ICDP trained facilitators in Nepal, and their work is linked to the Early Childhood Education Centre (ECEC). The facilitators have applied the ICDP programme with a group of 83 caregivers, reaching several hundred children. They had attended three workshops over the past year at which they had plenty of opportunities for sharing and reflections, and they grasped the main themes of the ICDP programme very well, according to Elsa Doehlie, their trainer.

The graduation ceremony was part of the third workshop and it was a great celebration, which ICDP Nepal recorded visually by posting many photos on their new facebook page:

<https://www.facebook.com/pages/ICDPNEPAL/7253639975853>
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For more background information about this ICDP project follow this link: <http://www.icdp.info/australia-asia/nepal>



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